

The background features a stylized illustration of a globe at the bottom. On the globe, there are several radio towers of varying heights, some with antennas. In the background, there is a city skyline with several buildings. The entire scene is set against a light orange background with faint white circles and lines, suggesting signal waves or broadcast paths.

# ABC Audience Research Toolkit for Community Radio

**A Practical Guide for  
Journalists, Radio Hosts,  
Producers, Station Managers,  
Directors, and CEOs**

This toolkit provides a practical ABC process—Assess, Build, Convert—to help community radio teams plan, run, and use audience research to improve their broadcast.



## Authors

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# FOREWORD

It is with great pleasure to see that the ABC Audience Research Toolkit for Community Radio is now available to the public. This practical guide is a crucial tool for any community media to be able to conduct audience research on its own.

In June 2024, I had the honour to speak at the graduation ceremony where eleven participating radio stations had successfully completed their training within the capacity building project called 'Know Your Audience – Improve Your Radio Rating', a project funded by the Dutch foundation Stem van Afrika (SvA). Since it was created in 1965, SvA has been committed to strengthening the capacities of grassroots community media on the African continent.

The seeds of this capacity-building project were sown in 2021 and 2022, and I was honoured to bear witness to this accomplishment in the name of CAMECO. The two-year training combined, in a participatory manner, online and offline sessions in the form of learning modules and physical meetings, having as key objectives:

1. to help station managers and producers knowing better their listeners;
2. to enable them to determine and measure their share of listenership in a competitive media sphere;
3. and, to encourage each station to start building its own knowledge based on evidence.

I was fortunate enough to coincide my visit to Nairobi in November 2023 with one face-to-face meeting with the journalists participating in the project. Each radio station had its own pace in learning how to collect a larger amount of data from the audience, as well as on how to process and analyse the data.

Despite the challenges encountered on the way, each of the stations proved commitment, endurance, resilience, and openness to continue the process. The stations demonstrated their strong commitment and public responsibility.

Audience should never be taken for granted. They are not a homogenous entity, nor do they have the same wishes and interests. Learning who their audiences were, their needs and aspirations, their patterns of consumption, their challenges in life, their hopes and dreams, is so necessary to fulfil their mission as community media: to serve their communities, so that community members see themselves represented by, in, and through their radio station.

Moreover, learning about their audience is an important knowledge that will promote better decision-making and effective strategies to attract funding and advertising, and ultimately securing sustainability.

Media can serve as an enabler of respectful participation for conveying society's aspirations, ambitions, and contentions. Community media, particularly, is a civic space that should convey reliable information, assemble diverse and plural perspectives, and foster debate.

Community media is an influential societal component that is regulated and guided by rules, norms, standards, ethics, and transparency. Community media should be understood as a space that is open, accessible and, at the same time safe, trustworthy, and reliable.

Community media should assume a pro-active attitude of care and listening. When listening is incorporated as an ethical practice, community media can embrace and foster values such as: human dignity, equality, respect, and a commitment to the fulfilment of citizens' capabilities.

In addition to listening, dialogue is another complementary element. Offering a safe space for dialogue can be a way of forging possible roads and transforming realities.

This is all about communicating in solidarity. Communication in solidarity connects people and create mutual trust, so that society can thrive.

In a nutshell, the main takeaway of this toolkit is: audience research should be turned into a regular management habit and that regular efforts should be undertaken to keep each station close to its audience. As the authors rightly indicated: research can be practical, low-cost, and transformative.

I end my words by thanking each of the participating stations and those here portrayed – EK FM 88.3 (Mbita, Kenya), Radio Mchungaji (Samburu, Kenya), Radio Pacis (West Nile, Uganda), and Radio Etoil A Karamoja (Kotido, Uganda). This practical guide indicates cost-effective solutions used by these four radio stations.

We encourage interested readers to apply the knowledge contained in this guidebook as a companion to getting to know your audience.

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# PREFACE

When I was appointed Director of *Radio Kwizera* in Northern Tanzania in 2003, one of the first things I did was to conduct an audience survey. The station was struggling to find its place in a competitive and rapidly changing media environment. Our programs were passionate and community-oriented, yet their impact was unclear. We knew that we were broadcasting, but we did not know who was truly listening, what they valued, or what they ignored. With very limited resources, we decided to act. The staff and I designed and conducted our own audience research, using basic questionnaires and focus discussions. The only external help we sought was from one data expert who analyzed our results using SPSS, which in 2003 was considered an advanced tool. The findings revealed what we had long suspected but could not prove. Our most loyal listeners were changing, our content was mismatched to their schedules, and some programs no longer resonated. We reorganized our program grid, shifted our time slots, and introduced new formats that matched the audience reality. Within months, *Radio Kwizera* had transformed from a struggling station into one of the most trusted and competitive community radios in the region.

That experience changed how I view audience research. It taught me that effective media management is not only about technical production or creative energy but also about curiosity, method, and discipline. Audience research is not the privilege of big institutions or well-funded organizations. It is a fundamental practice that every community media can master if guided with the right tools and mindset. The story of *Radio Kwizera* showed me that credible audience insight can be generated with modest resources when the leadership and the team are determined to understand their listeners and serve them better.

Over the years that followed, I worked closely with community radios in Uganda and Kenya, training and mentoring their staff on how to design and conduct their own audience studies. Many of these stations operated with skeletal teams, where one person served as presenter, producer, and technician. They had neither professional researchers nor external consultants, yet they were deeply connected to their communities. Through training, practical exercises, and peer exchange, these teams learned how to ask the right questions, interpret findings, and use the results to improve programming.

I saw firsthand that even with limited means, managers could lead credible audience research that made a real difference.

Despite these successes, the challenges facing community radios remain significant. Many stations lack a culture of systematic inquiry. Decisions are often based on assumptions or isolated feedback rather than structured data. Managers may recognize the importance of research but feel overwhelmed by its technical language and methods. Others are constrained by financial hardship, depending on volunteers or small grants that cannot support formal surveys. In many places, data interpretation still depends on guesswork rather than verified evidence. The absence of adequate training leaves staff confident in their experience but uncertain about how to translate that experience into actionable audience knowledge.

These challenges are real, but they are not permanent. They are the very reasons this toolkit exists. Research is not beyond the reach of small stations; it is precisely what will enable them to grow stronger and more sustainable. The purpose of this toolkit is to demystify the process, provide clear tools, and show that credible audience research can be achieved through teamwork, creativity, and proper planning.

*Radio Kwizera's* transformation remains proof that it is possible. The lessons learned there continue to inspire this work. With internal effort, a small team, and one data expert, we turned limitations into opportunities. The same can happen anywhere. With practical guidance, ethical commitment, and community participation, every radio station can become both community-rooted and evidence-driven.

**This toolkit will help you do the same.**

# INTRODUCTION

This toolkit is designed to help community media managers lead and oversee audience research in practical, affordable, and meaningful ways. It simplifies research concepts and focuses on actions that can be implemented using existing staff and community resources. Each section contains short explanations, checklists, and templates to guide decision-making and ensure evidence-based programming.

The toolkit is written for managers, directors, and program coordinators

in community radio and television stations. It can also serve as a reference for producers, presenters, and volunteers who support audience engagement efforts.

To use the toolkit effectively, managers are encouraged to read one section at a time, apply the practical tools, and reflect with their teams after each research activity. The document is not meant for academic study but for real-world use in the station's daily operations.

## Toolkit Structure

The toolkit has six main sections. **Section 1** highlights the role of the manager in audience research and explains why leadership and vision are key to evidence-based decision-making. **Section 2** outlines the full research process, providing a step-by-step guide from planning to analysis. Section 3 presents simple

tools and methods for collecting and interpreting audience data. Section 4 focuses on ethical standards and data management. Section 5 explains how to turn findings into programming decisions and organizational strategy, while Section 6 emphasizes continuous audience engagement and feedback.

This document was developed with support from Artificial Intelligence (AI) tools. These tools were used to support drafting and structuring of content. For privacy reasons, all images used are AI-generated. All outputs were reviewed and validated by the authors to ensure accuracy, relevance, and alignment with the research objectives..

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## Introduction to the four radio stations

**R**adio *Pacis* and *Etoil A Karamoja* are two Catholic Diocese-owned community radio stations operating out of Uganda, each serving distinctly underserved regions of the country. *Radio Pacis* is based in Arua, in Uganda's West Nile region, and was founded in 2001 by the Catholic Diocese of Arua with the mission of bringing the "Peace of Christ for all." It blends information and entertainment to serve its community through programming covering health, agriculture, education, and culture. *Etoil A Karamoja* FM 92.7, on the other hand, is owned by the Kotido Catholic Diocese and has been broadcasting from Kotido Town since 2015, making it the pioneer radio station in the North Karamoja area. Its signal covers a 100 km radius stretching into neighboring Turkana, Teso, Acholi and Lango, reaching over 700,000 listeners as of 2022. The station broadcasts primarily in Ngakarimojong language alongside Luo, Kiswahili and English, with a mandate to empower communities, improve government accountability, and drive development across the Karamoja sub-region.

Across the border in Kenya, *Radio Mchungaji* and *EK FM* similarly champion community-centered broadcasting in marginalized areas. *Radio Mchungaji*, Swahili for "The Shepherd", is owned by the Catholic Diocese of Maralal and broadcasts on 95.4 FM with a signal radius of 150 km, programming in Swahili, Samburu, Turkana and Pokot languages to promote human and pastoral development, peace-building and community empowerment in Kenya's Arid and Semi-Arid north. *EK FM* 88.3, meanwhile, is a for-youth, by-youth community radio station on Mfangano Island in Lake Victoria, produced in the Suba language. It is designed to address the health challenges and cultural marginalization of the Abasuba people through expression, solidarity and revitalization. Its motto, "*Turi Alala*", "We are Together" in Suba, encapsulates its ethos. Uniquely powered by Africa's first wind- and solar-powered FM transmitter atop Soklo Mountain, *EK FM's* signal reaches 80 km across Lake Victoria, serving a listenership of approximately 850,000 people.

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# 01

## Section 1

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Introduction to Audience Research  
for Community Radio

## 1.1. Why Audience Research Matters

Community radio is more than a channel of communication; it is a space where citizens encounter themselves, negotiate meaning, and act together. Its credibility rests on how well it reflects the lived experiences of its audience. Audience research is the instrument that ensures this reflection is accurate. It transforms a radio station from merely broadcasting to listening back.

For decades, many community stations in English-speaking Africa have relied on instinct and anecdotal feedback. Presenters often gauge success by the number of phone calls,

SMS messages, or greetings from listeners. Yet, such fragments reveal only a fraction of audience reality. Audience research fills the gaps. It provides structured, verifiable information about who listens, how often, why they listen, and what value they derive from the station's output.

The four pilot studies undertaken in Kenya, Uganda, and Tanzania between 2023 and 2024 demonstrate the power of evidence. Each station began with assumptions that were either confirmed, corrected, or completely overturned once data were collected.

- **EK FM 88.3 (Mbita, Kenya)** assumed that the Olusuba language automatically guaranteed loyalty among the Abasuba community. The survey revealed otherwise: 96 percent of residents knew the station, but only 88 percent tuned in regularly, mainly because of weak signal reach and the difficulty of understanding Olusuba among younger audiences.

- *Radio Pacis* (**West Nile, Uganda**) believed that traditional radio was still dominant among youth. The study found that while youth valued *Radio Pacis* for trustworthiness, their media diet had shifted toward social-media clips and short audio segments.
- *Radio Etoil A Karamoja* (**Kotido, Uganda**) discovered that 91 percent of radio users preferred its station, yet the bulk of this audience—young people under 30—felt under-represented in program topics.
- *Radio Mchungaji* (**Samburu, Kenya**) expected its principal audience to be middle-aged male pastoralists. The research revealed that over 54 percent of listeners were women and that faith programs were appreciated chiefly for their family and community messages, not purely devotional content.

These findings illustrate why audience research is indispensable. It replaces assumption with reality, hearsay with evidence, and allows community stations to adapt to changing demographics, lifestyles, and technologies. Without research, stations risk becoming disconnected from the very people they exist to serve.

## 1.2. How Audience Research Strengthens Programming and Sustainability

Audience research performs three interlocking functions, improving programming, attracting partnerships, and demonstrating social impact.



### a. Programming Relevance

Through systematic data collection, stations learn what content matters most and when it matters.

- At *EK FM*, the survey showed that evening listening (6 p.m.–10 p.m.) drew the largest audience. Management responded by shifting the Olusuba cultural segment to this slot and expanding interactive discussions. Within months, listener calls doubled.
- *Radio Etoil A Karamoja* learned that 27 percent of its listeners spent more than five hours daily with radio, and that farming and peace-building topped their topic interests. The station responded by launching a *Farmers' Hour* and a *Karamoja Peace Forum* series.
- *Radio Mchungaji* discovered that mid-morning shows had the lowest ratings, prompting a schedule overhaul to include local-language women's talk shows and youth music programs.



### b. Partnerships and Funding

Credible audience evidence transforms a community station into a serious development partner.

- *Radio Pacis* used its survey to demonstrate a reach of more than one million listeners and attracted support from education and peace-building agencies seeking reliable grassroots communication outlets.
- When *EK FM* could present gender- and age-segmented data, local NGOs interested in youth training and coastal conservation began buying airtime for targeted programs.



### c. Impact and Accountability

Community radios must consistently demonstrate their impact on changing lives. Audience data helps quantify this.

- In Samburu County, 70 percent of *Radio Mchungaji* listeners reported adopting new hygiene practices after following its health talk series.
- At *Radio Etoil A Karamoja*, respondents noted that news on local governance and anti-corruption had encouraged village meetings to demand accountability.

Such evidence is persuasive to donors and governments alike. It proves that community media are not peripheral actors but integral partners in education, peace, and development.



## 1.3. The Manager's Role in Ensuring Evidence-Based Decisions

Experience from the four stations confirms that successful audience research depends less on external consultants and more on leadership attitude. The station manager is the pivot.

A manager who views research as a leadership practice rather than a technical task ensures continuity and learning. Effective managers typically:

01

**Champion evidence-based decision-making.** They insist that programming reviews begin with data, however modest.

02

**Mobilize internal capacity.** In all four stations, presenters, marketing assistants, and volunteers collected data after basic training, proving that research is possible even with limited budgets.

03

**Encourage transparency and dialogue.** Sharing findings with staff and listeners turns research into conversation. When *Radio Pacis* publicly presented survey results, it won community trust and invited suggestions for future topics.

04

**Translate insights into action.** *Radio Etoil A Karamoja* used its data on illiteracy (25 percent of listeners) to introduce a weekly literacy segment. *EK FM* developed a training slot for young reporters after identifying a gap in youth representation.

Leadership commitment makes research routine rather than exceptional, ensuring that each broadcast cycle feeds into continuous improvement.

## 1.4. From Knowing the Audience to Understanding It

Many broadcasters equate listener familiarity with understanding. Knowing that a caller's name is *John from Karamoja* is not the same as understanding John's world—his daily routine, media choices, aspirations, or constraints.

True understanding emerges when qualitative and quantitative insights converge.

### 01

**Quantitative data** tells how many: percentages, frequencies, and trends.

### 02

**Qualitative data** reveals why: motives, feelings, and meanings behind behaviour.

During the pilot studies, combining these two types of data insights produced more impactful stories.

- *EK FM's* statistics showed a dip in young listeners; focus groups explained that the youth found the language "too formal" and the music "too slow."
- *Radio Mchungaji's* tables showed a female majority; interviews revealed why—women found the station "a companion in the evening when men are away herding."

- *Radio Etoil A Karamoja* noted that listeners favoured local news; discussion groups explained that people valued the station for "telling our stories before others tell them wrong."

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**Understanding means recognizing such nuances and acting upon them. It transforms data into empathy and empathy into responsive communication.**

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## 1.5. Core Questions to Guide Every Station

Community radios can start small. Regularly asking the following questions builds an enduring research rhythm:

### 1. Who listens to us?

Collect basic demographic information (age, gender, education, occupation, location). For example, *Radio Mchungaji's* survey showed that 35 percent of listeners were below 35 years, prompting new youth content.

### 2. When do they listen?

Plot daily and weekly listening peaks. *EK FM* identified evening and morning as the strongest slots; *Etoil A Karamoja* found similar patterns with a surge after 10 p.m.

### 3. What do they listen for?

Clarify motivations—information, education, entertainment, or spiritual growth.

### 4. How does listening affect them?

Capture changes in knowledge, attitudes, and behaviour. *Mchungaji* listeners linked programs to improved family dialogue and health practices.

### 5. What improvements do they suggest?

Encourage feedback loops through SMS, social media, or follow-up mini-surveys.

These questions can be explored through simple surveys, focus group discussions, or call-in tracking sheets. Over time, patterns emerge that guide management decisions far better than guesswork.

## 1.6. Building Local Relevance Through Context-Sensitive Research

Community radio operates in contexts shaped by culture, geography, and technology. A useful toolkit must therefore respect local realities.

- In **Karamoja**, nomadic patterns required mobile data collectors who could reach cattle camps.
- In **Samburu**, enumerators translated questions into both Samburu and Turkana languages to accommodate linguistic diversity.
- *EK FM* leveraged its youth volunteers on motorbikes to distribute questionnaires around the lake shores where network coverage was poor.
- *Radio Pacis* used WhatsApp and Facebook polls to reach urban youth who rarely attend community meetings.

Such adaptability ensures that research outcomes mirror community realities rather than impose external designs. The essential principle is *participation*—research done *with* communities, not merely *about* them.

## 1.7. From Evidence to Action: Turning Findings into Change

Data becomes valuable only when translated into action. Stations that integrated findings into operational planning saw tangible results.

- *Radio Pacis* developed a youth digital studio after identifying social-media migration.
- *Radio Mchungaji* improved signal reach by installing a relay antenna in remote wards where listeners had complained of weak reception.
- *Etoil A Karamoja* used its survey to convince local leaders to partner in community forums on peace and farming.

Each example shows that research is not an academic exercise but an engine of transformation within and beyond the station.

The table below presents key lessons from the four radios, showing how audience research produced measurable impact.

Table 1: Insights from the Four Radio Stations

Radio Station	Key Finding	How the Station Responded	Result / Outcome
<i>EK FM</i> (Kenya)	96% awareness but only 88% regular listenership; evening hours most popular	Moved Olusuba program to evening; added bilingual segments	Evening listenership increased by 12%; stronger youth participation
<i>Radio Pacis</i> (Uganda)	Youth audience shifting to social media	Created 10-minute digital podcasts (Pacis Byte)	Online engagement grew by 38% in 3 months
<i>Radio Mchungaji</i> (Kenya)	Majority of listeners are women; wanted family-life programs	Launched 'Imani na Maisha' integrating faith and family issues	Doubled listener call-ins; new partnerships with local parishes
<i>Etoil A Karamoja</i> (Uganda)	Youth under 30 felt excluded; wanted peace and education topics	Started 'Voice of the Youth' and 'Peace Talk Hour'	Increased youth listeners; partnership with education NGO

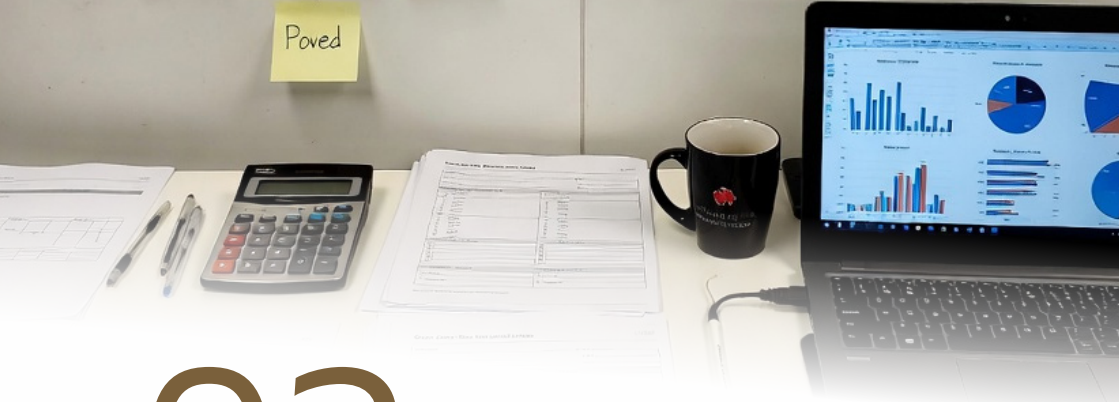
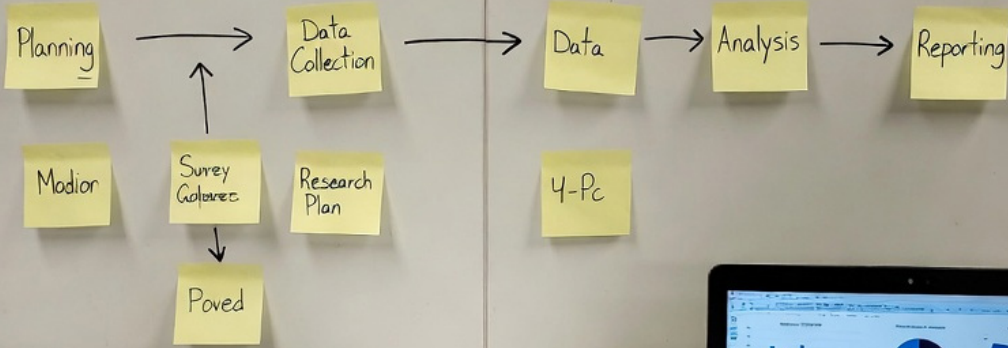


## 1.8. Conclusion

Audience research is the heartbeat of community broadcasting. It keeps programming people-centred, enhances credibility, and links stations to sustainable partnerships. When data guide decisions, community radio becomes a mirror that truly reflects its people's stories, struggles, and hopes.

The experiences of *EK FM*, *Radio Pacis*, *Radio Mchungaji*, and *Radio Etoil A Karamoja* demonstrate that with clear purpose, participatory design, and disciplined follow-up, even small rural stations can produce rigorous, actionable insights.

In the chapters that follow, this toolkit provides step-by-step guidance—planning, sampling, data collection, analysis, and reporting—to help every community broadcaster institutionalize a culture of listening, learning, and acting from evidence.



# 02

## Section 2

### The Audience Research Process

**A**udience research is a learning journey that begins with curiosity about listeners and ends with practical changes in programming. It involves clear thinking, organized steps, and continuous dialogue with the community. The process outlined here is not theoretical. It is drawn directly from the field experiences

of the four community radio stations trained under this project.

Each step begins with a brief explanation and then a detailed guide on what to do. The explanations help the reader understand the purpose, while the practical guide helps them act.

## 2.1. Step 1: Planning the Research

### Understanding the Step

Planning is the most important stage of audience research because it determines what the station will learn and how the information will be used. A well-planned study ensures that the station does not waste time collecting data that cannot answer its real questions. It also builds teamwork and shared understanding among managers, producers, and community members.

At *EK FM*, planning meetings brought together the manager, producers, and local youth leaders to agree on what they needed to learn.

They identified three questions: Who listens to the Olusuba program? When do they listen? What improvements would attract new listeners? At *Radio Pacis*, the planning stage focused on how to understand the growing shift of young listeners to online platforms. For *Radio Mchungaji*, the main goal was to determine if their faith programs were changing family and community life. *Etoil A Karamoja* planned to investigate whether peace and education messages were reaching pastoral communities effectively.

### What to Do

1. Begin by identifying the key issue that the station wants to understand.
2. Translate that issue into two or three clear research objectives.
3. Write each objective in one sentence so that all team members understand the purpose.
4. Form a small working team of staff and community representatives.
5. Prepare a short work plan showing the timeframe, who will do what, and what materials will be needed.
6. Decide how results will be used before the research starts. For example, *EK FM* planned from the beginning to use the results to redesign its evening programs.
7. Share the plan with everyone who will participate so that each person feels responsible for the outcome.

## 2.2. Step 2: Designing the Study

### Understanding the Step

Designing the study means deciding who will be interviewed, how many people will be reached, and which tools will be used. This step ensures that the findings represent the full audience and not only a few loud voices. The design should reflect the real environment of the radio station and the community it serves.

*EKFM* designed its study using census data for Suba North. Each village was given a number of respondents

based on its population. The station selected 300 people. *Radio Pacis*, which covers both urban and rural audiences, used a combination of in-person surveys and online forms. *Radio Mchungaji* worked through church groups and markets to reach men, women, and youth equally. *Etoil A Karamoja* used community elders to guide enumerators to manyattas and settlements in hard-to-reach areas.

### What to Do

1. Define your study population by listing the counties, villages, or parishes within your signal reach.
2. Decide how many respondents are needed. For small stations, 200 to 300 people is enough.
3. Divide the total number proportionally across the areas you serve.
4. Choose methods that make sense for your situation. For example, *EKFM* combined face-to-face interviews with phone calls for remote areas.
5. Prepare a simple table showing the number of respondents per location.
6. Involve local leaders early so that community members understand that the exercise benefits them.

## 2.3. Step 3: Choosing Data Collection Methods

### Understanding the Step

Methods are the tools through which information is collected. They determine whether the data will be broad, deep, or both. Quantitative methods such as questionnaires show trends and percentages. Qualitative methods such as focus group discussions explain the reasons behind those trends. Using both gives a complete picture.

All four stations used a mix of methods. *EK FM* used structured questionnaires to collect demographic

and listening data from 300 respondents and added focus group discussions to interpret the results. *Radio Mchungaji* organized women's group discussions and key informant interviews with catechists and health officers. *Radio Pacis* collected digital feedback through WhatsApp, which confirmed youth migration to online content. *Etoil A Karamoja* used open-ended questions to understand how listeners link radio to peace and education in daily life.

### What to Do

1. Use at least two methods to confirm findings. Combine surveys with interviews or focus groups.
2. Keep questionnaires short. Ten to fifteen questions are enough for one interview.
3. Write questions in the local language to make them easy to understand.
4. Use focus groups to explore sensitive issues that require conversation. Keep groups between eight and twelve participants.
5. Conduct key informant interviews with teachers, chiefs, and community officers for expert insights.
6. Record all data carefully, noting the name of the area, date, and group involved.
7. Test all questions before full fieldwork. Change wording if people do not understand a question.

## 2.4. Step 4: Conducting Fieldwork

### Understanding the Step

Fieldwork is the point when the research team meets the community. The quality of data collected depends on how the team behaves and communicates. If enumerators are friendly, respectful, and clear about the purpose of the study, respondents will cooperate. Preparation before fieldwork reduces confusion and errors.

*EK FM* prepared a team of ten youth volunteers and trained them for one full day on interviewing skills. *Radio Pacis* worked through local parish mobilizers who were trusted in their communities. *Radio Mchungaji* combined interviews with informal conversations during market days. *Etoil A Karamoja* scheduled interviews for early morning and late afternoon when herders were at home. These strategies helped improve participation and accuracy.

### What to Do

1. Train enumerators thoroughly before going to the field. Review each question together.
2. Explain the purpose of the research clearly to every respondent.
3. Seek verbal consent before starting an interview.
4. Avoid influencing answers. Enumerators should listen more than they speak.
5. Check completed forms every evening to correct errors while still in the field.
6. Respect local customs and time schedules.
7. Thank respondents sincerely for their contribution.

## Sensitive data collection

### Dos and Don'ts of Fieldwork

Fieldwork quality determines the accuracy of data. This checklist guides enumerators and supervisors on practical behaviours that build trust and ensure reliable data.

*Table 2. Data Accuracy*

Do	Don't
Introduce yourself clearly and explain the purpose of the research.	Start interviews abruptly without greeting or explanation.
Seek consent before starting any interview or group discussion.	Record responses without permission.
Be patient and listen carefully to each answer.	Interrupt or rush respondents to finish quickly.
Respect local customs and adjust your timing to community routines.	Force interviews during meals, prayers, or resting times.
Check all completed questionnaires for errors daily.	Submit unverified or incomplete forms.
Thank respondents sincerely and close the interview respectfully.	Leave abruptly without appreciation or closing remarks.

**Example:** *EK FM's* enumerators introduced themselves as community youth volunteers, creating immediate trust. In contrast, when one team at *Radio Pacis* skipped introductions, respondents became hesitant. Good manners and preparation directly improved the reliability of the data.


## 2.5. Step 5: Analyzing the Data

### Understanding the Step

Analysis transforms raw information into knowledge. It involves organizing, summarizing, and interpreting the data collected. The goal is not complicated mathematics but simple patterns that reveal who listens, what they like, and what needs to change. Clear analysis helps managers make better programming decisions.

*EK FM* summarized its data in Excel to generate percentages for gender, age, and listening times. *Radio Mchungaji* counted responses manually and drew graphs on flip charts for staff review. *Radio Pacis* used both digital and manual methods, focusing on emerging patterns among young urban listeners. *Etoil A Karamoja* grouped responses under peace, farming, and education to link radio content to real community concerns.

### What to Do

- 
1. Review all questionnaires and remove incomplete entries.
  2. Enter data into Excel or tally sheets. Calculate how many people gave each answer.
  3. Present results as percentages and draw simple graphs.
  4. Read notes from focus groups and interviews carefully. Highlight repeated ideas or phrases.
  5. Group qualitative responses under themes such as barriers, preferences, and suggestions.
  6. Compare data from different locations to identify patterns.
  7. Record all findings systematically in a summary sheet for discussion.

## 2.6. Step 6: Interpreting and Using Findings

### Understanding the Step

Interpretation gives meaning to the data. It connects the findings to decisions that can improve programs and community impact. Data alone cannot change anything unless people discuss it, understand it, and act on it. Managers should therefore bring their teams together to reflect on what the results mean for programming and partnerships.

At *EK FM*, interpretation meetings showed that younger listeners avoided the Olusuba program because they struggled with the language. The team decided to add a translation segment. At *Radio Mchungaji*, analysis revealed that women preferred community programs that discussed everyday life. The station added family-focused segments to its religious shows. *Etoil A Karamoja* realized that people wanted more education topics, so they added a weekly literacy hour.

### What to Do

1. Hold a reflection meeting with all staff once analysis is complete.
2. Present key results using charts or slides.
3. Ask: What does this finding tell us about our listeners? What actions should follow?
4. Write down agreed actions, responsible persons, and timelines.
5. Implement small changes quickly to maintain momentum.
6. Monitor how changes affect listener feedback in the following months.

## 2.7. Step 7: Reporting and Sharing Results

### Understanding the Step

Reporting completes the research cycle by returning information to the community and to partners. A report is not only for donors. It is a record of collective learning that strengthens trust between the radio station and its listeners. When audiences see that their views lead to change, they participate more actively.

*EK FM* produced a short written report and aired a special program titled "What You Told Us." *Radio Pacis* created colourful visual summaries for social media. *Radio Mchungaji* invited community leaders to a public meeting to discuss findings. *Etoil A Karamoja* translated its report into the local language and presented it at a peace forum.

### What to Do

1. Write a clear report of 10-15 pages. Include objectives, methodology, findings, and recommendations.
2. Use charts and photos to make it easy to read.
3. Prepare a short summary in the local language.
4. Present findings on air or during community gatherings.
5. Share the report with partners and local leaders.
6. Keep a copy in the station's reference file for future comparison.

## 2.8. Step 8: Embedding Continuous Learning

### Understanding the Step

Research should not end with one survey. Audiences change constantly, and the station must keep learning. Continuous learning means turning audience research into a regular management habit. By collecting small pieces of feedback throughout the year, a station can stay connected to the pulse of its community.

*EK FM* now integrates audience questions into its annual open days. *Radio Pacis* created an Audience Insights Desk that tracks listener responses every week. *Radio Mchungaji* holds quarterly reflection meetings. *Etoil A Karamoja* trains its community reporters to collect short interviews during field visits. These regular efforts keep each station close to its audience.

### What to Do

1. Include audience reflection in monthly staff meetings.
2. Plan a mini survey every six months.
3. Keep a logbook of findings and actions taken.
4. Use social media analytics and phone logs as additional feedback sources.
5. Train new staff on how to interpret and use audience data.
6. Review progress annually to identify long-term trends.

Example: *EK FM*, *Radio Pacis*, *Radio Mchungaji*, and *Etoil A Karamoja* each applied these steps to suit their context, ensuring that data moved logically from planning to learning.

Table 2 below compares how each radio station selected participants and the data collection methods they used. It highlights that successful research adapts methods to local realities.

Table 3. Participant selection

Radio Station	Sample Size	Sampling Method	Data Collection Tools	Key Lesson
<i>EK FM (Kenya)</i>	300 respondents	Proportional cluster sampling based on census data	Structured questionnaires and focus group discussions	Balanced numerical data with community insights.
<i>Radio Pacis (Uganda)</i>	350 participants	Random and convenience sampling using online and physical outreach	Digital survey forms, WhatsApp feedback, youth FGDs	Digital tools captured youth opinions effectively.
<i>Radio Mchungaji (Kenya)</i>	280 participants	Purposive sampling through church groups and markets	Paper surveys, FGDs with women's and youth groups, key informant interviews	Faith networks improved mobilization and trust.
<i>Etoil A Karamoja (Uganda)</i>	400 participants	Mixed sampling guided by elders and community clusters	Household questionnaires, community dialogues, leader interviews	Local guidance increased trust and participation.



## 2.9. Conclusion

The audience research process is a continuous conversation between the radio and its community. It begins with curiosity and ends with evidence-based change. The experience of *EK FM*, *Radio Pacis*, *Radio Mchungaji*, and *Radio Etoil A Karamoja* demonstrates that research can be practical, low-cost, and transformative. When stations plan carefully, collect data respectfully, and act on what they learn, they grow stronger and become trusted voices for their people.

## Integrating AI Tools into Audience Research

Artificial Intelligence (AI) is transforming how community radios collect, analyse, and interpret audience data. Even with limited resources, stations can use accessible AI tools to enhance accuracy, speed, and insight at different stages of the research process.

However, these tools also raise concerns about data privacy and security. Personal information from listeners can be exposed if proper safeguards are not in place therefore risking data breaches, misuse of sensitive information, or unauthorized access, especially when using third-party platforms.

During *data collection*, tools such as *Google Forms with built-in AI analytics* or *KoboToolbox's automatic data-cleaning functions* help detect incomplete responses and suggest corrections. For *data*

*analysis*, *ChatGPT* and *Julius AI* can summarize open-ended responses or generate simple frequency tables from uploaded files. *Otter.ai* and *Whisper* can automatically transcribe focus group recordings, saving time and improving accuracy. During *interpretation and reporting*, visualization platforms such as *Tableau Public*, *Google Data Studio*, or *ChatGPT's data analysis environment* can turn numbers into clear charts and dashboards that non-technical staff can easily understand. Finally, for *continuous monitoring*, tools like *Hootsuite Insights* or *Brandwatch* can track social-media mentions and listener engagement patterns over time. These AI-assisted applications do not replace human judgment; they strengthen the capacity of researchers and managers to listen, learn, and act with evidence in real time.

Table 4. AI Tools Across the Research Process

Research Stage	Function or Need	Example AI Tools	Practical Application in Community Radio Research
<b>Planning and Design</b>	Generate sample survey questions, identify key indicators, and draft data-collection tools	ChatGPT, Julius AI, Notion AI	Helps managers or trainers quickly design context-appropriate questionnaires and topic guides
<b>Data Collection</b>	Create online or mobile survey forms, detect missing responses automatically	Google Forms (with AI analytics), KoboToolbox	Useful for collecting audience data in remote areas and cleaning incomplete entries automatically
<b>Transcription and Qualitative Analysis</b>	Convert audio interviews or focus group recordings into text, highlight themes	Otter.ai, Whisper, Fireflies.ai	Saves time by producing accurate transcripts for coding and analysis
<b>Data Analysis and Summarization</b>	Identify trends, summarize open-ended responses, generate frequencies	ChatGPT, Julius AI, MonkeyLearn	Produces quick summaries and visualized trends that inform programming decisions
<b>Visualization and Reporting</b>	Create graphs, dashboards, and interactive visuals from data	Tableau Public, Google Data Studio, Flourish	Helps staff produce professional visual reports for managers, donors, or partners

Research Stage	Function or Need	Example AI Tools	Practical Application in Community Radio Research
Continuous Monitoring	Track audience engagement on social media and across digital platforms	Hootsuite Insights, Sprout Social, Brandwatch	Monitors ongoing listener reactions, online mentions, and engagement patterns
Learning and Adaptation	Generate reflective summaries and lesson notes from multiple data sets	ChatGPT, Notion AI	Supports managers in synthesizing findings and developing learning notes after each survey

**Tip for practitioners:**

AI tools should complement, not replace, community dialogue. They are most effective when combined with participatory methods that allow listeners to explain the meaning behind the data. A balanced approach, using digital efficiency and human understanding, ensures that technology strengthens, rather than substitutes, authentic community listening.



# 03

## Section 3

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### Data Analysis and Interpretation

**A**udience data only becomes valuable when it is examined, understood, and used. Analysis turns numbers and opinions into stories and insights that guide better decisions. For community radios, analysis does not require advanced software or statistics. What matters most is careful attention to detail and thoughtful interpretation.

This section explains how to handle both numerical data (quantitative) and narrative data (qualitative). It also guides stations on how to link findings to real action. The lessons come directly from the experiences of the four participating radios.


## **3.1. Step 1: Understanding Data Analysis**

### Explanation

Data analysis is the process of organizing information so that patterns can be seen. In audience research, this means taking all the completed questionnaires, focus group notes, and interview transcripts, and looking for meaning in what people said and did. Good analysis answers questions such as: Who listens most? What times are popular? Why do people choose one station over another?

When the *EK FM* team first received 300 completed questionnaires, they were overwhelmed by the amount of information. Through guided sessions, they learned to group questions by topic — gender, age, listening time, satisfaction, and content preferences. They calculated percentages and used Excel to make charts. *Radio Mchungaji's* staff used flip charts to tally answers and discuss them as a team. Each station discovered that analysis is not just about counting. It is about finding patterns that tell a clear story.

### What to Do

- 
1. Gather all data in one place. Keep questionnaires, Focus Group Discussions (FGD) notes, and interview transcripts together.
  2. Separate quantitative data (numbers) from qualitative data (opinions and stories).
  3. Create a simple spreadsheet or table for quantitative data.
  4. Review your qualitative notes, marking important statements or repeated phrases.
  5. Decide on a few guiding questions that your analysis should answer, such as “Who listens most often?” or “What changes has the program caused?”
  6. Begin summarizing results gradually, section by section, to avoid confusion.

## 3.2. Step 2: Cleaning and Organizing the Data

### Explanation

Before any analysis can begin, the data must be cleaned. Cleaning means checking for errors, missing responses, or inconsistencies. It ensures that the numbers and responses you use are accurate. At *EK FM*, the research team found that some questionnaires had missing age entries or duplicated ID numbers. They removed or corrected them before calculating totals. *Radio Pacis* filtered its online responses to remove incomplete digital forms.

Clean data builds trust in the results. It prevents false conclusions and makes comparisons reliable. In community settings, data cleaning can be done manually. The goal is to prepare accurate information that reflects the voices of respondents truthfully.

### What to Do

1. Go through each questionnaire carefully. Remove forms that are blank or largely incomplete.
2. Check if each entry is readable and consistent. If a respondent answered “Yes” to listening but gave no program name, note it as incomplete.
3. Count the total number of usable questionnaires. Record it for transparency.
4. Arrange data logically — for example, demographic information first, listening habits second, satisfaction third.
5. Assign a serial number to each questionnaire so that you can trace it if questions arise later.
6. File all cleaned data neatly in physical and digital folders.

### 3.3. Step 3: Quantitative Data Analysis

#### Explanation

Quantitative analysis deals with numbers. It shows the size and direction of trends. It tells the station who listens, how many, when, and how often. The purpose is to summarize findings so that the management can see patterns clearly.

*EK FM* presented its data using percentages: 56 percent male and 44 percent female listeners; 26 percent between 35 and 44 years; 31 percent

earning below USD 40 a month. These numbers gave a clear image of who their listeners were. *Radio Etoil A Karamoja* used frequency tables to show which programs were most popular, while *Radio Mchungaji* used simple tallies to show that women outnumbered men among regular listeners. *Radio Pacis* used Excel charts to visualize youth migration to digital platforms.

#### What to Do

1. Enter all numerical data into Excel or Google Sheets.
2. For each question, count how many people gave each answer.
3. Divide each count by the total number of respondents and multiply by 100 to get a percentage.
4. Present the results in tables or charts. Pie charts work well for gender and age. Bar charts are best for program preferences and listening times.
5. Use totals to identify dominant groups or behaviours. For example, if 60 percent listen in the evening, that is your peak period.
6. Compare data across gender, age, and occupation to see how different groups behave.
7. Write short notes under each table explaining what the numbers mean.

### 3.4. Step 4: Qualitative Data Analysis

#### Explanation

Qualitative analysis brings the numbers to life. It captures people's thoughts, stories, and reasons. This kind of data comes from interviews, focus groups, and open-ended questions. It reveals attitudes and motivations that cannot be counted but can be described.

For example, *EK FM's* focus groups explained that younger listeners felt the Olusuba language programs were too formal and wanted more modern

music. *Radio Mchungaji's* interviews revealed that listeners appreciated programs that linked faith to real life, such as health or education. *Radio Pacis* heard from youth that they preferred shorter content because of internet costs. *Etoil A Karamoja's* discussions showed that people valued radio for promoting peace dialogues in villages.

#### What to Do

1. Read all focus group and interview notes carefully several times.
2. Highlight statements that express strong opinions, feelings, or repeated ideas.
3. Group similar statements together under themes. Example themes could be "preferred program types," "technical problems," or "language barriers."
4. Select one or two direct quotes for each theme to illustrate real voices.
5. Count how often a theme is mentioned to gauge its importance.
6. Compare themes between men and women or between youth and elders.
7. Summarize findings in short paragraphs using clear and direct language.

## 3.5. Step 5: Combining Quantitative and Qualitative Findings

### Explanation

Numbers show patterns, but stories explain why those patterns exist. Combining both gives the most complete picture. For example, numbers may show that evening listening is high, while focus group discussions reveal that people prefer that time because they are home from work.

*EK FM* combined charts and quotations in its report to show this relationship. *Radio Mchungaji* paired statistics on female listeners with direct quotes from women about how radio helps them make family decisions. *Radio Pacis* combined digital analytics with youth comments to design its new podcast schedule. *Etoil A Karamoja* used both numbers and testimonies to demonstrate the link between radio programs and peace initiatives.

### What to Do

1. Align each quantitative finding with a related qualitative insight.
2. Use tables that show both numbers and sample quotes.
3. Note where numbers and stories agree, and where they differ.
4. Discuss the reasons for differences in a team meeting.
5. Present combined findings in your report so that the reader can see both evidence and meaning.

## 3.6. Step 6: Interpreting the Results

### Explanation

Interpretation is the most creative stage of analysis. It involves thinking about what the findings mean for the radio station and the community. It connects data to decisions. Interpretation asks, “So what does this tell us about our work?”

At *EK FM*, interpretation sessions led the team to shift the *Olusuba* program to evening hours. *Radio Mchungaji* realized that its strong

female audience wanted content that addressed family welfare, leading to new programs on parenting. *Radio Pacis* used interpretation to see that youth preferred digital platforms, prompting a shift to short online audio clips. *Etoil A Karamoja* interpreted its data to mean that radio was a trusted channel for peace messages and therefore expanded coverage on conflict-sensitive programming.

### What to Do

1. Organize a team workshop to review findings together.
2. Display the charts and thematic summaries on a board for everyone to see.
3. Ask guiding questions:
  - What surprises us in this data?
  - What confirms what we already knew?
  - What changes should we make immediately?
4. Write down the main insights in clear statements.
5. Link each insight to a proposed action and person responsible.
6. Prepare a one-page summary of decisions made for follow-up.

## 3.7. Step 7: Drawing Conclusions and Making Recommendations


### Explanation

Conclusions summarize what the research has revealed about the audience. They are the bridge between findings and practical recommendations. Each conclusion must be supported by data. A good conclusion is short, specific, and action-oriented.

For example, *EK FM* concluded that although awareness of the station was high, consistent listenership

needed improvement through better signal reach. *Radio Mchungaji* concluded that faith-based programs were more effective when connected to social issues. *Radio Pacis* concluded that a dual approach, FM and digital, was needed to retain youth audiences. *Etoil A Karamoja* concluded that the community valued radio as a unifying tool in a fragile peace context.

### What to Do

- 
1. Write two or three key conclusions drawn directly from the data.
  2. After each conclusion, add one clear recommendation.
  3. Keep recommendations practical and within the station's capacity.
  4. Prioritize actions that can be implemented within the next quarter.
  5. Use your conclusions to update programming schedules, partnerships, or training plans.
  6. Include a short section in the report showing how the station will monitor progress.


## 3.8. Step 8: Presenting and Communicating Findings

### Explanation

Presentation is part of interpretation. How findings are shared influences how they are understood and acted upon. Data must be communicated in a way that both staff and community members can grasp easily. The presentation format should match the audience — written reports for partners, visual displays for staff, and radio programs for listeners.

Each pilot station developed its own creative style. *EK FM* used an on-air series summarizing findings. *Radio Pacis* presented infographics to its partners. *Radio Mchungaji* held public meetings to validate findings. *Etoil A Karamoja* invited elders and youth to a peace forum where results were discussed openly. This transparency turned research into a collective conversation.

### What to Do

- 
1. Prepare a clear presentation summarizing key findings, conclusions, and next steps.
  2. Use visuals such as charts, maps, and photos to make results memorable.
  3. Translate summaries into local languages for community sharing.
  4. Use storytelling and direct quotes to humanize the data.
  5. Organize a public broadcast or community meeting to share results.
  6. Encourage feedback on the findings to improve future research.

### 3.9. Step 9: Using Findings for Strategic Growth

#### Explanation

Data analysis should lead to continuous improvement and not end with a report. Findings should inform planning, content development, and partnerships. Stations that treat analysis as part of strategy build resilience and relevance.

*EK FM* used its results to realign its programming schedule and attract sponsors for language revitalization programs. *Radio Pacis* developed a youth digital lab based on survey findings. *Radio Mchungaji* secured local government collaboration on family education campaigns. *Etoil A Karamoja* used its data to attract peacebuilding partners who saw evidence of community trust.

#### What to Do

1. Integrate findings into the station's strategic plan.
2. Use data to convince partners or funders with concrete evidence.
3. Review progress after six months to assess whether changes are working.
4. Update your audience research regularly to track shifts in behaviour.
5. Share your success stories with other community radios to inspire learning.

**Example 1:** *EK FM* collected raw survey forms showing 56 percent male and 44 percent female listeners. After organizing data by time and gender, the team identified evening listening as dominant. They interpreted this to mean that working adults preferred radio after daily duties, leading to rescheduling programs. Within six months, the evening audience rose by 12 percent.

## Comparing Quantitative and Qualitative Findings

This table shows how numerical data (quantitative) and audience voices (qualitative) were combined to produce meaningful insights.

Table 5. Combining quantitative and qualitative data

Radio Station	Quantitative Finding	Qualitative Insight	Resulting Action
<i>EK FM</i> (Kenya)	56% male, 44% female; 6–10 pm peak listening hours	Listeners said evenings were quiet family time suitable for cultural stories.	Shifted Olusuba program to evening slot; added bilingual elements.
<i>Radio Pacis</i> (Uganda)	52% female, 48% male; youth engagement lower on FM	Youth said online content is easier to access and share on phones.	Created 10-minute digital podcast ‘Pacis Byte’ for youth audiences.
<i>Radio Mchungaji</i> (Kenya)	54% female; 8–11 am peak listening period	Women preferred programs linking faith to daily family life.	Introduced ‘Imani na Maisha’ show on family issues and faith.
<i>Etoil A Karamoja</i> (Uganda)	51% female, 49% male; strongest listening 6–10 am and 5–10 pm	Youth said they felt excluded from peace and farming content.	Started ‘Voice of the Youth’ and added interactive peace segments.

*Example 2: Radio Mchungaji used percentages to identify its main audience group and qualitative interviews to understand their needs. The result was a new faith and family program that immediately improved listener participation.*

This table integrates both quantitative figures and qualitative narratives to show how evidence directly informed action. It highlights how each station moved from findings to results.

Table 6. Drawing data insights to improve programming

Radio Station	Key Data Collected	Main Audience Insight	Action Implemented	Observed Outcome
<i>EK FM (Kenya)</i>	56% male; 6–10 pm top slot	Evening fits family routines; youth prefer bilingual content	Moved Olusuba program to 7–9 pm and added youth segment	Evening listenership rose by 12%; more youth engagement
<i>Radio Pacis (Uganda)</i>	Low youth on FM; 68% prefer peace programs	Youth shift to digital media for flexibility	Launched ‘Pacis Byte’ online news digest	Online followers grew by 38%; wider youth reach
<i>Radio Mchungaji (Kenya)</i>	54% women; 8–11 am most active	Women desire family-centered topics within faith programs	Introduced ‘Imani na Maisha’ on family life and spirituality	Call-ins doubled; improved family dialogue feedback
<i>Etoil A Karamoja (Uganda)</i>	51% female; youth under 30 largest group	Young listeners want space to discuss peace and education	Started ‘Voice of the Youth’ and school dialogues	Youth participation increased; partnership with education NGO

These examples show how stations combined statistical data with community feedback to make practical and measurable improvements.



### 3.10. Conclusion

Data analysis and interpretation transform research into action. They reveal not only who listens but why and with what impact. The experiences of *EK FM*, *Radio Pacis*, *Radio Mchungaji*, and *Radio Etoil A Karamoja* demonstrate that careful analysis and thoughtful interpretation can strengthen every aspect of community broadcasting.

By organizing data well, reflecting together, and acting on evidence, a community radio becomes more than a transmitter of information. It becomes a learning institution that listens, adapts, and grows with its people.



# 04

## Section 4:

### Presenting Findings and Using Evidence for Decision-making

Audience research becomes valuable only when findings are communicated clearly and used to make sound decisions. Presenting results is not an administrative formality; it is a vital step in learning and accountability. When done well, it transforms data into insight, insight into decisions, and decisions into improved service for the community.

This section shows how to turn audience research findings into action by examining the real experiences of *EK FM*, *Radio Pacis*, *Radio Mchungaji*, and *Radio Etoil A Karamoja*. It explains what each station did, what worked, and how other community radios can replicate or adapt these practices.

## 4.1. Step 1: Understanding the Purpose of Presenting Findings

Presenting findings helps a station close the communication loop with its community. It ensures that those who contributed to the research see the results and feel ownership of the process. A good presentation also makes complex data simple, interesting, and actionable. It builds trust among staff, strengthens transparency, and allows collective reflection.

*EK FM* in Mbita treated the presentation as a community celebration rather than a technical briefing. The station invited local leaders, youth representatives, and listeners to a live broadcast event titled “*What You Told Us.*” The program ran for two hours and summarized findings in short, conversational messages. Presenters read real listener quotes, such as

one farmer who said that “*EK FM* is like a family member who speaks to us about our lives.” This emotional connection inspired many more to call in and share their experiences. The event worked because it combined feedback, dialogue, and acknowledgment.

*Radio Mchungaji* in Samburu chose a different approach. It held a community forum at the parish hall. The presentation began with graphs projected on a wall, showing that 54 percent of listeners were women. The program manager then invited local women’s groups to comment. This discussion led to new partnerships between the radio and women’s self-help groups. Presenting data visually helped participants understand and trust the numbers.

### What to Do

1. Plan the presentation as a community conversation, not a lecture.
2. Use examples, stories, and voices from the research to make it real.
3. Show how findings connect to the audience’s everyday life.
4. Use local languages and avoid technical jargon.
5. Allow time for questions and reactions.
6. Document the discussion and use the feedback to refine future actions.

## 4.2. Step 2: Writing the Research Report

A report preserves institutional memory. It tells the story of what was done, what was learned, and what should happen next. When written carefully, it helps future managers and staff build on what has been achieved rather than start over.

*Radio Pacis*, with its professional documentation culture, wrote a comprehensive report that included charts, data tables, and reflections from every sub-county. It also produced a shorter “partner edition” that highlighted peacebuilding and youth engagement outcomes. This concise version was easier to share with diocesan and donor partners.

*Etoil A Karamoja* created a simple 20-page report that combined photos of fieldwork, maps of respondent

locations, and summaries of interviews. Because many local leaders in Kotido had limited exposure to research documents, visual elements made the report accessible and engaging. Staff presented it to the District Peace Committee, which later asked the station to lead local civic education campaigns.

*EK FM’s* report was comprehensive and served as a learning resource. It included clear recommendations that guided the next programming cycle. For example, the report noted that many listeners in Rusinga West faced signal challenges; within three months, the management used this evidence to secure funds to install a booster antenna.

### What to Do

1. Write two versions of the report: a detailed one for internal use and a short, illustrated one for partners.
2. Begin with a summary of main insights in bullet form.
3. Include photos, graphs, and real quotes.
4. Translate the executive summary into the local language.
5. Conclude each section with a short “what this means for the station” note.
6. Archive the final version digitally and in hard copy for continuity.

## 4.3. Step 3: Sharing Findings with the Community

### Explanation

Sharing results with listeners and community members transforms research into a participatory learning experience. When audiences hear the outcomes of a survey they contributed to, they feel respected and motivated to engage further. Public sharing also deepens credibility.

*Radio Mchungaji* organized an open meeting in Samburu town attended by church leaders, government officials, and listeners. The program director presented key findings using large posters prepared from the data. Participants broke into small groups to discuss what the results meant. One of the outcomes was a commitment from local chiefs to support youth radio clubs.

At *EK FM*, staff took printed posters to market centers and beaches, each showing one key statistic such as “Evening programs have the highest listenership.” Listeners could read, discuss, and comment on the messages. Many said they felt proud to see their community reflected in data. The posters became conversation starters, making the research visible and memorable.

*Etoil A Karamoja* used its presentation to build peace. It shared findings at a community peace forum where elders and youth discussed how radio had reduced tensions by promoting dialogue. One elder said, “When I hear our own people on air, I know we are part of the same story.” This validation helped reinforce the station’s role as a neutral space for dialogue.

### What to Do

1. Organize a public event or live broadcast dedicated to presenting results.
2. Use posters, local performances, or short jingles to communicate key findings.
3. Involve local leaders and youth groups to show shared ownership.
4. Keep sessions interactive, allowing listeners to express their opinions.
5. Document reactions and use them in the next programming review.

## 4.4. Step 4: Using Evidence for Programming Decisions

Audience data provides a compass for programming. It tells a station when to broadcast, what to include, and how to balance its content. Using evidence for programming ensures that decisions are based on facts rather than personal preferences or guesses.

*EK FM* made three major programming adjustments after analyzing its data. First, it moved its Olusuba language program from morning to evening hours, which corresponded with peak listening times (6 p.m. to 10 p.m.). Within two months, the number of phone-in callers during that period doubled. Second, it introduced an “Olusuba-English word of the day” segment to attract youth who were losing touch with the language. Third, it launched a health feature on Tuesday evenings after feedback showed that health information was a top interest area.

*Radio Pacis* used its youth data to create shorter, more dynamic programs for social media. The station launched a ten-minute audio digest called *Pacis Byte*, summarizing news and community stories. Online listenership grew by 38 percent in the first quarter.

*Radio Mchungaji* learned that its female audience wanted programs linking faith to family and community welfare. It developed a new show, *Imani na Maisha* (Faith and Life), which combined religious reflection with topics on parenting, hygiene, and savings groups. Listener messages and participation increased significantly.

*Etoil A Karamoja* used audience insights to create the *Voice of the Youth* program, giving space to young people who had said in focus groups that they “only hear elders on the radio.” This shift attracted many new listeners under 25 and strengthened the radio’s social impact.

## What to Do

1. Compare research findings with your current program schedule.
2. Identify gaps where listener interest does not match programming focus.
3. Adjust time slots, languages, or presenters based on evidence.
4. Introduce new segments or features to address emerging needs.
5. Evaluate listener response over the following months to confirm success.
6. Keep detailed notes on all programming changes linked to research data.

## 4.5. Step 5: Using Evidence for Management and Planning

### Explanation

Audience data is a management tool. It informs budgeting, staffing, and strategic direction. When evidence is part of planning, managers make stronger decisions and attract support more easily.

*Radio Pacis* integrated research results into its five-year plan. The plan included a new digital department, justified by data showing youth migration online. The management team allocated funds for training


staff in multimedia production and partnered with local universities for technical mentorship.

*EK FM* used its data to advocate for infrastructure support. The report showed that 12 percent of residents did not listen due to weak signal coverage. This evidence convinced a donor to finance a new transmitter. The improvement expanded reach by an estimated 40,000 listeners.

*Radio Mchungaji* revised its staff training plan after finding that many presenters lacked skills in moderating community debates. The management allocated part of its annual budget to a facilitation workshop on dialogue-based programming. As a result, the quality and balance of discussions improved.

*Etoil A Karamoja* used audience feedback to guide strategic partnerships. When data revealed that education was among the most requested topics, management approached the District Education Office, which later funded joint school radio programs.

## What to Do

- 
1. Use audience findings during annual planning and budgeting.
  2. Set measurable objectives linked to research insights.
  3. Allocate resources where data shows the highest audience demand.
  4. Include research indicators (such as audience reach and satisfaction) in management reports.
  5. Use findings to plan staff training or reassign duties.

## 4.6. Step 6: Using Evidence for Partnerships and Fundraising

### Explanation

Reliable audience data is persuasive to partners. It demonstrates professionalism, reach, and credibility. When a station can show that it understands its audience, potential sponsors and donors are more confident that their messages will reach real people effectively.

*EK FM's* report attracted a cultural preservation organization that had been seeking local media partners. Impressed by data showing that 68 percent of listeners valued the Olusuba program, the organization funded new cultural content and sponsored youth training on traditional storytelling.

*Radio Pacis* used audience statistics showing more than one million listeners across the West Nile region to renew support from an international peacebuilding agency. Its report also documented community responses, proving that radio discussions were reducing local tensions.

*Radio Mchungaji's* research data on improved hygiene behaviour became evidence in a proposal to the county health department. The proposal succeeded, and the department now funds a weekly "Healthy Family" program.

*Etoil A Karamoja's* youth-focused findings opened doors to collaboration with a regional education NGO, which saw the radio as an effective communication channel for school campaigns.

### What to Do

1. Extract key statistics and quotes from your report for presentation slides or funding briefs.
2. Include visual charts that demonstrate reach and impact.
3. Link your proposal goals directly to findings from your research.
4. Provide testimonials from listeners as proof of effectiveness.
5. Keep partners updated with progress reports showing how evidence guides your work.

## 4.7. Step 7: Monitoring Change After Implementing Evidence

### Explanation

Monitoring ensures that actions based on evidence are producing the expected change. Without monitoring, a station cannot know if program adjustments are working or if the audience remains satisfied.

*EK FM* conducted a short follow-up survey six months after it changed program schedules. Results showed that evening listenership increased by 12 percent, confirming that the new timing was effective. *Radio Pacis* tracked its social media engagement

weekly after launching digital programs and saw a steady rise in online interaction. *Radio Mchungaji* noticed that the number of listener call-ins doubled after it introduced family programs. *Etoil A Karamoja* documented growing participation from youth groups, which validated their decision to expand youth airtime.

### What to Do

1. Develop a few simple indicators for monitoring (for example, listenership numbers, call-ins, online comments, or new partnerships).
2. Collect short feedback every quarter through phone calls or text surveys.
3. Record trends in participation or message volume.
4. Hold reflection sessions to review progress.
5. Use monitoring results to refine future programming and research plans.

## 4.8. Step 8: Building a Culture of Evidence-Based Decision-Making

### Explanation

A station becomes sustainable when evidence guides its everyday choices. A culture of evidence-based decision-making ensures that staff think in terms of data, reflection, and results. It also institutionalizes accountability.

At *EK FM*, the manager introduced a “Monday Reflection” session where the team reviews one research finding each week and connects it to programming. *Radio Pacis* created a small unit known as the Audience Insights Desk to compile feedback

weekly and circulate a short bulletin to all departments. *Radio Mchungaji* included audience research updates in its monthly board meetings, ensuring leadership attention. *Etoil A Karamoja* placed a large whiteboard in its office displaying the latest feedback statistics for everyone to see. These small actions keep research alive within the organization.

### What to Do

1. Include audience data review in all staff and board meetings.
2. Designate one staff member to manage data collection and storage.
3. Display updated charts and feedback summaries in common areas.
4. Celebrate program successes that resulted from audience feedback.
5. Encourage presenters to keep notebooks of listener comments for ongoing reflection.
6. Share success stories with other community radios to promote peer learning.

## Before-and-After: Results from the Four Radios

Table 7 compares what each radio station discovered before applying evidence and the results observed afterward. It demonstrates that using findings improves both audience satisfaction and community outcomes.

*Table 7. Evidence for audience satisfaction*

<b>Radio Station</b>	<b>Key Finding</b>	<b>Action Taken</b>	<b>Result After Implementation</b>	<b>Lesson Learned</b>
<i>EK FM (Kenya)</i>	Evening listenership low; youth found programs less engaging.	Shifted Olusuba program to 7–9 pm and added youth discussions.	Evening audience grew by 12%; call-ins doubled.	Timing and inclusion of youth voices increased loyalty.
<i>Radio Pacis (Uganda)</i>	Youth leaving FM for online media.	Developed 10-minute digital podcasts 'Pacis Byte' for social media.	Online engagement rose by 38%; new sponsorships secured.	Diversifying content platforms sustains youth audiences.
<i>Radio Mchungaji (Kenya)</i>	Faith programs seen as too abstract by women listeners.	Launched 'Imani na Maisha' linking faith with daily life topics.	Listener participation doubled; more positive family feedback.	Faith content becomes more meaningful when linked to daily experience.
<i>Etoil A Karamoja (Uganda)</i>	Youth under 30 under-represented in programming.	Started 'Voice of the Youth' and interactive peace talk shows.	Increased youth listeners and partnerships with education NGOs.	Involving youth strengthens relevance and community ownership.



## 4.9. Conclusion

Presenting findings and using evidence is the turning point between knowledge and change. It is where research becomes leadership. The four radio stations demonstrate that effective presentation and application of evidence bring visible transformation — stronger programs, informed management, new partnerships, and increased listener trust.

When stations listen to data as carefully as they listen to voices on air, they build deeper relationships with their audiences and establish themselves as credible institutions of learning and dialogue. Evidence-based decisions turn community radios from broadcasters into community builders.

# 05

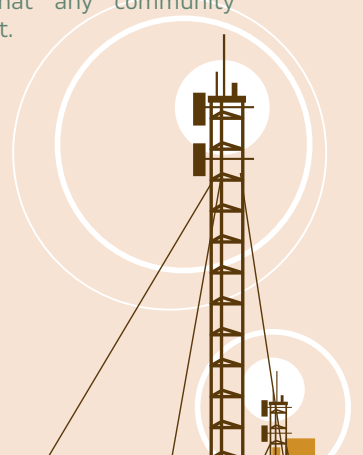
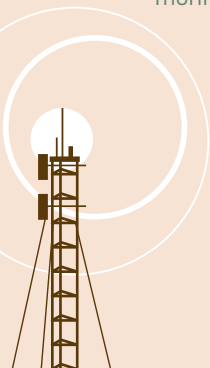
## Section 5

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### Institutionalizing Audience Research in Station Management and Learning Systems

**A**udience research must become a routine way of thinking and working, not an isolated event. When it is embedded into management systems, staff routines, and station culture, it shapes every decision made — from programming to partnerships. Institutionalizing research means creating systems that ensure findings are collected, discussed, acted upon, and monitored continuously.

The four pilot stations — *EK FM*, *Radio Pacis*, *Radio Mchungaji*, and *Radio Etoil A Karamoja* — each developed structures that turned audience research into a long-term management habit rather than a short-term exercise. Their experiences demonstrate practical approaches that any community radio can adapt.



## 5.1. Step 1: Understanding Institutionalization

### Explanation

Institutionalizing audience research is about building consistency. It ensures that listening to audiences becomes part of the station's DNA. It requires management commitment, clear roles, and regular processes for reflection.

For example, *Radio Pacis* established a small "Audience Desk" within its management team to compile weekly feedback from producers and social media analytics. This

desk reports directly to the program manager, ensuring that insights flow into every editorial meeting. *EK FM* introduced a "Research Hour" every Monday morning where producers share audience observations and plan adjustments. These practices made data interpretation a standing routine rather than an occasional activity.

### What to Do

1. Assign audience research as a management responsibility, not an external project.
2. Include research and feedback discussions in weekly or monthly staff meetings.
3. Document audience findings in an accessible logbook or digital database.
4. Train producers, marketers, and technicians to see audience insight as part of their job.
5. Recognize and celebrate team members who act on data effectively.

## 5.2. Step 2: Creating Internal Structures for Audience Research

### Explanation

Structures make systems sustainable. Without clear organization, audience research fades when staff change or funding ends. Creating simple structures helps ensure continuity.

At *Radio Pacis*, the Audience Desk coordinates with each department — programming, marketing, and administration. This structure ensures that no data is lost and that audience insight supports revenue, partner-

ships, and production planning. *EK FM* integrated its audience tracking function into the roles of its marketing officer, ensuring that advertising proposals are backed by real data. *Radio Mchungaji* assigned its community outreach coordinator to collect and file listener feedback from market visits and parish events.

### What to Do

1. Identify where audience research fits in your organogram.
2. Designate one focal person or small committee responsible for data management.
3. Ensure every department has a defined link to audience information (production, marketing, community liaison).
4. Provide minimal resources — notebooks, forms, or basic software — to make data collection easy.
5. Keep clear reporting lines to management for all audience-related insights.

## 5.3. Step 3: Establishing a Yearly Audience Research Calendar

### Explanation

Institutionalization thrives on rhythm. Regular scheduling ensures that research activities happen even when leadership changes. A yearly cycle can include surveys, focus groups, report reviews, and staff reflection meetings.

*EK FM* conducts quarterly mini-surveys to track listener satisfaction, while *Etoil A Karamoja* holds biannual community dialogues after harvest

seasons when people are available. *Radio Mchungaji* holds an annual review forum with its parish and community partners. *Radio Pacis* integrates audience data discussions into its quarterly board reports. This routine makes research a living system rather than a one-off task.

### What to Do

1. Develop an annual research plan showing what will be done each quarter.
2. Align audience research activities with other planning and evaluation cycles.
3. Include audience feedback as part of donor and board reporting.
4. Reserve time for internal reflection workshops each quarter.
5. Share the calendar with all staff to build shared responsibility.

## 5.4. Step 4: Building Staff Capacity and Ownership

### Explanation

Institutionalization succeeds only when staff understand the value of research and take ownership. Capacity-building strengthens consistency, accuracy, and creativity in using data.

*Radio Mchungaji* realized that presenters were reading survey results without knowing how to apply them. The station therefore trained

staff on interpreting graphs and converting numbers into storylines. *Radio Pacis* ran internal training on using WhatsApp polls and short digital surveys. *EK FM* involved volunteers and youth reporters in data entry and analysis, turning research into a learning experience.

### What to Do

1. Train staff on basic data collection, analysis, and reporting.
2. Use results from your own station as training examples to make learning real.
3. Encourage staff to reflect on their programs using audience evidence.
4. Rotate staff in research roles to ensure everyone understands the process.
5. Provide recognition or certificates to motivate staff engagement in research.

## 5.5. Step 5: Linking Audience Research to Strategic and Financial Planning

### Explanation

For research to influence decisions, it must be linked to the station's strategy and resource allocation. Data should guide where to invest time, talent, and funds.

*EK FM* used audience data showing high interest in cultural programming to secure funding from a cultural heritage organization. *Radio Mchungaji's* findings on

listener hygiene behaviour helped justify a new collaboration with the county health department. *Radio Pacis* used its audience reach data to negotiate partnership renewals with donor agencies. *Etoil A Karamoja* incorporated audience statistics into grant proposals for youth and education programs.

### What to Do

1. Use audience data when writing proposals or fundraising documents.
2. Incorporate research findings into the station's strategic plan.
3. Allocate part of the budget to audience tracking each year.
4. Present data regularly to donors and partners to build confidence.
5. Keep a record of how audience research has influenced resource allocation.

## 5.6. Step 6: Creating Feedback Mechanisms Between Staff and Community

### Explanation

A feedback system ensures that information flows in both directions. It gives listeners confidence that their views matter and allows the station to stay relevant to emerging needs.

*Etoil A Karamoja* runs a monthly 'Listener Forum' where community members share what they like and dislike about current programs. *EK*

*FM* uses call-in segments to collect quick feedback, which is summarized weekly. *Radio Mchungaji* conducts parish visits and community meetings to present findings and receive responses. *Radio Pacis* uses social media and WhatsApp to gather youth perspectives continuously.

### What to Do

1. Create regular opportunities for direct listener dialogue (forums, roadshows, or call-ins).
2. Summarize recurring comments in short weekly or monthly reports.
3. Acknowledge community feedback publicly on air.
4. Assign one staff member to compile listener reactions and share them in meetings.
5. Adjust programs based on recurring audience recommendations.

## 5.7. Step 7: Monitoring, Learning, and Adapting

### Explanation

Institutionalization requires continuous learning. Monitoring ensures that audience research remains relevant and accurate. Reflection helps the station adapt to changing media environments and social needs.

after major programming changes. *Radio Mchungaji* organizes reflection retreats where staff review listener data and link it to community outcomes. *Etoil A Karamoja* evaluates its peace programs through regular discussions with youth and elders.

*Radio Pacis* tracks weekly social media engagement and correlates it with FM content themes. *EK FM* conducts quick phone follow-ups

### What to Do

1. Develop simple indicators for tracking audience response (call-ins, social media comments, survey participation).
2. Review performance data regularly and compare it with past results.
3. Encourage teams to identify lessons learned from each research activity.
4. Adjust research tools or questions based on emerging community trends.
5. Document both success stories and challenges for institutional memory.

## **5.8. Step 8: Sustaining the Culture of Evidence-Based Leadership**

### Explanation

Sustainability depends on leadership commitment and shared culture. When managers model evidence-based decision-making, staff and partners follow. A culture of learning keeps the radio innovative and accountable.

At *EK FM*, the manager starts every staff meeting with a review of the latest audience feedback. *Radio*

*Pacis* created an “Audience Bulletin” circulated every Friday. *Radio Mchungaji* uses a whiteboard in the newsroom to display weekly survey data. *Etoil A Karamoja* includes research updates in its board meetings. These small habits sustain a culture of reflection and data-driven leadership.

### What to Do

1. Integrate audience evidence into all planning and evaluation meetings.
2. Assign senior leaders as champions of research.
3. Display key audience metrics in common areas.
4. Include research outputs in performance appraisals and staff evaluations.
5. Share lessons with other community stations to build a culture of regional learning.

## Integrating Audience Research into Station Management

This layered pyramid diagram shows how audience research connects different levels of a community radio station. It illustrates the internal flow of responsibility and communication from management to the community.



- **Example 1:** *Radio Pacis* established an Audience Desk under management to collect weekly data for producers and marketers. *EK FM* introduced a ‘Research Hour’ in staff meetings where managers discussed feedback and acted on audience evidence.
- **Example 2:** *EK FM* conducts quarterly phone-based listener check-ins, *Etoil A Karamoja* holds biannual community dialogues, and *Radio Mchungaji* organizes annual parish reflection forums. These scheduled activities keep the station responsive year-round.
- **Example 3:** *Radio Mchungaji*’s hygiene programs, developed through audience insights, informed county public health campaigns. *Radio Pacis* used research to design training for peace correspondents. *EK FM*’s evidence guided its partnership with a cultural agency, while *Etoil A Karamoja*’s reports attracted education NGOs interested in youth empowerment.



## 5.9. Conclusion

Institutionalizing audience research is the final maturity stage of a community radio station’s learning journey. It transforms research from an external demand into an internal culture. The experiences of *EK FM*, *Radio Pacis*, *Radio Mchungaji*, and *Radio Etoil A Karamoja* demonstrate that even with modest resources, consistent systems, teamwork, and leadership commitment can make research a routine pillar of management.

Stations that listen systematically to their listeners become trusted voices of the community — learning, adapting, and growing with the people they serve.



# 06

## Section 6

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### Continuous Audience Engagement and Monitoring

**A**udience engagement does not end when a survey report is completed. It continues through every broadcast, every phone call, and every community meeting. Continuous engagement means listening repeatedly, observing change over time, and keeping track of how programs influence knowledge, attitudes, and behavior.

The four pilot stations demonstrated that when feedback becomes a habit, it transforms the relationship between the radio and its community. It ensures that programming stays relevant and responsive to people's real concerns.

## **6.1. Step 1: Why Continuous Engagement Matters**

### Explanation

Continuous engagement strengthens trust and deepens mutual accountability between the radio and its audience. It helps the station stay alert to new needs, social changes, or emerging community issues that may require new programming. Regular feedback also prevents assumptions from creeping back into management decisions.

*EK FM* discovered the value of constant interaction when, three months after completing its survey, it conducted short phone interviews to assess changes. Respondents confirmed that the new evening programs were more engaging but also requested more youth-targeted music segments. Because of this feedback loop, *EK FM* adjusted its format again and maintained audience growth.

*Radio Pacis* maintains engagement through WhatsApp and Facebook groups that serve as real-time feedback platforms. Listeners comment on ongoing programs, and presenters summarize those comments live on air. This not only keeps programs lively but also signals to the audience that their voices shape the station's content.

*Radio Mchungaji* uses pastoral networks for continuous dialogue. Parish coordinators regularly send summaries of local listener feedback to the station, which uses this data to adjust discussion themes. *Etoil A Karamoja* developed an ongoing community baraza system where elders, youth, and women meet twice a year to discuss the role of radio in peacebuilding and education.

## What to Do

1. Build channels for continuous communication — such as listener clubs, social media groups, and SMS lines.
2. Encourage presenters to dedicate short on-air segments for feedback reflection.
3. Record listener suggestions systematically for review during staff meetings.
4. Keep the conversation alive after each program by sharing discussion outcomes on air.
5. Acknowledge listeners' contributions to reinforce ownership and trust.

## 6.2. Step 2: Building Systems for Routine Audience Feedback

### Explanation

Routine feedback systems make engagement consistent and measurable. Instead of waiting for annual surveys, stations can gather simple data continuously to understand audience preferences and reactions. The key is to create light, low-cost mechanisms that fit daily operations.

At *Radio Pacis*, each program has a 'feedback file' that captures messages, calls, and WhatsApp reactions. Every Friday, producers summarize key comments in a shared digital form. The Audience Desk compiles this data and shares a short insight brief with the management team. These weekly briefs often trigger quick program corrections before issues escalate.


*EK FM* installed a 'community feedback phone' managed by volunteers. They log missed calls, texts, and social media comments, classifying them by theme — health, culture, education, or entertainment. Over time, the log has become an informal barometer of community priorities.

*Radio Mchungaji* developed 'listener notebooks' distributed to group leaders in different parishes. Each notebook contains columns for date, program listened to, and community

reaction. Once a month, these are collected and summarized by staff. The approach has proven inexpensive yet remarkably informative.

*Etoil A Karamoja* uses regular field visits by reporters to capture spontaneous feedback. They record short voice testimonies from community members and edit them into the weekly 'Voices of the People' segment. This format blends journalism with monitoring, keeping feedback both visible and authentic.

## What to Do

- 
1. Develop a simple feedback template for all presenters and producers.
  2. Schedule weekly or biweekly review sessions for feedback analysis.
  3. Create at least one open communication channel for the public (SMS, WhatsApp, toll-free line).
  4. Encourage staff to collect informal feedback during community activities.
  5. Assign one person or team to compile, store, and summarize feedback regularly.

## 6.3. Step 3: Integrating Findings into Program Reviews

### Explanation

Engagement is meaningful only when feedback influences programming decisions. Integration means ensuring that all feedback — whether from surveys, social media, or phone calls — is discussed and acted upon in formal decision-making spaces such as editorial and management meetings.

*Radio Pacis* institutionalized this process by including a “feedback review” item in every editorial meeting. Presenters share the most discussed listener issues from the week. When repeated concerns appear, management decides whether to create a special feature or adjust scheduling. This structure makes the station responsive without waiting for formal evaluations.

*EK FM* practices “data storytelling.” In staff meetings, producers do not just present numbers but tell a story behind them — for instance, how the percentage of youth listeners increased after introducing bilingual content. These stories help staff understand data as part of their daily practice, not an abstract exercise.

*Radio Mchungaji* links audience insights directly to the planning of religious content. For example, after feedback revealed that Sunday reflections were repetitive, the station introduced rotating guest priests from different parishes, leading to renewed listener enthusiasm. *Etoil A Karamoja* incorporated regular feedback into its editorial calendar, ensuring that each quarter has one program week dedicated to audience themes such as peace, farming, or education.

### What to Do

- 1. Make audience feedback a standing agenda in staff and editorial meetings.
- 2. Summarize feedback in short visual notes or dashboards for easy reference.
- 3. Translate data into practical questions — “What do listeners want more of?” “What do they dislike?”
- 4. Document all decisions arising from feedback discussions.
- 5. Follow up on how these changes affect audience engagement.

## 6.4. Step 4: Tracking Changes in Listenership and Perception Over Time

### Explanation

Tracking involves collecting comparable information periodically to measure whether listenership, satisfaction, or trust are improving. It does not require large-scale surveys; even small, repeated measurements can show trends.

*EK FM* uses a simple tracking matrix updated quarterly. Indicators include “listener satisfaction,” “program reach,” and “community participation.” Each indicator is scored from 1 to 5 based on survey and feedback data. The station’s manager uses these scores to identify declining areas early.

*Radio Pacis* integrates digital analytics into its monitoring. The Audience Desk tracks post reach and engagement rates on social media, comparing them to program topics. For example, peace programs consistently receive higher reactions, proving the relevance of such content.

*Radio Mchungaji* tracks listener engagement by counting call-ins and text messages per program. A steady increase signals interest, while sudden drops prompt quick review. *Etoil A Karamoja* uses an annual “listener voice index,” measuring how many new speakers or groups participated in radio discussions. This index reflects both inclusion and participation.

### What to Do

1. Choose a few indicators to track regularly, such as:
  - Number of listener messages per program
  - Number of new contributors per quarter
  - Listener satisfaction score (from periodic mini-surveys)
  - Social media engagement rate
  - Number of new community partnerships formed through radio outreach
2. Record the same indicators consistently to observe trends.

- 3. Compare results across quarters or years to assess growth.
- 4. Use visual charts or graphs to present progress to staff and partners.
- 5. Celebrate improvements and address weaknesses through team learning.

## 6.5. Step 5: Documenting and Sharing Lessons Learned

### Explanation

Continuous monitoring only creates value if lessons are documented and shared. Documentation captures the journey of learning — what was tried, what succeeded, and what needs to improve. Sharing builds institutional memory and motivates staff.

At *EK FM*, every research cycle ends with a “learning note,” a one-page reflection summarizing what the station discovered and what changes

were made. *Radio Pacis* compiles quarterly “Audience Insight Reports” that combine social media analytics, listener feedback, and programming outcomes. *Radio Mchungaji* produces annual summaries that are shared with parish partners and the diocese. *Etoil A Karamoja* keeps a logbook of field stories, which doubles as training material for new staff.

### What to Do

- 1. Develop a standard format for documenting lessons from audience research and feedback.
- 2. Write short reflection notes after every survey or feedback review meeting.
- 3. Keep both digital and physical copies of reports for future reference.
- 4. Share findings with partners, community leaders, and listeners to maintain transparency.
- 5. Use documented lessons to train new staff and volunteers.

## 6.6. Step 6: Using Continuous Monitoring to Influence Broader Change

### Explanation

When audience engagement becomes consistent, the station's influence extends beyond broadcasting. Continuous feedback allows the radio to become a credible source of community intelligence — able to advise partners, policymakers, and civil society actors.

*Radio Pacis* has used its monitoring data to inform peacebuilding strategies by showing trends

in community sentiment. *Radio Mchungaji's* continuous feedback on health programs helped shape the county's public health messaging approach. *EK FM's* data on youth and culture guided a collaboration with the National Museums of Kenya. *Etoil A Karamoja's* long-term tracking of listener voices supported district-level education planning for pastoralist youth.

### What to Do

1. Share continuous monitoring reports with local authorities and partners.
2. Identify how radio insights can inform public services or advocacy work.
3. Maintain neutrality and professionalism in presenting community perspectives.
4. Document cases where the radio's data has contributed to social or policy change.
5. Use this evidence to position the station as a trusted partner in local development.



## 6.7. Conclusion

Continuous audience engagement ensures that community radios remain aligned with the realities of their people. The experience of *EK FM*, *Radio Pacis*, *Radio Mchungaji*, and *Radio Etoil A Karamoja* shows that consistent feedback collection, reflection, and adaptation create a vibrant cycle of learning.

A station that listens continuously does not wait for surveys to understand its audience. It listens daily, learns weekly, acts monthly, and grows yearly. Over time, this rhythm becomes the heartbeat of a truly community-rooted broadcaster.

# 07

## Appendix Material

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### Practical Examples Of The Audience Research Process

#### **Purpose:**

To provide a step-by-step roadmap for community radio managers to plan, coordinate, and oversee audience research efficiently — from idea to action.



## 7.1. Preparing for Audience Research

1. Clarify the purpose: What decisions will this research inform?
2. Identify key programs or themes to be studied.
3. Define expected outcomes: knowledge, behavior, or engagement.
4. Assess available resources (budget, staff, equipment, partnerships).
5. Draft a short research concept note or plan for internal approval.

### Example: Preparation in Practice, Radio Amani Audience Study

When Radio Amani, a small community station in rural Kenya, noticed that its youth audience was shrinking, the manager decided to plan carefully before collecting any data.

The first step was to clarify the purpose of the research. The manager asked, “Do we want to measure how many people are listening, or do we want to understand why some have stopped?” The team agreed that the main goal was to find out why young people were no longer tuning

in to the evening talk show and what topics could bring them back. Having one clear purpose helped the team stay focused and avoid collecting unnecessary information.

Next, the manager looked at the available capacity and resources. There was no budget for outside researchers, but three volunteer presenters could conduct simple interviews in nearby villages. The local youth group offered to help with note-taking and compiling results.

The manager then wrote a short one-page plan that summarized the key points:

**Purpose:**

Understand why youth listen less to the evening show

**Scope:**

Five villages within the station's signal area

**Timeline:**

Two weeks for interviews and one week for reviewing results

**Expected output:**

A short summary showing when and why youth listen or change stations

## Lesson Learned

By preparing this simple plan, everyone on the team understood what to do and what results were expected. The research stayed small and practical, and the findings showed that young listeners wanted shorter programs with more interaction. The station adjusted its schedule accordingly, and within a few months the youth audience began to return.

Preparation defines success. It means knowing why the research is needed, what decisions it will influence, and who will be involved. Skipping this step risks collecting information that is interesting but not useful.

The manager begins by clarifying the purpose. Is the research meant to evaluate program reach, test new formats, or understand listener satisfaction? Focusing on a specific issue keeps the study manageable and affordable.

Preparation includes assessing capacity and resources. What budget, staff, and partners are available? Drafting a brief research plan that shows purpose, scope, timeline, and expected outputs aligns the team and builds confidence.

## 7.2. Designing the Research Framework

1. Identify research questions and indicators.
2. Choose the type of research (quantitative, qualitative, or mixed).
3. Define the target audience and sample (listeners, community leaders, partners).
4. Decide on methods (surveys, FGDs, interviews, digital feedback).
5. Establish a timeline and roles (who does what, when).
6. Prepare a budget plan (transport, airtime, printing, refreshments).

### Example: Tool Design and Pretesting – Radio Umoja Audience Survey

Radio Umoja, a community station in western Uganda, wanted to understand how well its new agriculture program was reaching farmers. The manager decided to use a short listener survey but kept it simple so that the team could handle it with the resources available.

The manager began by drafting five clear questions that would give helpful answers. The questions focused

on what the team really needed to know rather than on everything they could possibly ask. For example, instead of a general question like “Do you like our program?” they wrote “Which parts of the agriculture program do you find most helpful and why?” This kind of phrasing encouraged more specific responses.

Once the first draft of the survey was ready, the manager organized a small pre-test with ten farmers from nearby villages. The purpose of the pretest was to check whether the questions made sense and whether the farmers could understand them easily. The team discovered that one question about soil management used technical terms that farmers did not recognize. They replaced the words with local language expressions that the audience used in daily life.

They also learned that most farmers preferred oral interviews to written forms, since many had limited literacy. The survey was then

adjusted so that interviewers would ask questions aloud and record responses on a printed form.

The pre-test took only one day but made a big difference. By the time the real survey began, the tool was clear, friendly, and easy to administer. The responses were richer and more reliable because listeners understood every question. The manager later commented that the pretest saved them from collecting “nice but confusing answers” that would not have helped program improvement.

## Lesson Learned

The framework defines what to ask, who to ask, and how. A clear framework ensures efficiency and reliability.

Start by listing essential questions such as ‘Who are our regular listeners; what times do they prefer; and what topics do they value?’. Then decide which method suits each question, for instance a survey for numbers or a focus group for opinions.

Select target audiences like farmers, youth, traders, or religious leaders. Assign responsibilities among staff, volunteers, or partners. Include a simple budget and timeline. The clearer the framework, the smoother the implementation.

## 7.3. Developing Research Instruments

1. Draft data collection tools (questionnaire, discussion guide, interview guide).
2. Ensure questions are simple, relevant, and neutral.
3. Translate tools into local languages where necessary.
4. Conduct pilot testing with a small sample (3–5 respondents).
5. Revise tools based on feedback and clarity.

### Example: Designing Simple and Respectful Tools – Radio Baraka Experience

Radio Baraka, a community station in northern Kenya, planned to find out how its listeners understood a new health program about clean water. The team first discussed the main idea they wanted to explore: Do people find the program helpful, and do they understand the health messages clearly?

From this discussion, the manager and two producers turned their ideas into five short questions. They kept the questions simple and in everyday language. For example, instead of asking “How do you perceive

the health outcomes promoted in our broadcast?” they asked “What lessons have you learned from the clean water program?”

The first version of the questionnaire used technical words such as “hygiene practices” and “water-borne diseases,” which some villagers did not understand. The manager invited a local teacher and two regular listeners to help rewrite the questions using the local language. The terms were replaced with familiar expressions like “keeping water safe” and “illness from dirty water.”

Before rolling out the survey, the team tested it with six community members. This small pilot helped identify questions that sounded repetitive and unclear. One question asking “How often do you listen to the clean water program?” was confusing because the show did not air at a fixed time. The team changed it to “When do you usually hear the clean water messages on Radio Baraka?”

After revising and translating the final version, the questionnaire became shorter, clearer, and easier to administer. Respondents answered freely and felt that their voices mattered. The pilot stage took only one afternoon but saved the team from confusion during fieldwork. The improved tool made data collection faster and produced results that accurately reflected what the community thought and felt.

## Lesson Learned

Tools turn ideas into questions that the community can answer. Well-designed instruments make respondents feel understood and respected.

Keep questions short and relevant. Replace technical terms with local language. Use both closed questions and open ones that let people explain. Pilot each tool with a few participants to test clarity and flow.

Translate tools if needed and revise them after the pilot. A simple, tested tool saves time and avoids errors during fieldwork.

## 7.4. Conducting the Research

1. Orient or brief the research team (staff or volunteers).
2. Explain ethical practices: consent, confidentiality, respect.
3. Implement data collection using chosen methods.
4. Monitor progress daily to ensure data quality.
5. Record and store responses carefully (digital or paper).

### Example: Conducting the Research, Radio Tumaini Field Experience

Radio Tumaini, a community station in central Kenya, organized a short audience study to understand how listeners felt about its new peacebuilding program. The manager knew that good preparation alone was not enough; the research also needed close supervision and ethical discipline during implementation.

On the first day, the manager held a morning briefing with the five-member research team. Together, they reviewed the purpose of the study, the types of questions to ask, and the importance of treating all respondents with respect. The manager reminded the team that participation was voluntary and that no one should feel pressured

to give answers. The team practiced introducing themselves politely in both English and Kiswahili to build trust with respondents.

The manager emphasized inclusion. In planning the day's routes, the team ensured that both men and women were interviewed and that youth groups, traders, and people living with disabilities were included. In one village, the team adjusted the time of interviews so that women who worked in the market during the day could participate in the evening.

Each day after fieldwork, the manager collected all the completed forms and reviewed them for missing answers or unclear handwriting. Any

errors were discussed immediately, and the team corrected them before moving to the next area. Digital recordings and notes were saved on a shared folder and backed up on the station's computer.

When one respondent expressed concern about how her opinions might be used, the interviewer paused the discussion and reassured her that all information would remain confidential and that no names would appear in reports. This moment reminded the team that ethics was not a formality but part of building lasting trust.

At the end of the week, the manager noted that because of daily monitoring, no data had been lost and all 100 interviews were complete. The listeners appreciated being consulted, and several said they felt more connected to the station. The manager later concluded that careful coordination and respect for people were as important as the questions themselves in making research successful.

## Lesson Learned

Implementation requires coordination, ethics, and daily oversight. The manager ensures quality and trust.

Start with a team briefing. Explain goals, ethical principles, and how to engage respondents respectfully. Ensure participation is voluntary and confidential. Diversity is key, including women, youth, and marginalized voices.

Monitor data collection daily. Check that forms are complete and legible. Address problems immediately. Store filled forms securely and back up digital data

## 7.5. Managing and Analyzing Data

1. Check completeness and consistency of collected data.
2. Organize data by category (age, gender, program preference, etc.).
3. For quantitative data: use simple tallies, percentages, or graphs.
4. For qualitative data: group responses by themes and meaning.
5. Summarize key insights and recommendations.

### Example: Making Sense of the Data – Radio Sunshine Analysis Session

Radio Sunshine, a small community station in western Kenya, completed a listener survey for its weekly farming program. The team had collected 120 questionnaires and several notes from group discussions. When the fieldwork ended, the manager organized a one-day “data sorting session” in the station’s training room.

The first step was cleaning the data. The manager and two volunteers went through each form, removing those with missing answers or unclear writing. They checked that every response was recorded correctly and that names or personal details were removed to protect privacy.

Next, they grouped responses by simple categories such as gender, age group, and location. They also separated answers related to specific programs. For example, they counted how many respondents mentioned the farming show compared to other programs. This revealed that 68 out of 120 listeners named the farming show as their favorite.

The team entered numbers into a simple spreadsheet and calculated percentages. They also listed short quotes from interviews that expressed common feelings, such as “We like the program because it uses farmers’ real experiences” and “We need more advice on soil and market prices.” These phrases helped explain the numbers in human terms.

As the team looked for patterns, they noticed that most women listeners preferred programs that included local success stories, while young men responded more to discussions on new agricultural technology. The manager summarized these insights on a whiteboard and led a discussion on what actions to take next.

By the end of the day, the group had produced a clear summary: the farming program had strong reach, but listeners wanted more practical examples and more youth

participation. The manager used this analysis to guide the next month's content plan and to prepare a short report for partners.

The process was simple but effective. By organizing, counting, and reflecting together, Radio Sunshine turned raw data into actionable insight—proof that analysis does not need advanced software, only discipline, teamwork, and clear questions.

## Lesson Learned

Raw data becomes valuable when organized and interpreted. Analysis does not need to be complex; the goal is to extract insights managers can act on.

Begin by cleaning data, removing incomplete entries, and categorizing responses by gender, age, location, or program. Count frequencies, note percentages, and summarize recurring themes or quotes.

Look for patterns: Which programs draw the most attention? Which topics spark engagement? These insights form the basis of the report and programming decisions.

## 7.6. Reporting and Using Findings

1. Draft a short report (3–5 pages) highlighting key insights.
2. Share findings with staff, management, and stakeholders.
3. Discuss implications and agree on action points.
4. Integrate findings into programming decisions and resource proposals.
5. Communicate back to audiences (“You said, we did”).

### Example: Reporting and Using Findings – Radio Jirani Review Meeting

Radio Jirani, a community station in western Kenya, completed a small survey to assess how its civic education program was performing. The manager insisted that the results should not remain in the office but should help everyone improve.

The team began by writing a short, four-page report. It included a one-paragraph summary of what was done, the number of participants, and the main findings. The report avoided technical language and focused on meaning rather than measurement. For instance, instead of saying “74 percent of respondents reported

program relevance,” the report simply noted, “Most listeners said the program helps them understand their rights and local leadership better.”

The report used two small charts showing the most popular program segments and the times when listeners preferred to tune in. It also included three short quotes from focus group participants. One said, “I listen because it teaches us how to question county officials politely.” These personal voices made the report more relatable and easy to discuss.

After preparing the report, the manager called a joint meeting for staff and volunteers. Together they reviewed what worked well and what needed improvement. They agreed to add a regular “Ask the Chief” session so that local administrators could answer public questions directly on air. They also planned to shorten long talk segments to keep the audience engaged.

Finally, the manager shared key results on air during the weekly program. The host explained, “We recently asked you how our civic

program is helping, and many said you appreciate learning about leadership issues. You also asked for more opportunities to ask questions. We have listened, and starting next week, we will introduce a segment where you can send your questions by SMS.”

Listeners felt recognized, and several called in to thank the station for valuing their feedback. By reporting and acting on findings quickly, Radio Jirani strengthened audience trust and demonstrated accountability to the community.

## Lesson Learned

Findings have no impact until shared and acted upon. Reports should be short, clear, and practical, focused on meaning, not measurement.

Summarize what was done, who participated, and what was discovered. Highlight what works well and what requires change. Use charts or quotes to make it accessible.

Call a management or staff meeting to discuss the findings and agree on actions. Communicate major results to listeners to show accountability.

## 7.7. Embedding Continuous Learning

1. Document lessons learned after each research cycle.
2. Create a simple audience research logbook for the station.
3. Plan small, regular feedback checks (quarterly or bi-annually).
4. Use findings to demonstrate accountability and impact to donors.

### Example: Embedding Continuous Learning – Radio Hebrew Feedback Cycle

Radio Hebrew, a community station in eastern Uganda, learned during its audience survey that listeners enjoyed its health talk show but wanted clearer explanations and more airtime for audience questions. Instead of treating the study as a one-time activity, the manager decided to make audience reflection part of the station’s routine.

Every three months, the manager scheduled a short “feedback session” with presenters and producers. During these meetings, each team shared what they had heard from listeners—through calls, text messages, or casual conversations at community events. The team recorded these insights in a simple logbook kept at the reception desk. The logbook listed the date, program, type of feedback, and what action was taken.

One quarter later, the health program producer noticed that after reducing technical medical terms and adding real-life stories, more listeners were calling in to share experiences. The team discussed this as a small success and wrote it in the logbook. The manager praised the effort publicly during the staff meeting, noting that listening to feedback had made the program easier to follow.

The manager also encouraged presenters to bring two listener comments to every weekly editorial meeting. This kept audience insight visible in daily planning. The cumulative feedback helped identify wider trends, such as growing youth interest in environmental topics, which informed the next round of programming.

After six months, Radio Hebrew compiled a short summary of the lessons learned and shared it with the community through a “We heard you” on-air segment. This transparency strengthened trust, and more listeners began offering suggestions voluntarily.

By embedding feedback and reflection into routine practice, Radio Hebrew moved from conducting research occasionally to learning continuously. The process did not require extra funding—only commitment, teamwork, and a shared belief that every listener’s voice can help improve the station.

## Lesson Learned

Audience research is not a one-time event. Communities evolve, and so must programming. Managers should institutionalize a rhythm of feedback.

Plan small follow-ups every quarter or twice a year. Keep a logbook of research activities and results. Encourage presenters and producers to discuss findings in team meetings.

Celebrating small successes such as improving a show based on listener feedback motivates staff and deepens community trust.

## Expected Outputs from the Research Process:

- Research plan and tools (surveys, FGDs, interview guides).
- Programming and scheduling recommendations.
- Raw data sets and summaries.
- Follow-up plan for implementing and monitoring changes.
- A 3–5 page management report.



# 08

## SECTION 8:

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### Tools And Methods

**T**his section is designed to help community media managers, journalists, and producers collect audience data independently using simple, reliable tools. It contains ready-to-use instruments, sample questionnaires, guides,

and templates that make audience research practical and affordable. Each tool can be adapted to suit the size, language, and resources of your station.

## 8.1. Choosing the Right Tool for Your Question

Audience research uses different methods depending on what kind of information is needed. A good manager starts by matching the **research question** with the **right tool**.

Table 8: Research Tool Recommendation

Type of Information Needed	Recommended Tool	Typical Use Case
How many people listen, when, and why	Short Survey	Measure listenership and satisfaction
Why people like or dislike programs	Focus Group Discussion	Explore opinions and feelings
How experts or leaders perceive the station	Key Informant Interview	Assess influence and credibility
Quick feedback on new shows or topics	Comment log or mini-poll	Gauge early audience reactions



### Quick Guide:

- If you need **numbers**, use a **survey**.
- If you need **reasons**, use a **discussion or interview**.
- If you need **stories**, record quotes and examples.
- If you need **trends**, repeat the same tool periodically.

## 8.2. Sample Audience Survey Questionnaires

Audience surveys are structured tools used to gather measurable feedback from listeners.

**Each questionnaire here is divided into two parts:**

- **Part A:** Respondent Profile (Demographics)
- **Part B:** Program or Station Feedback

**Two examples are provided:**

1. A **Program-Specific Survey** (for a show such as *Morning Talk Show, 6–8am*)
2. A **Station-Wide Survey** (to evaluate the overall performance of a community radio)

## A. Program-Specific Audience Survey

**Example Focus:** *Morning Talk Show (6am–8am)*

**Goal:** To improve content, relevance, and presenter engagement.

**How to Use:**

- Interview 30–60 regular listeners during or after the show.
- Read each question and mark one response.
- Use open-ended items to capture rich insights.

### Part A: Respondent Profile (Demographics)

Question	Response Options
1. Gender	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Other / Prefer not to say
2. Age group	<input type="checkbox"/> Below 18 <input type="checkbox"/> 18–25 <input type="checkbox"/> 26–35 <input type="checkbox"/> 36–50 <input type="checkbox"/> Above 50
3. Education level	<input type="checkbox"/> None <input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> College/University <input type="checkbox"/> Other _____
4. Main occupation	<input type="checkbox"/> Student <input type="checkbox"/> Farmer <input type="checkbox"/> Trader <input type="checkbox"/> Employed <input type="checkbox"/> Unemployed <input type="checkbox"/> Other _____
5. Location / Ward / Village	_____
6. How long have you been listening to this station?	<input type="checkbox"/> <1 year <input type="checkbox"/> 1–3 years <input type="checkbox"/> >3 years

**Part B: Program Feedback – Morning Talk Show (6–8am)**

Question	Response Options
1. How often do you listen to the <i>Morning Talk Show</i> ?	<input type="checkbox"/> Daily <input type="checkbox"/> 3–4 times a week <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely
2. What attracts you most to this program?	<input type="checkbox"/> Topics <input type="checkbox"/> Presenters <input type="checkbox"/> Guest speakers <input type="checkbox"/> Music <input type="checkbox"/> Time of broadcast
3. Are the topics relevant to your daily life or work?	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
4. How would you rate the presenters’ delivery and style?	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
5. Which segment or day do you find most interesting?	_____
6. Do you feel your opinions are reflected in the show?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
7. Have you ever interacted with the program?	<input type="checkbox"/> Yes <input type="checkbox"/> No   If yes, how? _____
8. What kind of guests would you like more of?	<input type="checkbox"/> Local leaders <input type="checkbox"/> Experts <input type="checkbox"/> Youth voices <input type="checkbox"/> Religious leaders <input type="checkbox"/> Women leaders <input type="checkbox"/> Others _____
9. What should be improved in this program?	(Open-ended) _____
10. What part of the show should remain as it is because it works well?	(Open-ended) _____ _____



**Analysis Tip:**

1. Calculate how many respondents said “Excellent” or “Good” on the presenter’s performance.
2. Track which segments are most mentioned for retention or change.
3. Use open comments to identify recurring themes.

## B. Station-Wide Audience Survey

**Goal:** To assess the radio’s overall reach, reputation, and impact on the community.

**How to Use:**

- Target 100–150 respondents across various groups and locations.
- Conduct every 6–12 months to track growth and quality.
- Ideal for annual reports, funding proposals, and programming reviews.

### Part A: Respondent Profile (Demographics)

Question	Response Options
1. Gender	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Other / Prefer not to say
2. Age group	<input type="checkbox"/> Below 18 <input type="checkbox"/> 18–25 <input type="checkbox"/> 26–35 <input type="checkbox"/> 36–50 <input type="checkbox"/> Above 50
3. Education level	<input type="checkbox"/> None <input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> College/University <input type="checkbox"/> Other _____
4. Main occupation	<input type="checkbox"/> Student <input type="checkbox"/> Farmer <input type="checkbox"/> Trader <input type="checkbox"/> Employed <input type="checkbox"/> Unemployed <input type="checkbox"/> Other _____
5. County / Sub-county / Ward	_____
6. Household size	<input type="checkbox"/> 1–3 <input type="checkbox"/> 4–6 <input type="checkbox"/> 7–9 <input type="checkbox"/> 10+
7. How long have you been a listener of this station?	<input type="checkbox"/> <1 year <input type="checkbox"/> 1–3 years <input type="checkbox"/> >3 years

## Part B: Station Feedback

Question	Response Options
1. How often do you listen to our radio?	<input type="checkbox"/> Daily <input type="checkbox"/> 3-4 times/week <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely
2. At what times do you mostly listen?	<input type="checkbox"/> Morning <input type="checkbox"/> Midday <input type="checkbox"/> Evening <input type="checkbox"/> Night
3. Which other stations do you also listen to?	(List) _____
4. Which programs do you like most on our station?	(List up to three) _____
5. Why do you like these programs?	<input type="checkbox"/> Informative <input type="checkbox"/> Entertaining <input type="checkbox"/> Locally relevant <input type="checkbox"/> Presenter style <input type="checkbox"/> Other _____
6. Do our programs reflect community issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat
7. How much do you trust information from our radio?	<input type="checkbox"/> Completely <input type="checkbox"/> Mostly <input type="checkbox"/> Sometimes <input type="checkbox"/> Not at all
8. How would you rate sound quality and clarity?	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
9. Which groups in your community are best served by our station?	<input type="checkbox"/> Youth <input type="checkbox"/> Women <input type="checkbox"/> Farmers <input type="checkbox"/> Traders <input type="checkbox"/> Religious groups <input type="checkbox"/> Others _____
10. How can we serve your community better?	(Open-ended) _____ _____
11. Would you recommend our station to others?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
12. What advice would you give management for future improvement?	(Open-ended) _____ _____

## 8.3. Focus Group Discussion (FGD) Guide

### Purpose:

To explore collective views on program quality, relevance, and trust.



### Facilitator Tips:

1. 6–10 participants per group, grouped by similarity (youth, women, traders, etc.).
2. Keep sessions under 60 minutes.
3. Use an assistant note-taker.
4. Record with consent only.

Table 9: Key Discussion Questions per Theme

Theme	Core Prompts
Listening habits	When do you listen most? Why?
Program quality	What makes a program interesting or boring?
Relevance	Do programs reflect your real life?
Trust and credibility	Do you believe what is broadcast? Why?
Participation	How can the audience participate more?
Improvement	What should we do differently?

## 8.4. Key Informant Interview (KII) Guide

### Purpose:

To collect insights from community leaders, educators, administrators, or NGO officers.

Table 10: Key Interview Questions per Theme

Question	Prompt / Use
1. What role does our radio play in community life?	Understanding perceived impact
2. Which programs best promote education or awareness?	Identify flagship shows
3. How do you assess our credibility?	Assess trustworthiness
4. What issues should we highlight more?	Guide content planning
5. How can we collaborate better?	Strengthen partnerships
6. What advice would you offer our management?	Leadership learning

## 8.5. Data Recording Templates

Table 11: Quantitative Survey Summary and Qualitative Survey Summary

Question	Response Options	Count	%	Observation
Q1: Age group	18–25, 26–35, etc.	15 / 25 / 10	25% / 42% / 17%	Youth dominate listeners

Theme	Consensus	Quotes	Suggested Actions
Program timing	Morning preferred	“Evening too busy”	Adjust news timing
Trust	High	“They speak our language”	Maintain local focus

## 8.6. Simple Analysis Worksheets

### A. Quantitative Example

Variable	Category	Count	%
Listening frequency	Daily	45	60%
	Weekly	25	33%
	Rarely	5	7%

### B. Qualitative Example

Theme	Mentions	Illustrative Quote	Recommended Action
Youth interest	14	"We like talk shows about jobs."	Add youth employment topics

## 8.7. Budget Planning and Cost Estimation Template (USD)

Table 12: Sample Budget Plan

Item	Unit	Qty	Unit Cost (USD)	Total (USD)	Notes
Transport and local travel	Trip	10	40	400	Local transport for data collectors and supervisor
Refreshments for FGDs	Group	4	25	100	Tea/snacks for participants
Printing and stationery	Set	1	50	50	Questionnaires, folders, markers
Airtime or data bundles	Set	1	30	30	Phone calls, uploads, communication
Enumerator tokens / volunteer stipend	Person	5	40	200	Appreciation for enumerators

Item	Unit	Qty	Unit Cost (USD)	Total (USD)	Notes
Equipment and miscellaneous	Lump sum	1	70	70	Recorder batteries, pens, contingencies
Data analysis and report preparation	Set	1	150	150	Data entry, cleaning, short report
<b>Estimated Total</b>				<b>1,000</b>	

## A. Minimal Budget (Up to 100 USD)

Use when relying mostly on volunteers and free community support.

Table 13: Minimal Budget: Example of Minimal Budget

Item / Activity	Estimated Cost (USD)	Percentage of Total	Notes
Printing and stationery	10	10%	Use recycled paper or few printed copies
Transport for volunteers	25	25%	Share rides or use bicycles and local transport
Refreshments for focus group	15	15%	Simple snacks and water
Communication and airtime	10	10%	For coordination and mobile interviews
Enumerator tokens or appreciation	20	20%	Small allowance or phone credit
Data entry and analysis (manual or Excel)	10	10%	Use staff or students as volunteers
Contingency	10	10%	For small unexpected expenses
<b>Total</b>	<b>100 USD</b>	<b>100%</b>	

## B. Moderate Budget (100–500 USD)

Use when you can cover some logistics and provide modest stipends.

Table 14: Moderate Budget: Example of Moderate Budget

Item / Activity	Estimated Cost (USD)	Percentage of Total	Notes
Planning and tool preparation	40	8%	Staff time and printing of tools
Field data collection	200	40%	Transport, lunch, and volunteer tokens
Data entry and analysis	50	10%	Use laptops or Google Sheets
Report writing and presentation	60	12%	Include one team reflection session
Communication and airtime	30	6%	Coordination of fieldwork
Materials and stationery	30	6%	Questionnaires and pens
Contingency	40	8%	Unforeseen needs
<b>Total</b>	<b>450 USD</b>	<b>100%</b>	

## C. Comprehensive Budget (Up to 1,000 USD)

Use for full-scale studies with several programs or regions.

Table 15: Comprehensive Budget: Example of Comprehensive Budget

Item / Activity	Estimated Cost (USD)	Percentage of Total	Notes
Planning and training	100	10%	Short orientation for staff and volunteers
Fieldwork (transport, meals, tokens)	400	40%	Includes 5–8 enumerators
Data entry and software use	100	10%	Excel or SPSS support
Report writing and validation	150	15%	Team review meeting and report printing
Communication and airtime	50	5%	Calls, WhatsApp coordination
Refreshments and logistics	100	10%	For FGDs or interviews
Contingency	100	10%	To handle unforeseen expenses
<b>Total</b>	<b>1,000 USD</b>	<b>100%</b>	



### Budgeting Tip:

Always link spending directly to research objectives. Spending small amounts on clarity and teamwork often yields better data than spending large amounts on technical tools.

## Optional Steps

Table 16: *Optional Steps: Optional Steps*

Step	Action Description	Done (Yes / No)
1	Use Google Forms or online surveys to save data entry time.	
2	Conduct focus groups or key interviews for deeper insights.	
3	Prepare charts or graphs using Excel.	
4	Write a full report with visuals and photos.	
5	Present findings to partners or donors for wider learning.	



**Tip:**

If your team completes all essential steps well, your study is already credible and useful. Optional steps can be included later as the station gains experience and resources.

## 8.8. Ethical Considerations

All research tools must ensure:

1. Voluntary participation
2. Informed consent (purpose explained clearly)
3. Confidentiality (no identifying data)
4. Respectful engagement
5. Feedback loop (share results with community)

## 8.9. Expected Outputs

After applying these tools, a station should have:

1. Completed questionnaires (program-specific and/or station-wide)
2. At least two focus group summaries
3. Key informant interviews
4. Clean data sheets and analysis summaries
5. A short management report with action points
6. A basic research cost record

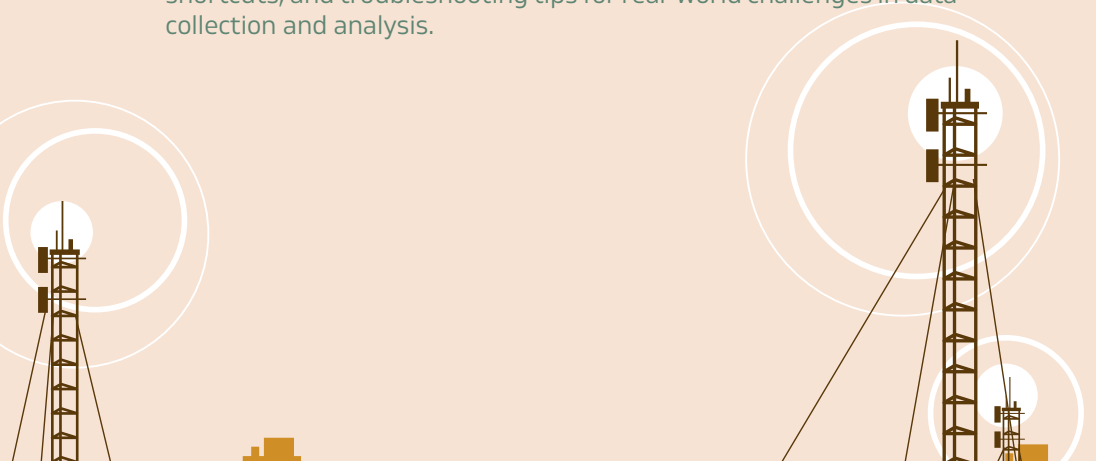
# 09

## **SECTION 9:**

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### TECHNICAL QUICK REFERENCE

This section helps community media managers and practitioners handle the technical aspects of audience research without needing advanced statistics training. It offers simple formulas, practical shortcuts, and troubleshooting tips for real-world challenges in data collection and analysis.



## 9.1. Calculating a Sample Size (Without Statistics Software. However, it is more straightforward and faster to use AI tools like ChatGPT. They produce an accurate sample size)

### Why it matters:

Your sample size determines how many people you need to interview for meaningful results — not everyone, just enough to represent your audience.

### The simplest formula (Yamane, 1967):

#### Yamane (1967) Formula for Determining Sample Size

The formula is written as:

$$n = \frac{N}{1 + N(e^2)}$$

*(n equals N divided by one plus N multiplied by e squared.)*

#### Where:

- **n** is the required sample size,
- **N** is the total population (the number of people your study targets), and
- **e** is the margin of error you are willing to tolerate (for example, 0.05 for 5 per cent).

#### In words, the formula reads like this:

To find the sample size, take the total population (N) and divide it by 1 plus the population multiplied by the square of your desired margin of error (e).

**Example:**

If your target population is 10,000 listeners and you want results within a 5 percent margin of error, you calculate it this way:

$$n = \frac{10000}{1 + 10000(0.05^2)}$$

**≈ 380 respondents**

So, your required sample size is **about 380 respondents**.

## Sample Size Reference Table (Based on Yamane, 1967 Formula)

Assumes a 95% confidence level

Table 17: Sample Size Reference Table: Sample Size Reference Table

Population Size (N)	Margin of Error = 5% (0.05)	Margin of Error = 7% (0.07)	Margin of Error = 10% (0.10)
500	222 respondents	142 respondents	83 respondents
1,000	286 respondents	169 respondents	91 respondents
5,000	370 respondents	192 respondents	98 respondents
10,000	384 respondents	196 respondents	100 respondents
20,000	392 respondents	198 respondents	100 respondents
50,000	397 respondents	199 respondents	100 respondents
100,000+	400 respondents	200 respondents	100 respondents

## How to interpret the table on the previous page.

- If your target population (listeners, residents, etc.) is around 10,000, and you are comfortable with a 5% margin of error, you should survey about 384 people.
  - If you can accept a 10% margin of error (less precise but cheaper), 100 respondents would be enough.
  - The table shows that beyond 20,000 people, the sample size levels of around 400, meaning you don't need to interview more than that for reliable results.
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## Understanding Confidence Level and Margin of Error

When you cannot interview everyone in your audience, you use a sample, a smaller group that represents the whole population. To make sure your sample is trustworthy, two terms are important: confidence level and margin of error.

### 1. Confidence Level (how sure you want to be)

The confidence level tells you how sure you want to be that your survey results reflect the views of the entire audience.

- A 95% confidence level means that if you repeated the survey 100 times, about 95 times out of 100 your results would still fall close to the true opinions of your listeners.
- It does not mean you are 95% right or 5% wrong, it simply shows your level of statistical assurance.

#### **In simple terms:**

A 95% confidence level means you can be very sure that your sample represents your listeners fairly accurately.

Community media usually use **95% confidence level**, since it balances accuracy with cost.

## 2. Margin of Error (how much difference you can tolerate)

The margin of error shows how much the sample results might differ from the real opinions of the full audience.

- A 5% margin of error means your results could be plus or minus 5 percentage points different from the true population value.
- Example: If 60% of your respondents say they like the morning show, the true value in the whole community might be between 55% and 65%.
- A 10% margin of error means you are okay with a broader range (e.g., between 50% and 70%).

### In short:

<b>Smaller margin of error</b>	=	greater accuracy, but more respondents needed.
<b>Larger margin of error</b>	=	Lower accuracy, but less cost and effort.

Table 18: Margin of Error: Use Cases for Margins of Error

Confidence Level	Margin of Error	Interpretation
95%	±5%	Standard research accuracy (recommended)
95%	±7%	Acceptable for small community studies
95%	±10%	Good for pilot surveys or quick feedback
90%	±10%	Minimal accuracy; use only when resources are very limited

## Example for Community Radios:

If you interview 200 listeners and find that 70% like your evening news show, with a 95% confidence level and ±7% margin of error, it means that in reality, between **63% and 77%** of your full audience probably likes that show.

## 9.2. Selecting Respondents Randomly (in Practice)

### Why it matters:

Random selection ensures your data represents the whole audience, not just your friends or frequent callers.

Simple methods for community radios:

#### 1. Random Walk Method:

- Choose a starting point in the village or market.
- Interview every 5th person you meet who listens to the radio.
- If they decline, move to the next available person.

#### 2. Listener Club Lists or Call Logs:

- Assign a number to each name on your listener club list.
- Use slips of paper or a random number generator (e.g., phone app or Excel RAND).
- Pick 10–20% randomly.

#### 3. Event or Location Sampling:

- If your program targets farmers, go to three markets in different sub-counties and select five listeners per site at random.

**Key rule:** Never pre-select based on personal familiarity. Always mix gender, age, and occupation.

### 9.3. Handling Incomplete Data During Analysis



#### Problem:

Some questionnaires are missing answers — a common issue in community research.



#### Solution Steps:

**1. Check before leaving the field.** Review each form daily.

**2. During analysis:**

- If one or two questions are blank → include the rest of the responses.
- If more than 25% of answers are missing → drop the form (it may distort averages).

**3. Record the number of forms excluded** — this transparency builds trust in your results.



#### Tip:

In Excel, leave blank cells instead of filling with zeros, zeros can falsely lower percentages.

## 9.4. When Results Contradict Expectations

### Scenario:

You expected people to love a show, but data shows low satisfaction. Don't panic, this is where learning happens.

### Checklist for Managers: When dealing with Contradictions

1. Check the quality of data collection. Confirm that the right people were interviewed and that the responses represent your intended audience.
2. Review the wording of each question carefully. Ensure that no question was leading, confusing, or difficult for respondents to understand.
3. Compare the findings from different methods. Look for consistency between focus group discussions, surveys, and interviews to confirm reliability.
4. Discuss the results openly with your team. Remember that unexpected data often provides greater insight than information that confirms what you already believe.
5. Act on the findings and then verify later. Make minor adjustments to your programs or schedules, and then plan a short follow-up study after a month to assess the effectiveness of these improvements.

## Checklist for managers for the Audience Research Process

Table 19: Checklist for Managers for the Audience Research Process

#	Checklist Item	Yes / No
1	I have calculated a realistic sample size using the <b>Yamane (1967)</b> formula, the <b>Krejcie &amp; Morgan (1970)</b> table, or another recognized calculator.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2	I have planned how to select respondents <b>randomly and fairly</b> , not just familiar or convenient individuals.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3	My survey or discussion tools are <b>short, clearly worded, translated if necessary, and pre-tested</b> with a small group.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4	I have <b>trained my field team</b> on ethics, consent, neutrality, and how to record responses accurately.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5	I will <b>review all completed forms daily</b> to check for errors, missing data, or unclear responses.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6	I can <b>summarize data using simple tables, counts, and percentages</b> in Word or Excel.	<input type="checkbox"/> Yes <input type="checkbox"/> No
7	I will include both <b>quantitative (numbers)</b> and <b>qualitative (quotes, themes)</b> findings in my report.	<input type="checkbox"/> Yes <input type="checkbox"/> No
8	I will <b>openly discuss unexpected or contradictory findings</b> with the team before drawing conclusions.	<input type="checkbox"/> Yes <input type="checkbox"/> No
9	I will <b>document lessons learned</b> and prepare a short note on what to improve next time.	<input type="checkbox"/> Yes <input type="checkbox"/> No
10	I will keep a <b>complete record of tools, data, and reports</b> in the station archive for future use.	<input type="checkbox"/> Yes <input type="checkbox"/> No

### How to Use This Checklist:

- Use it as a quick self-assessment after every audience research cycle.
- Mark each item "Yes" or "No." If more than three items are "No," revisit your preparation before fieldwork.
- Keep completed checklists for accountability and learning within your media team.
- This tool promotes good research practice without needing advanced training.

## 9.5. Presenting Percentages Accurately

- **Rule 1: Always use the same base (total number of valid responses).**

If 120 people answered a question, that's your 100%.

- **Rule 2: Round to whole numbers (no decimals).**

23.7% → 24%

49.9% → 50%

- **Rule 3: Use both counts and percentages for clarity.**

Response Option	Count	%
Daily listeners	60	50%
Weekly listeners	45	38%
Rarely listen	15	12%

- **Rule 4: Never total more than 100%** unless multiple answers were allowed (in which case, note that clearly).

- **Rule 5: Visuals help.**

Use bar charts or pie charts for presentations to management or partners.

Example:

- Pie chart = good for proportions
- Bar chart = good for comparisons
- Tables = good for reports

## 9.6. Troubleshooting Quick Reference

Table 20: Troubleshooting Quick Reference

Problem	Possible Cause	Solution
Few respondents complete the survey	Questions too long or technical	Shorten tool, simplify language
Responses look identical	Enumerator bias	Supervise interviews; rotate interviewers
Percentages don't add up	Wrong denominator	Recheck total number of valid responses
Unclear qualitative quotes	Poor note-taking	Train note-takers; audio-record (with consent)
Data delayed or missing	Poor coordination	Assign daily submission deadlines

Table 21: The Team Setup

Team Role	Minimal Setup	Moderate Setup	Comprehensive Setup
Team Leader / Research Manager	1 (Station Manager or Producer)	1 (Manager or Research Lead)	1 (Dedicated Project Lead)
Data Collectors / Enumerators	2–4 volunteers	4–6 enumerators	8–15 enumerators (depending on station reach)
Note Taker / Recorder	1 part-time volunteer	1 assigned staff	2 full-time assistants
Data Entry / Analysis	Manager using Excel	1 staff trained in Excel	1–2 analysts using Excel or SPSS
Support Staff (logistics, communication)	Shared duty	1 admin assistant	1 logistics or communications officer
<b>Total Team Size</b>	<b>4–7 people</b>	<b>6–10 people</b>	<b>8–20 people (depending on coverage area)</b>



**Note:**

- Some community stations have broad signal coverage and must reach audiences across several counties.
- Even if classified as “community media,” such stations require a larger field team to ensure diverse audience representation.

Table 22: The Research Process Plan

Research Phase	Minimal Setup	Moderate Setup	Comprehensive Setup
Planning and tool design	3 days	3–5 days	1 week
Pretesting tools	1 full day	3 days (as same staff balance duties)	2 days
Data collection	2–3 days	4–6 days	1–2 weeks
Data cleaning and analysis	1–2 days	3–4 days	1 week
Report writing and presentation	1 week	1 week	1–2 weeks
<b>Total Duration</b>	<b>8–10 days</b>	<b>2–3 weeks</b>	<b>4–6 weeks</b>



**Notes:**

- Planning typically takes longer in community media contexts because staff balance multiple responsibilities.
- Pre-testing tools is essential and should not be rushed; even in minimal setups, it requires at least a full day.
- Report writing should never be less than one week; managers need time to validate data, interpret results, and prepare presentations.

<b>Category</b>	<b>Minimal (0–100 USD)</b>	<b>Moderate (100–500 USD)</b>	<b>Comprehensive (500–1,000+ USD)</b>
<b>Personnel</b>	Volunteers only	Mix of volunteers + small stipends	Paid enumerators and support team
<b>Transport</b>	On foot/ motorbike lifts	Shared local transport	Hired vehicle or travel allowance
<b>Tools</b>	Photocopies, notebooks	Printed forms / digital forms	Tablets, online tools, and audio recorders
<b>Data entry</b>	Manual counts	Excel sheets	Excel or data software
<b>Refreshments</b>	None	Basic snacks for FGD	Meals and water for participants
<b>Report format</b>	2-page summary	5-page internal report	Full 10-page illustrated report
<b>Follow-up</b>	Verbal feedback to staff	Simple debrief	Stakeholder meeting and presentation

## 9.7. Troubleshooting Common “What If…” Scenarios

Fieldwork often brings unexpected situations that can frustrate even the most careful research team. This section provides short, practical solutions to common challenges faced by community media researchers.

Each scenario begins with a real problem and ends with quick actions that can be taken immediately in the field.

### WHAT IF respondents refuse to answer questions?

#### Possible reasons:

People may be shy, suspicious, or tired. They may also not understand why they are being interviewed.

#### What to do:

1. Begin with a polite introduction explaining who you are and why you are collecting feedback.
2. Emphasize that the survey is confidential and no names will appear in reports.
3. Ask questions in a friendly, conversational tone rather than reading like an exam.
4. If a respondent still refuses, thank them and move on. Never force participation.
5. Record the refusal count in your notes; it helps explain your response rate later.

## WHAT IF your percentages do not add up to 100 percent?

### Possible reasons:

- Some respondents skipped questions.
- The question allowed multiple answers.
- You made a rounding error or used the wrong base number.

### What to do:

1. Recheck the total number of valid responses for that question.
2. If people gave multiple answers, note this clearly in the report (for example, “percentages may exceed 100 percent because respondents could select more than one option”).
3. Round off all decimals to the nearest whole number to make totals consistent.
4. Recalculate percentages using the formula:
  - ***Percentage = (Number of responses ÷ Total valid responses) × 100.***

## WHAT IF men dominate your focus group discussion?

### Possible reasons:

Men may speak more freely in mixed groups, or women may hesitate because of social or cultural norms.

### What to do:

1. Divide participants by gender and hold separate short sessions if possible.
2. Ask quieter participants directly for their opinions with encouragement and respect.

3. Use a female facilitator or co-facilitator for women's groups to build comfort and trust.
4. Rotate who speaks first in each round of questions so that one group does not lead all discussions.
5. Note gender participation in your summary form for transparency.

## WHAT IF you cannot access certain villages or areas?

### Possible reasons:

Poor roads, insecurity, weather, or transport cost may make some locations unreachable.

### What to do:

1. Identify nearby accessible villages with similar population characteristics. Replace inaccessible areas with these alternates.
2. Use phone interviews or voice notes for respondents in distant areas if they have mobile access.
3. Engage local volunteers or community representatives to gather a few responses on your behalf.
4. Mention the limitation clearly in your report so readers understand the data coverage.
5. Plan ahead next time by checking road conditions and weather forecasts before scheduling field visits.

## WHAT IF respondents give very short or unclear answers?

### Possible reasons:

The question may be too general, or respondents may not feel confident giving long explanations.

### What to do:

1. Use probing questions such as “Can you tell me more?” or “Why do you think so?”
2. Rephrase the question into simpler, everyday language.
3. Give examples or refer to specific programs to help them focus.
4. Encourage storytelling by asking respondents to describe a recent experience rather than an opinion.
5. Record key quotes even if short; these often capture powerful messages in simple words.

## WHAT IF some enumerators report unrealistic data?

### Possible reasons:

They may be rushing, guessing, or not following instructions.

### What to do:

1. Cross-check forms randomly at the end of each day.
2. Re-interview a few respondents to confirm data accuracy.
3. Provide immediate coaching rather than punishment.
4. Keep daily field supervision notes.
5. Report any suspicious data patterns in the analysis section.

## WHAT IF your findings contradict management expectations?

### Possible reasons:

The results reveal uncomfortable truths or highlight weaknesses.

### What to do:

1. Present data objectively with both positive and negative findings.
2. Use small team discussions to interpret why the contradiction occurred.
3. Emphasize improvement rather than blame.
4. Recommend realistic actions supported by evidence.
5. Keep the original data safely stored in case management requests a review later.

## WHAT IF you cannot hold a debrief meeting after data collection?

### What to do:

1. Send a one-page summary of main findings by email or WhatsApp to all staff.
2. Hold a short five-minute update during the next program meeting.
3. Share key points on the staff notice board or in the newsroom WhatsApp group.
4. Schedule a short reflection session as soon as possible; delayed discussion is better than none.

## WHAT IF you lose some filled questionnaires or digital data?

### What to do:

1. Back up digital data daily using a flash drive or cloud service.
2. Photograph or scan each completed paper form if possible.
3. If a few forms are lost, note the missing number and continue analysis with the rest.
4. For large losses, document the cause and mention it in the report to maintain transparency.



### Final Note

Community audience research rarely goes exactly as planned. The goal is not perfection but continuous improvement.

These “What If” scenarios remind managers that adaptability, ethical conduct, and transparency matter more than flawless execution.

Documenting challenges honestly is part of credible research practice.

## 9.8. Alternative Approaches When Resources Are Very Limited

### If you have no budget at all

- Use WhatsApp groups, SMS, or free online tools such as Google Forms to gather opinions from your listeners.
- Conduct short interviews with two or three community leaders, teachers, or frequent callers to understand program relevance.
- Hold a 30-minute reflection meeting with presenters after each show and record key comments from callers or social media.
- Use call logs, text messages, and Facebook comments as informal audience feedback for your report.

### If you have minimal funds (under 100 USD)

- Print about 50 questionnaires on A4 paper and assign two volunteers to collect data within walking distance.
- Organize one focus group discussion with community members and another with presenters to cross-check findings.
- Record the discussions using a simple phone recorder for accuracy.
- Use the Excel and Word templates provided in this toolkit to analyze and summarize the findings.

### If you have moderate funding

- Engage three or four enumerators for one week and provide them with modest transport and meal allowances.
- Conduct at least three to five focus group discussions, five to ten key informant interviews, and one hundred to one hundred and fifty surveys.
- Compile results into a short report that includes both numbers and quotes.
- Share findings with staff, board members, and the community through a short presentation or on-air segment.

## 9.9. Manager's Resource Planning Tips

1. Always begin with a clear purpose. The goal of the research determines how much is enough and what methods are necessary.
2. Reuse and adapt existing tools from previous surveys. This saves time and resources while maintaining consistency in data collection.
3. Keep an updated record of volunteer contributions. Documenting their time and effort helps when applying for small grants or reporting community participation.
4. Work with local partners such as schools, churches, and non-governmental organizations. They can offer free space, printing, or logistical support.
5. Start with small studies and build over time. A single well-documented audience feedback exercise can become the foundation for larger projects.
6. Encourage collaboration between the content team and the research team. This ensures that findings are quickly translated into programming improvements.
7. Allocate time for reflection and learning after every research activity. Reviewing what worked well and what did not helps the team become more efficient.
8. When possible, integrate audience research activities into normal station routines. This helps sustain the culture of listening without the need for extra funding.
9. Maintain transparency in the use of funds and reporting of findings. Clear records of expenditure and research results strengthen credibility.
10. Keep every tool, form, and report from previous studies in one accessible folder. Over time this becomes a valuable resource for training new staff and building institutional memory.

## 9.10. Example Summary Table: Resource Planning Matrix

Table 23: Resource Planning Matrix

Scenario	Typical Use	Team Size	Duration	Estimated Cost (USD)	Expected Output
Minimal	Quick listener feedback or pilot test	3-4	4-6 days	0-100	Short memo or summary table
Moderate	Program evaluation or mid-term review	5-7	10-14 days	100-500	5-page internal report
Comprehensive	Annual audience research or external evaluation	8-12	3-4 weeks	500-1,000	Full report with visuals and recommendations

## 9.11. Concluding Reflections on Resource Planning

Community media operate in diverse environments, often with limited funding and staff who balance many responsibilities. The strength of these stations lies not in the size of their budgets but in their creativity, commitment, and community trust. Even with minimal resources, credible audience research is possible when managers apply realistic planning, teamwork, and transparent processes.

Effective resource planning begins with clarity of purpose. Every research activity must be guided by a straightforward question: what do we want to know and why? Once the goal is clear, managers can decide what level of resources is genuinely needed. Many small stations succeed because they focus on what matters most. They adapt tools, use simple surveys, and rely on their volunteers to reach audiences that larger organizations would struggle to engage.

Volunteerism remains a powerful asset in community media research. When presenters, producers, and community correspondents work together, they collect feedback that is both rich and authentic. What these teams may lack in money, they often make up for in proximity to the people and in passion for community improvement. This natural connection strengthens trust and encourages listeners to respond openly to surveys or focus group discussions.

Scaling down tools does not mean lowering quality. It means focusing on clarity instead of complexity. Well-designed short questionnaires, simple analysis tables, and focused discussions often produce results that are easier to interpret and act upon than long, technical reports. The goal is to generate insights that can immediately inform programming and management decisions.

Transparency and ethical conduct are central to credible research. Even when resources are tight, teams must maintain honest records of their processes, decisions, and challenges. This openness builds internal accountability and increases donor confidence. Sharing results, however small, with listeners and community stakeholders shows that the radio truly listens to its audience and values their feedback.

Finally, this resource matrix is meant to empower managers to plan with confidence. It allows each station to assess what is feasible at its current capacity and to grow steadily with experience. By aligning available resources with achievable objectives, managers ensure that every study is ethical, inclusive, and meaningful. Overtime, consistent and transparent audience research becomes part of the station's identity and contributes to stronger community trust, better programming, and sustainable growth.

## 9.12. Cost-Saving Strategies for Community Audience Research

Community media thrive on creativity, collaboration, and resourcefulness. Many meaningful audience research projects have been completed with almost no external funding. The key is to use what already exists within the community and to apply simple methods that reduce cost without compromising quality. The following strategies show how to conduct reliable research at little or no expense.

### 1. Zero-Cost Approaches

Table 24: Zero-Cost Approaches

Activity Area	Practical Strategy	Explanation
<b>Focus group discussions</b>	Use existing community meetings such as church gatherings, market days, or self-help group sessions.	Instead of organizing new events, ask permission to include a short 20-minute session during an existing meeting.
<b>Field interviews</b>	Engage station staff and presenters during regular outreach or program visits.	They can add a few research questions during their visits, saving transport and planning costs.
<b>Data recording</b>	Use notebooks or phone voice notes instead of printed forms.	This reduces printing costs and keeps data collection flexible.
<b>Analysis</b>	Discuss findings as a team in a staff meeting.	This avoids paying for consultants while improving shared understanding of audience views.

## 2. Low-Cost Alternatives

Table 25: Low-Cost Alternatives

Activity Area	Practical Strategy	Explanation
<b>Survey tools</b>	Use Google Forms or Microsoft Forms instead of paid tools like KoboToolbox or SurveyMonkey.	These are free and easy to share via mobile phones.
<b>Data entry</b>	Use mobile phone voice notes to capture answers during interviews, then summarize later.	Voice notes can be replayed when compiling summaries, saving time and transcription costs.
<b>Volunteer support</b>	Partner with youth groups, colleges, or communication students for data collection.	Students often need field experience and can help as volunteers.
<b>Logistics</b>	Request meeting space from local schools, parishes, or NGOs.	These partners often provide venues at no cost as part of their community support.
<b>Printing</b>	Print only essential tools or use recycled paper.	Limit the number of physical copies and store digital versions for reuse.

## 3. Smart Resource Management

Table 26: Smart Resource Management

Activity Area	Practical Strategy	Explanation
<b>Research planning</b>	Combine audience research with existing station activities such as listener barazas or outreach events.	This ensures time and transport are shared with other objectives.
<b>Enumerator training</b>	Conduct short practical briefings instead of multi-day workshops.	Focus on clarity of questions and ethical conduct rather than lengthy lectures.
<b>Community engagement</b>	Offer public recognition instead of financial incentives.	Announce volunteer contributions on-air or in meetings to build goodwill.

Activity Area	Practical Strategy	Explanation
<b>Data analysis</b>	Use basic Excel templates from this toolkit rather than outsourcing.	In-house analysis builds staff capacity for future studies.
<b>Reporting</b>	Prepare short illustrated summaries using PowerPoint or Word tables.	Avoid hiring external designers; clear, simple visuals are more cost-effective.

## 4. Principles for Sustainable Cost Management

1. Always begin with an inventory of what already exists before seeking external funding.
2. Integrate audience research activities into the station's ongoing community outreach.
3. Train one or two staff members to manage data so that future studies cost less.
4. Build relationships with universities, NGOs, and churches that can offer technical or logistical support.
5. Keep all tools and templates for future reuse and adaptation.
6. Share results openly with volunteers and participants to sustain trust and motivation.

## 5. Key Message for Managers

The goal of audience research is not to spend more but to learn more. Good planning, creativity, and collaboration turn every activity into an opportunity for feedback. Even the smallest stations can build evidence of impact by using simple tools, mobilizing local talent, and recording insights systematically. Over time, these savings create both financial efficiency and stronger community ownership of the research process.

## PRACTICAL FIELD TOOLS AND TEMPLATES

### Section 6. Survey Templates (Five Versions)

Table 27: Survey Types and Use Reference

Survey Type	Purpose / Use
General Audience Profile Survey	Collect demographic and listening habit data
Program Satisfaction Survey	Measure satisfaction with specific shows or presenters
Community Impact Survey	Assess how the station influences community awareness, behavior, and participation
Youth Audience Survey	Understand youth media preferences, access, and participation
Women's Listening Patterns Survey	Explore how women access, use, and benefit from radio programming

#### Each survey will have:

- A short introduction explaining how to use it
- About 10–12 multiple-choice and open-ended questions
- A demographic section at the top
- Tick boxes for responses

### Section 7. Interview Guides (Three Versions)

Table 28: Types of Interviews per Target Group Reference

Guide Type	Target Group
Key Informant Interview Guide	Community leaders, teachers, and government officers
In-depth Listener Interview Guide	Regular and loyal listeners
Non-Listener Interview Guide	Members of the community who do not listen to the station

Each guide will contain 6–10 semi-structured questions with probing prompts.

## Section 8. Focus Group Discussion Guides (Four Versions)

Table 29: Types of Focus Group Discussions Reference

Type	Purpose
General Program Feedback FGD	To gather overall impressions about radio programs
Youth-Focused FGD	To explore youth-specific expectations and trends
Women’s Group FGD	To understand women’s access, challenges, and content needs
Topic-Specific FGD	To explore particular issues such as health, peace, or agriculture

### Each FGD guide will include:

- Moderator introduction script
- Participant instructions
- 8–10 guiding questions
- A debriefing summary table

## Section 9. Data Collection Forms (Four Versions)

Table 30: Data Collection Forms : Data Collection Forms Reference

Form Type	Use
Field Observation Sheet	Documenting how programs are received in real settings
Call-in Log Template	Recording listener calls, comments, and questions
Social Media Engagement Tracker	Tracking likes, shares, and comments on posts
Community Event Feedback Form	Capturing feedback from outreach or outside broadcasts

## Section 10. Analysis Tools (Four Versions)

*Table 31: Analysis Tools : Analysis Tools Reference*

Template	Purpose
Manual Tally Sheet	Counting responses by hand for quick summaries
Percentage Calculator Guide	Simple steps for computing percentages using totals
Themes and Quotes Organizer	Grouping qualitative insights for reporting
Findings Summary Template	Presenting summarized results and interpretations

## Section 11. Reporting Templates (Four Versions)

*Table 32: Reporting Templates Reference*

Template Type	Purpose
One-Page Findings Summary	Quick report of highlights and next steps
Management Report Outline	Comprehensive internal report with example headings
Community Presentation Poster Template	For sharing findings publicly in villages or forums
Partner Briefing Document	Two-page summary for donors or collaborators

## Section 12. Planning Tools (Four Versions)

Table 33: Planning Tools: Planning Tools Reference

Template	Purpose
Annual Research Calendar	Planning and tracking studies across the year
Budget Estimation Worksheet	Three versions: minimal, moderate, comprehensive
Team Roles and Responsibilities Chart	Defining who does what during research
Research Activity Timeline	Tracking each phase from design to reporting

## Section 13. Training Materials (Four Versions)

Table 34: Training Materials Reference

Tool #	Material	Purpose
13.1	Enumerator Training Checklist	Preparing data collectors before fieldwork
13.2	Interviewing Skills One-Pager	Quick guide for effective communication and neutrality
13.3	Ethical Guidelines Card	Portable card on consent, privacy, and respect
13.4	Data Quality Check Procedure	Step-by-step guide for daily data verification

### 9.13. Call-in Log Template

**Purpose:**

To record feedback from listeners who call, text, or message during or after programs.

Helps the station track questions, compliments, and concerns.

**Station Name:** \_\_\_\_\_

**Program Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Presenter:** \_\_\_\_\_

**Time / Shift:** \_\_\_\_\_

**Call-in or Message Record**

Caller or Sender Name (or ID): \_\_\_\_\_

Location: \_\_\_\_\_

Gender:  Female  Male  Prefer not to say

Summary of Message or Question: \_\_\_\_\_

\_\_\_\_\_

**Tone of Message (circle one):**

P = Praise Q = Question C = Complaint

S = Suggestion R = Request

Follow-up Needed:  Yes  No

Action Taken or Comment: \_\_\_\_\_

\_\_\_\_\_

### Weekly Summary Notes

Total number of calls or messages: \_\_\_\_\_

Most frequent topics mentioned: \_\_\_\_\_

\_\_\_\_\_

Number of complaints received: \_\_\_\_\_

Number of compliments received: \_\_\_\_\_

Common suggestions or requests: \_\_\_\_\_

\_\_\_\_\_



### Tip for Presenters and Producers:

At the end of each week, review all call-in logs together. Highlight recurring themes or questions. Use them to shape the next week's programs or community discussions.

\_\_\_\_\_

## 9.14. Social Media Engagement Tracker

### Purpose:

To record how listeners interact with the station's social media posts and to identify which topics or programs attract the most engagement.

This form can be used weekly or monthly for each platform.

**Station Name:** \_\_\_\_\_

**Platform (e.g., Facebook, WhatsApp, Instagram, X):** \_\_\_\_\_

**Program or Campaign Monitored:** \_\_\_\_\_

**Period Covered (e.g., 1–15 March 2025):** \_\_\_\_\_

**Monitored by:** \_\_\_\_\_

### Post Records

**Date of Post:** \_\_\_\_\_

**Type of Content:**  Audio  Video  Image  Text  Live Stream

**Topic or Headline:** \_\_\_\_\_

**Total Likes or Reactions:** \_\_\_\_\_

**Total Shares / Forwards:** \_\_\_\_\_

**Total Comments:** \_\_\_\_\_

**Common Themes in Comments:** \_\_\_\_\_

**Frequent Questions or Suggestions from Audience:**

\_\_\_\_\_

**Overall Audience Tone:**  Positive  Neutral  Negative

**Follow-up Required:**  Yes  No If yes, describe: \_\_\_\_\_

### Weekly or Monthly Summary

Total number of posts tracked: \_\_\_\_\_

Most engaging content type (audio, image, video, etc.):\_

\_\_\_\_\_

Most discussed topics or programs: \_\_\_\_\_

\_\_\_\_\_

Notable listener suggestions or complaints:

\_\_\_\_\_

Lessons learned for future content:

\_\_\_\_\_

\_\_\_\_\_



#### Tip for the Social Media Team:

At the end of each review period, summarize these findings in one paragraph for your editorial or management meeting. Include one or two screenshots or quotes that illustrate strong audience reactions.

\_\_\_\_\_

## Research Cycle Calendar Template

This template provides a flexible timeline for a typical community radio audience research project. Durations can be adjusted based on the station's resources, team size, and the complexity of the study.

Table 35: Research Cycle Calendar Template : Research Cycle and Duration

Phase	Key Activities	Estimated Duration
<b>Phase 1: Planning</b>	Define research objectives, identify target audience, select research methods, and develop a budget.	<b>1-2 Weeks</b>
<b>Phase 2: Preparation</b>	Design survey questionnaires, interview guides, and other tools. Recruit and train enumerators.	<b>2-3 Weeks</b>
<b>Phase 3: Fieldwork</b>	Conduct surveys, focus group discussions, and interviews. Collect and record data.	<b>2-4 Weeks</b>
<b>Phase 4: Data Analysis</b>	Clean and organize data. Analyze quantitative data (frequencies, percentages) and qualitative data (themes).	<b>1-2 Weeks</b>
<b>Phase 5: Reporting</b>	Interpret findings, write the research report, and create summaries for different stakeholders.	<b>1-2 Weeks</b>
<b>Phase 6: Dissemination</b>	Share findings with the station team, management, community members, and partners.	<b>1 Week</b>
<b>Phase 7: Action</b>	Develop an action plan to implement changes based on the research findings.	<b>Ongoing</b>

## Appendix: Glossary of Basic Research Terms

**Audience Research** The systematic process of gathering and analyzing information about a media audience to understand their characteristics, behaviors, preferences, and needs. In the context of community radio, this is essential for creating relevant programming, engaging listeners, and demonstrating impact.

**Baseline Study** A study conducted at the beginning of a project or period to collect data on the initial conditions or status of the audience. This baseline information serves as a benchmark against which future changes, such as the impact of new programs, can be measured.

**Bias** A systematic error in research that can lead to a distorted or unrepresentative view of the audience. Bias can be introduced through leading questions in a survey, selecting a sample that is not representative of the population, or the researcher's own preconceived notions influencing the interpretation of data.

**Confidence Level** The degree of certainty that the results from a sample accurately reflect the true state of the entire population. It is usually expressed as a percentage (e.g., 95% confidence level). A 95% confidence level means that if the

same survey were conducted 100 times, the results would fall within the same range 95 times.

**Data Analysis** The process of inspecting, cleaning, transforming, and modeling data to discover useful information, identify patterns, and draw conclusions. For quantitative data, this involves statistics, while for qualitative data, it involves identifying themes and narratives.

**Demographics** Statistical data that describes a population and its characteristics. Common demographic variables include age, gender, education level, income, occupation, and geographic location. This information is fundamental to understanding who the audience is.

**Enumerator** An individual responsible for collecting data during fieldwork. Enumerators administer surveys, conduct interviews, and facilitate focus groups. Proper training of enumerators is critical to ensure data is collected accurately and ethically.

**Fieldwork** The practical work of collecting data from the community. This involves going to the locations where the target audience lives and works to conduct surveys, interviews, and focus groups.

**Findings** The main results or outcomes of the research study. Findings should be presented clearly and be directly supported by the data collected. They form the basis for recommendations and action.

**Focus Group Discussion (FGD)** A qualitative research method where a small, guided group of people (usually 6-10) from the target audience are brought together to discuss a specific topic. FGDs are useful for exploring perceptions, opinions, and attitudes in depth.

**Informed Consent** An ethical principle requiring that researchers provide potential participants with complete information about the purpose, procedures, risks, and benefits of the research before they agree to take part. Consent must be given voluntarily, and participants must be free to withdraw at any time.

**Key Informant Interview (KII)** An in-depth interview with an individual who has specialized knowledge or a unique perspective on a topic. Key informants can be community leaders, experts, or long-time residents who can provide detailed context and insight.

**Margin of Error** The degree to which the results of a sample are expected to differ from the actual results of the entire population. It is expressed as a plus or minus percentage (e.g., +/- 5%). A smaller margin of error indicates greater precision.

**Mixed-Methods Research** A research approach that combines both quantitative (numerical) and qualitative (non-numerical) data collection and analysis. This approach provides a more comprehensive understanding of the research problem than either method alone.

**Population** The entire group of people that a researcher is interested in studying. For a community radio station, the population might be all adults living within its broadcast area.

**Qualitative Data** Non-numerical information that is descriptive and conceptual. It is collected through methods like focus group discussions, in-depth interviews, and open-ended survey questions. Qualitative data helps to understand the 'why' and 'how' behind audience behaviors.

**Quantitative Data** Numerical data that can be measured and statistically analyzed. It is collected through methods like surveys with closed-ended questions. Quantitative data helps to answer 'how many' and 'how often'.

**Questionnaire** A set of written questions used to collect information from respondents. A questionnaire can be administered in person, online, or on paper.

**Random Sampling** A sampling technique where every individual in the population has an equal chance of being selected for the sample. This method helps to ensure the sample is representative and reduces bias.

**Respondent** An individual who participates in a research study by answering questions in a survey or interview.

**Sample** A smaller, manageable subgroup of the population that is selected for study. The characteristics of the sample are used to make inferences about the entire population.

**Sample Size** The number of individuals included in a research study. The appropriate sample size depends on the size of the population, the desired margin of error, and the confidence level.

**Sampling** The process of selecting a representative subgroup (a sample) from a larger population to participate in a research study.

**Survey** A research method used to collect data from a sample of individuals through a set of questions. Surveys are a primary tool for gathering quantitative data on audience demographics, listening habits, and opinions.

**Target Audience** The specific group of people that a radio station's programming is intended to reach. Research helps to define and understand this audience in detail.

**Triangulation** The practice of using multiple sources of data or multiple research methods to study the same phenomenon. If different methods produce similar findings, it increases confidence in the results.

**Validity** The extent to which a research study accurately measures what it intends to measure. For example, a survey designed to measure program satisfaction is valid if it truly captures how satisfied the listeners are.

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## Survey Drafts

### 1. General Audience Profile Survey

Questions:

What is your age group?

18 - 25     26 - 35     36 - 45     45 - 55     50+

What is your gender?

Male     Female     Prefer not to say

What is your highest level of education?

What is your main occupation?

How often do you listen to this radio station?

Daily     Few times a week     Once a week     Rarely

What time of day do you usually listen?

---

What device do you use to listen? (Radio, phone, online, etc.)

---

Which programs do you listen to most?

---

Why do you prefer this station?

---

Where are you listening from?

---

**2. Program Satisfactory Survey**

1. Which program are you giving feedback on?			
2. How often do you listen to this program?	Rarely	Often	Very often
3. How would you rate the program overall?			
4. How clear and understandable is the content?			
5. How relevant is the program to your needs?			
6. What do you like most about the program?			
7. What do you dislike or think should improve?			
8. How do you rate the presenter(s)?			
9. Would you recommend this program to others?			
10. Any suggestions for improvement?			

**3. Community Impact Survey**

1. How often do you listen to the station?	Never	Once in a while	Often	Very often
2. Have you learned something new from the station in the past 3 months?				
3. What topics have been most useful? (Health, education, governance, etc.)				

4. Has the station influenced any of your decisions or actions?				
5. Can you give an example of a change you made?				
6. Do you feel more informed about community issues?				
7. Has the station encouraged you to take part in community activities?				
8. Do you trust the information shared by the station?				
9. How well does the station reflect local issues?				
10. What more should the station do for the community?				

#### 4. Youth Audience Survey

1. What is your age?				
2. How often do you listen to radio?	Never	Once in a while	Often	Very Often
3. Do you listen to this station?	Yes	No		
4. What type of content do you enjoy most? (Music, talk shows, education, etc.)				
5. Do you also use other media? (Social media, podcasts, TV)				
6. Which platforms do you use most?				
7. What would make radio more interesting to you?				
8. Have you ever participated in a radio program?				

9. Would you like to be involved in content creation?				
10. What topics would you like the station to cover more?				

**5. Women’s Listening Patterns Survey**

1. How often do you listen to the radio?	Never	Once in a while	Often	Very often
2. What time of day do you usually listen?				
3. Where do you usually listen from?				
4. What programs do you prefer?				
5. What topics are most useful to you?				
6. Do you face any challenges accessing radio content? (If yes, name them)				
7. Has the station helped you in any way? (State)				
8. Do you feel the station addresses women’s issues well?	Yes	Not sure	No	
9. Would you like more programs focused on women?	Yes	Not sure	No	
10. What changes would improve your listening experience?				



The background features a stylized illustration of a globe with a city skyline and several communication towers. The towers are depicted with white circular signal waves emanating from their tops. The city buildings are in shades of orange and yellow, and the globe is in a dark teal color. The overall theme is global communication and media.

## ABOUT THIS TOOLKIT

This toolkit provides community media managers and practitioners with practical frameworks for conducting effective audience research for impactful broadcasting. It was developed for use in training, editorial, and research settings to ensure evidence-based programming.

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