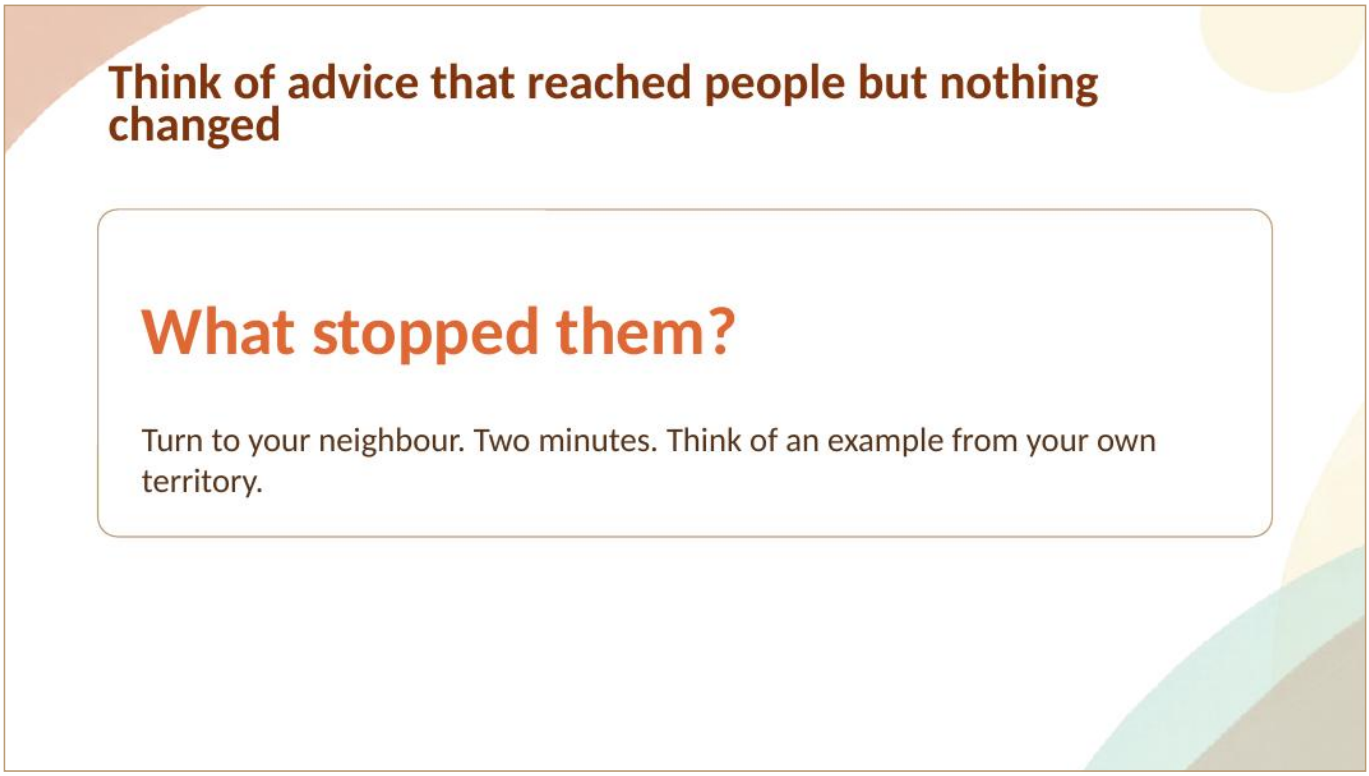


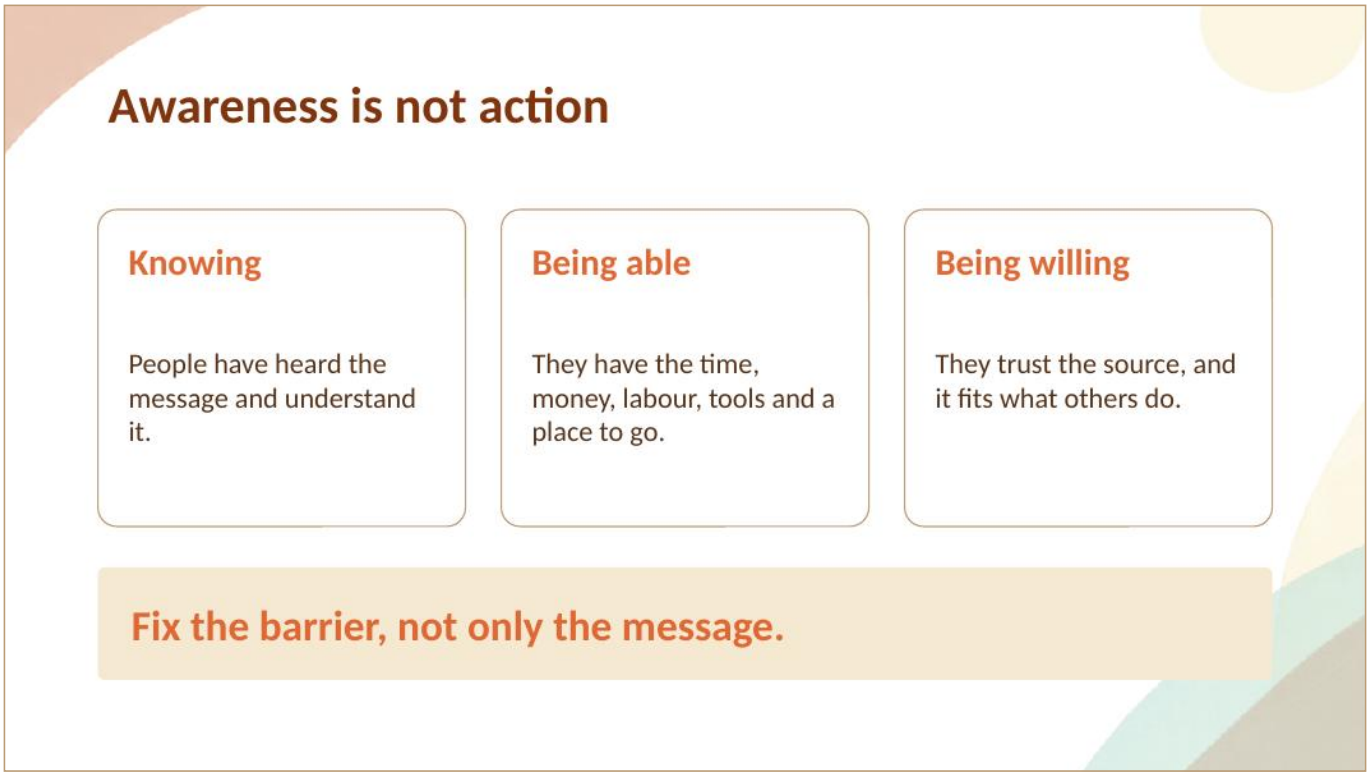
SLIDE 1 OF 24 · ABOUT THIS SLIDE

About this deck: Day 2 of the WOAH Regional Seminar for Focal Points for Communication in Asia and the Pacific (Colombo, 9 to 11 November 2026). It covers communicating for behaviour change, mapping an infodemic, and a rapid response table-top exercise. Presented by Dr Domingo Caro III (Padayon Communications) and Dr Santiago Alonso-Sousa (City University of Hong Kong). The scenarios use a fictional territory, Valaria, and do not describe any real outbreak.



SLIDE 2 OF 24 · ABOUT THIS SLIDE

About this slide: an opening reflection. Participants think of advice that reached people but did not change what they did, then ask what stopped them. Reach and change are different results, and the barrier is often something other than a lack of information. Pairs discuss for two minutes, using an example from their own territory.



SLIDE 3 OF 24 · ABOUT THIS SLIDE

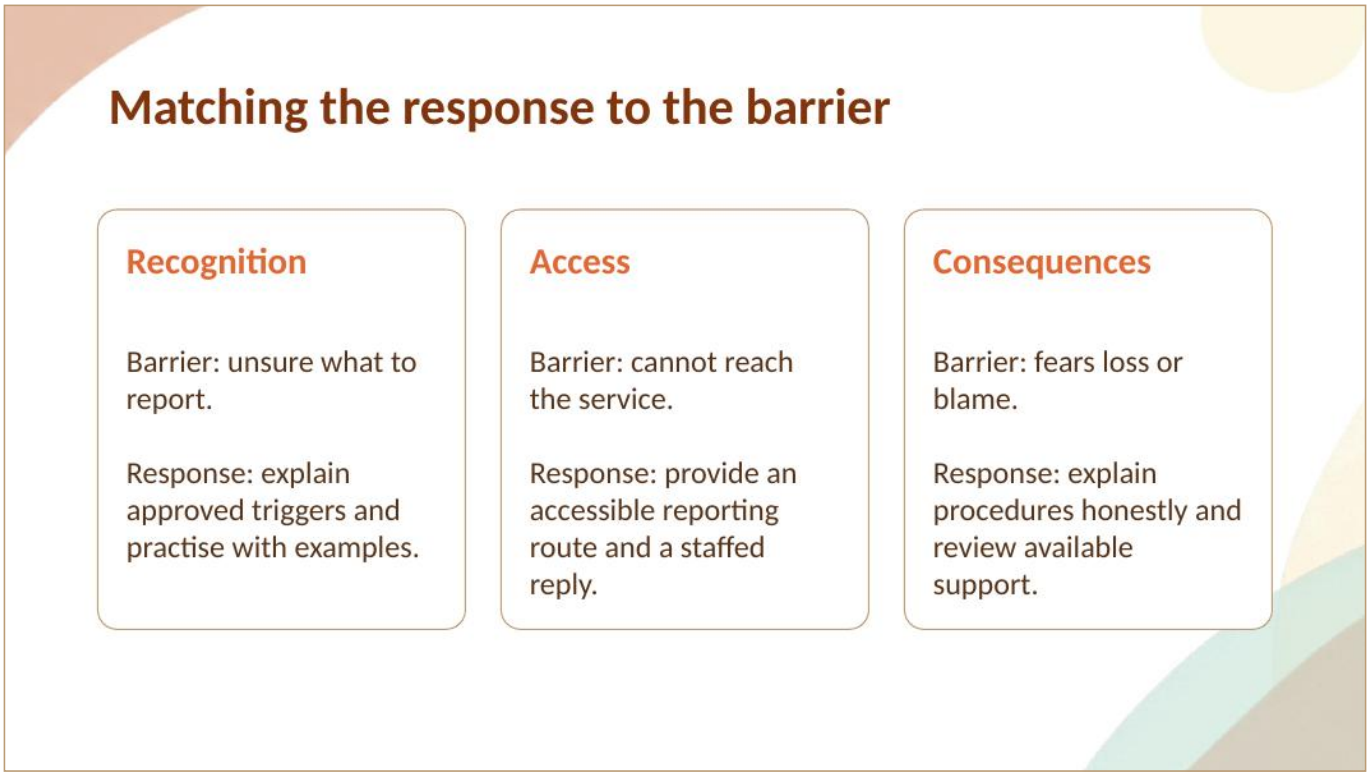
About this slide: three conditions for action. People need to know what to do (they have heard and understood the message), be able to do it (time, money, labour, tools and a place to go) and be willing to do it (they trust the source, and it fits what others do). A message fixes only the first. The practical rule is to fix the barrier, not only the message. The next slides use a formal model, COM-B, to look at barriers more closely.



SLIDE 4 OF 24 · ABOUT THIS SLIDE

About this slide: COM-B describes behaviour as the result of interacting capability, opportunity and motivation. Capability includes knowledge and skills. Opportunity includes resources, services and the social environment. Motivation includes beliefs, feelings and habits. For example, a keeper may know a reporting number but be unable to make a voice call (an access barrier), while a worker who can report may expect blame (a motivation and context barrier). A barrier often involves more than one condition. The model guides investigation. It does not establish what is true in a particular community.

Source: Michie S, van Stralen MM, West R. The behaviour change wheel: A new method for characterising and designing behaviour change interventions. Implementation Science 6, 42 (2011). https://doi.org/10.1186/1748-5908-6-42

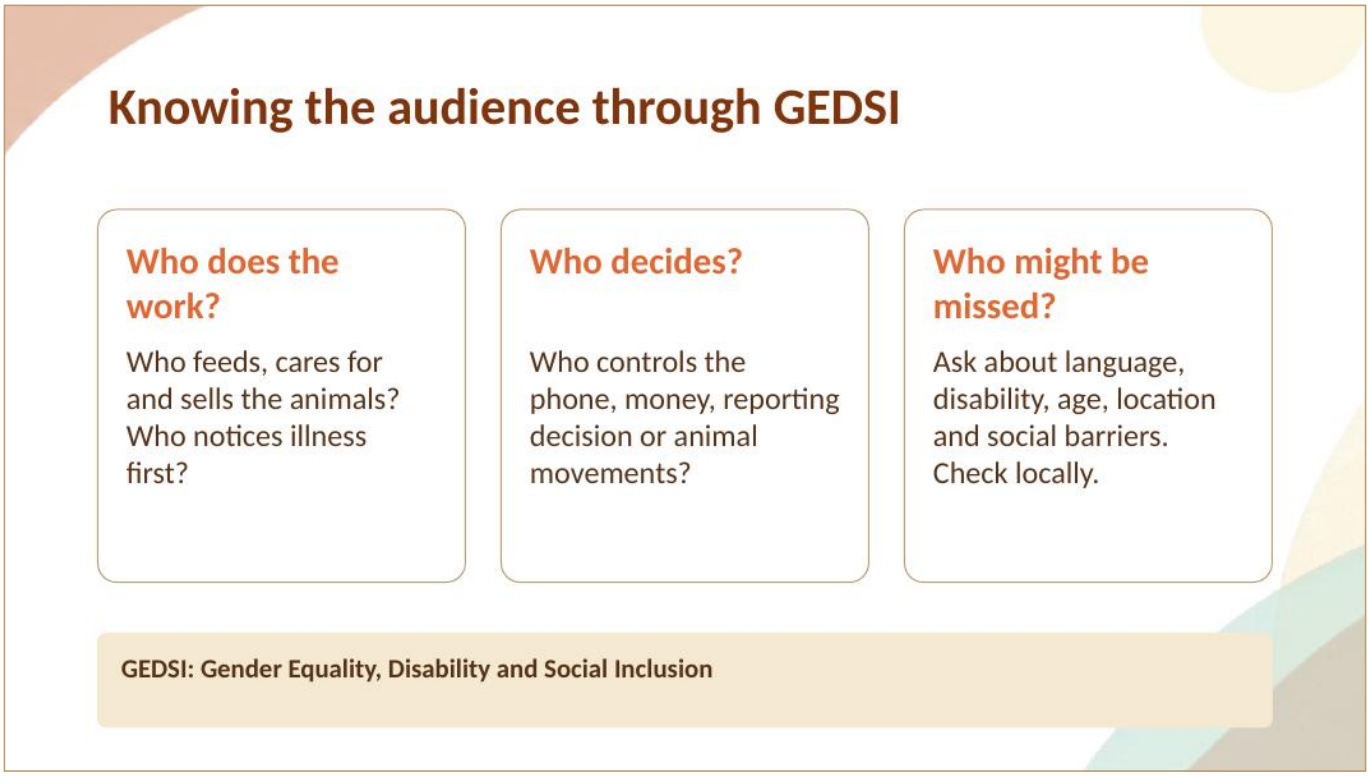


SLIDE 5 OF 24 · ABOUT THIS SLIDE

About this slide: examples of matching the response to the barrier, for a hypothetical reporting problem. They are not findings about a real population. Someone who cannot recognise a reporting trigger may need approved examples and practice. Someone who cannot reach the service needs an accessible reporting route and a staffed reply. Someone who fears loss or blame needs an honest explanation of procedures and available support. Never promise compensation, confidentiality or a response time the service cannot deliver. Some responses need a colleague outside the communication team, such as a district service lead.

Sources: Michie S, van Stralen MM, West R. The behaviour change wheel: A new method for characterising and designing behaviour change interventions. Implementation Science 6, 42 (2011). https://doi.org/10.1186/1748-5908-6-42

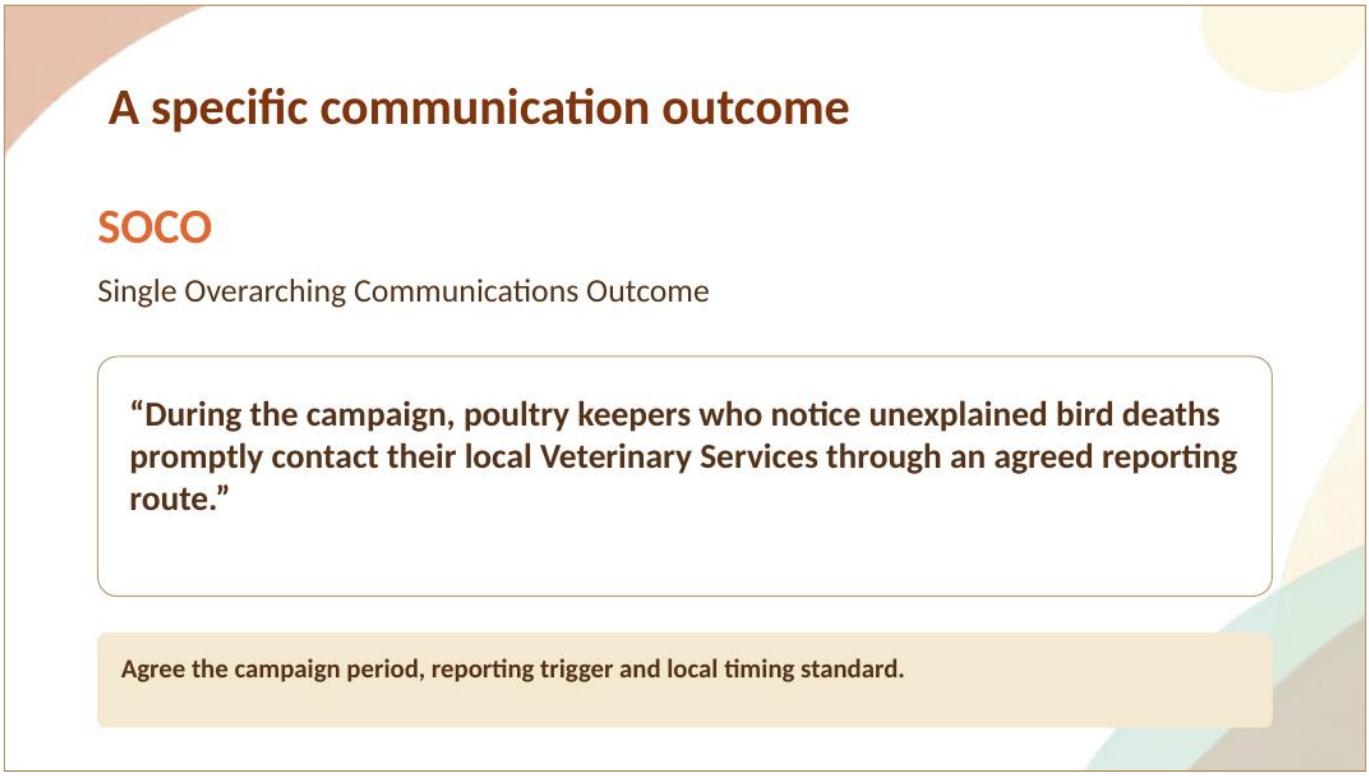
WOAH, Avian Influenza, prevention, reporting and compensation guidance. https://www.woah.org/en/disease/avian-influenza/



SLIDE 6 OF 24 · ABOUT THIS SLIDE

About this slide: knowing the audience through GEDSI (Gender Equality, Disability and Social Inclusion). An occupational label can hide several roles. Ask who feeds, cares for and sells the animals and who notices illness first, who controls the phone, money, reporting decision or animal movements, and who might be missed because of language, disability, age, location or social barriers. These are roles to explore with people directly, not assumptions about how a farm works. WOAH's regional GEDSI findings concern the veterinary sector and are not findings about every community.

Source: WOAH Asia and the Pacific. Gender Equality, Disability, and Social Inclusion in the veterinary sector. https://rr-asia.woah.org/en/projects/veterinary-workforce-development/gedsi/



SLIDE 7 OF 24 · ABOUT THIS SLIDE

About this slide: SOCO (Single Overarching Communications Outcome), which WOAH uses to focus communication on a defined change in the audience. The example names the actor, the trigger, the action and the route. 'Raise awareness' alone does not tell a service which action to support. The planning team still needs to set the campaign period, the reporting trigger and the local timing standard, using current local procedures and the audience's own language.

Sources: WOAH (published as OIE), Communication Handbook for Veterinary Services, Version 1, October 2015. https://www.woah.org/communication_handbook See Session 1, pp. 15 to 17.

WOAH, Avian Influenza, prevention, reporting and compensation guidance. https://www.woah.org/en/disease/avian-influenza/

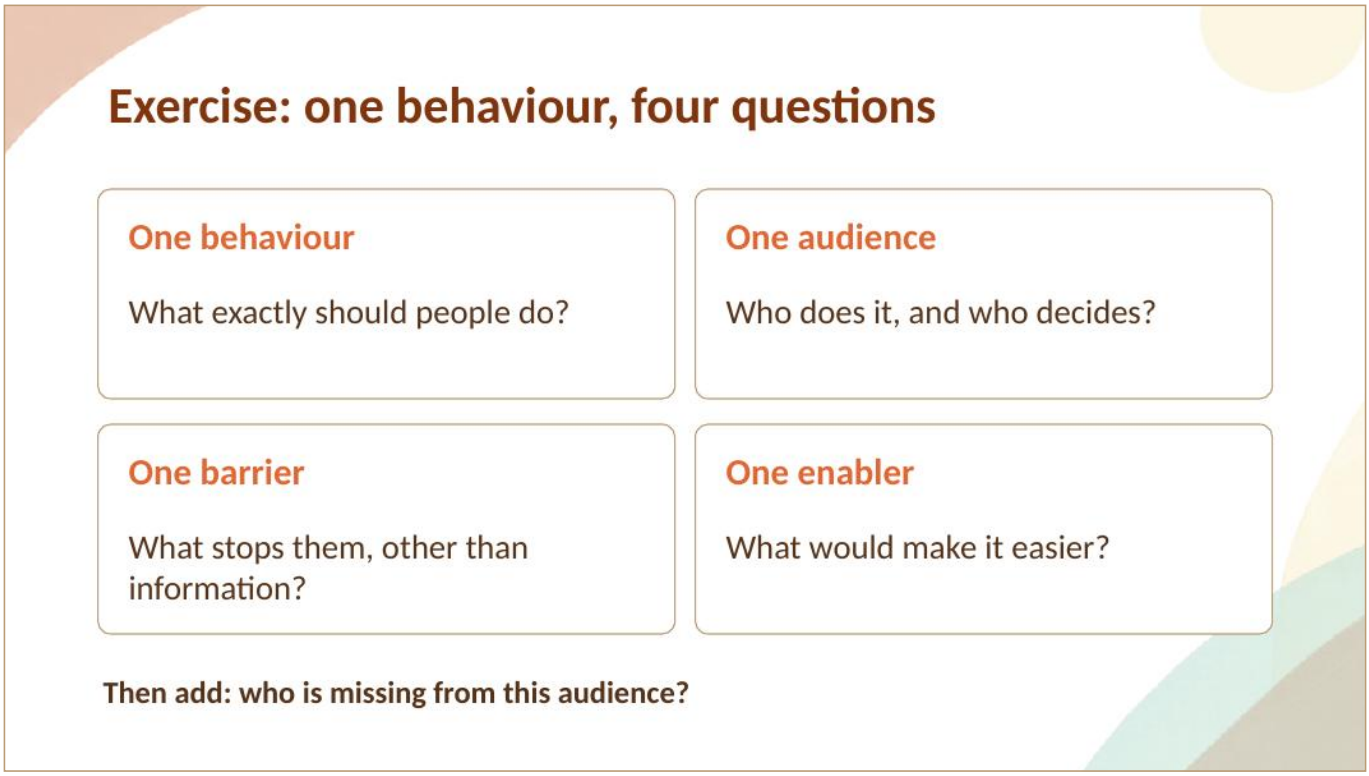


SLIDE 8 OF 24 · ABOUT THIS SLIDE

About this slide: trust depends on the service behind the message. People judge the next message by what happened at their last contact. A useful campaign plans the response: who receives a report, who assesses it and how the person learns what happens next. Acknowledge livelihood concerns without unsupported promises, and describe only the help the relevant authority has confirmed. For a rumour, first learn what concern sits behind it, then respond with what is known and what is not.

Sources: WOAH, Avian Influenza, prevention, reporting and compensation guidance. https://www.woah.org/en/disease/avian-influenza/

WHO Strategic Communications Framework, Principle: Actionable. https://www.who.int/about/communications/actionable



SLIDE 9 OF 24 · ABOUT THIS SLIDE

About this slide: a pair exercise. Each pair takes one ask from their Day 1 message map and tests it with four questions. What exactly should people do? Who does it, and who decides? What stops them, other than information? What would make it easier? Then they ask who is missing from the audience.



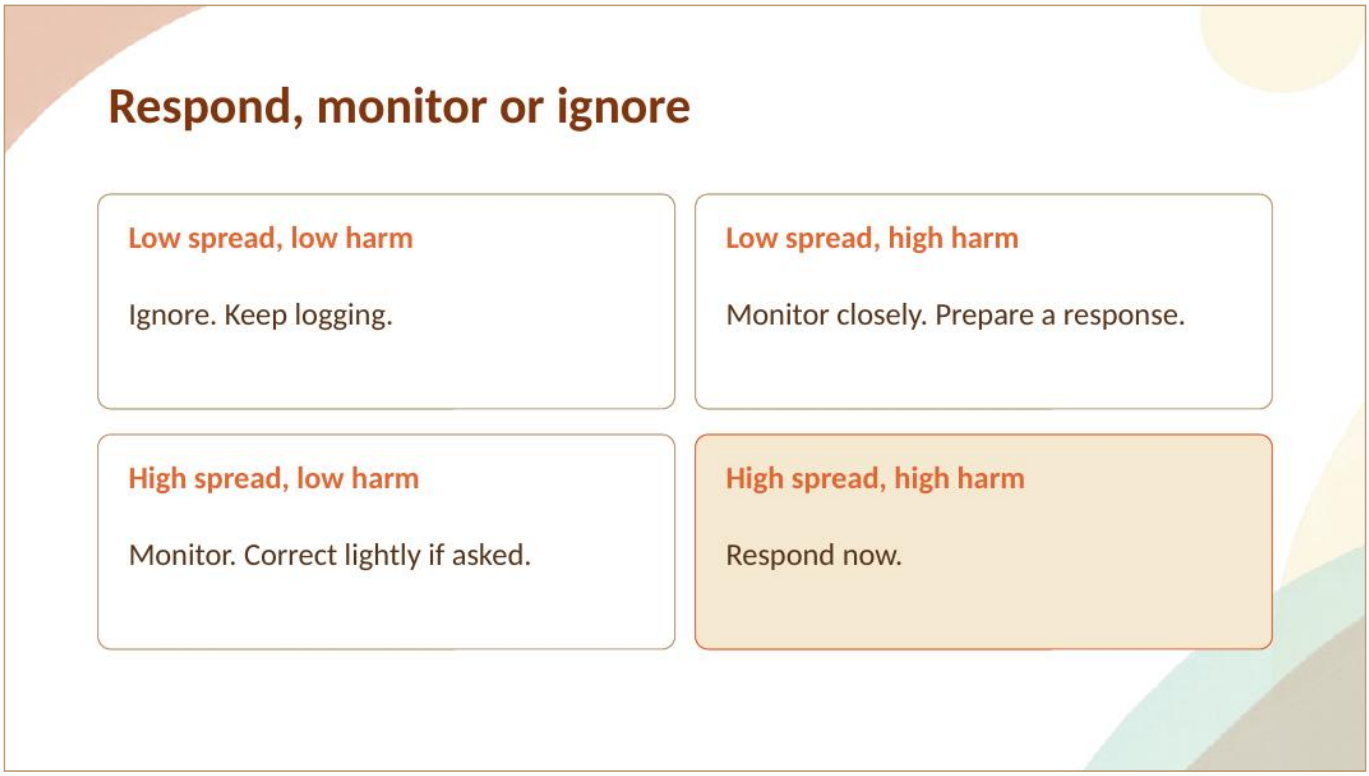
SLIDE 10 OF 24 · ABOUT THIS SLIDE

About this slide: debrief questions for the behaviour change exercise. What was the biggest barrier, and is it a message problem? Who was missing from the audience, and how could they be reached? What would you change in the one-page response plan from Day 1?



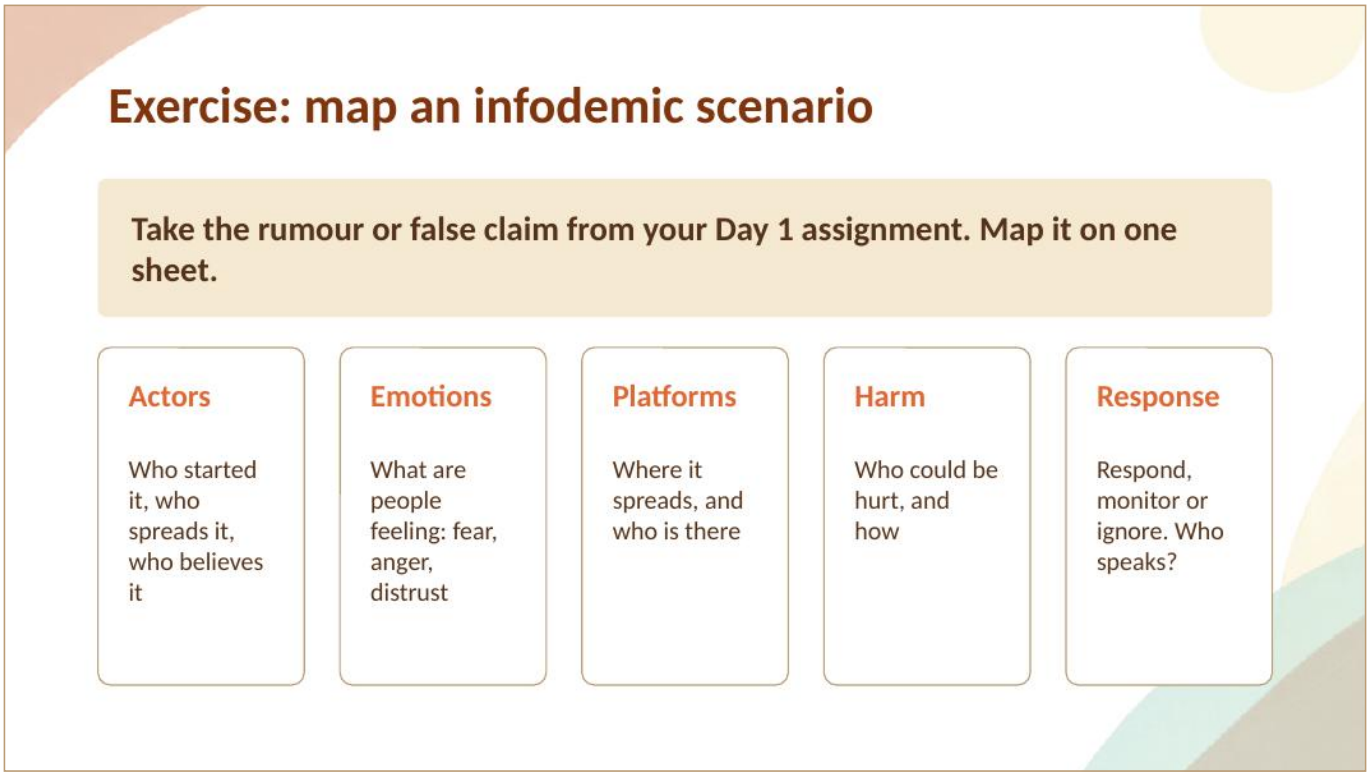
SLIDE 11 OF 24 · ABOUT THIS SLIDE

About this slide: three terms used in the infodemic session. Misinformation is false or inaccurate information shared without meaning to cause harm. Disinformation is false information shared on purpose to mislead or harm. An infodemic is too much information, true and false, during an outbreak, which makes it hard for people to find guidance they can trust. The following WOAH and INTERPOL session covers these terms in more depth.



SLIDE 12 OF 24 · ABOUT THIS SLIDE

About this slide: a simple grid to decide whether to respond to a rumour. Ask how far it is spreading and how much harm it could do. Respond now only when both are high. Low spread and low harm: ignore, but keep logging. Low spread and high harm: monitor closely and prepare a response. High spread and low harm: monitor, and correct lightly if asked. High spread and high harm: respond now.



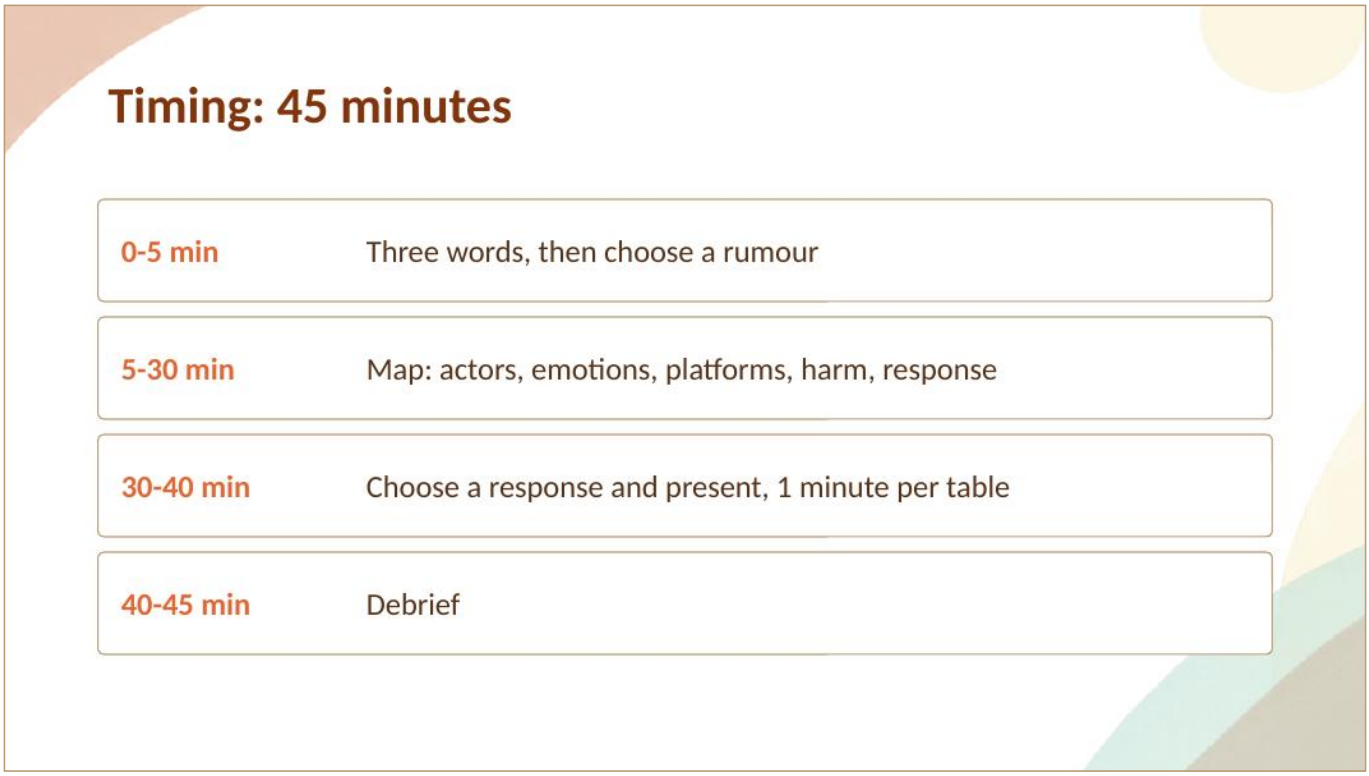
SLIDE 13 OF 24 · ABOUT THIS SLIDE

About this slide: the mapping exercise. Each table takes a rumour or false claim from its Day 1 assignment and maps it on one sheet, using five lenses in order: actors (who started it, who spreads it, who believes it), emotions (fear, anger, distrust), platforms (where it spreads and who is there), harm (who could be hurt and how) and response (respond, monitor or ignore, and who speaks). The rule for the sheet: no names of real people or groups.



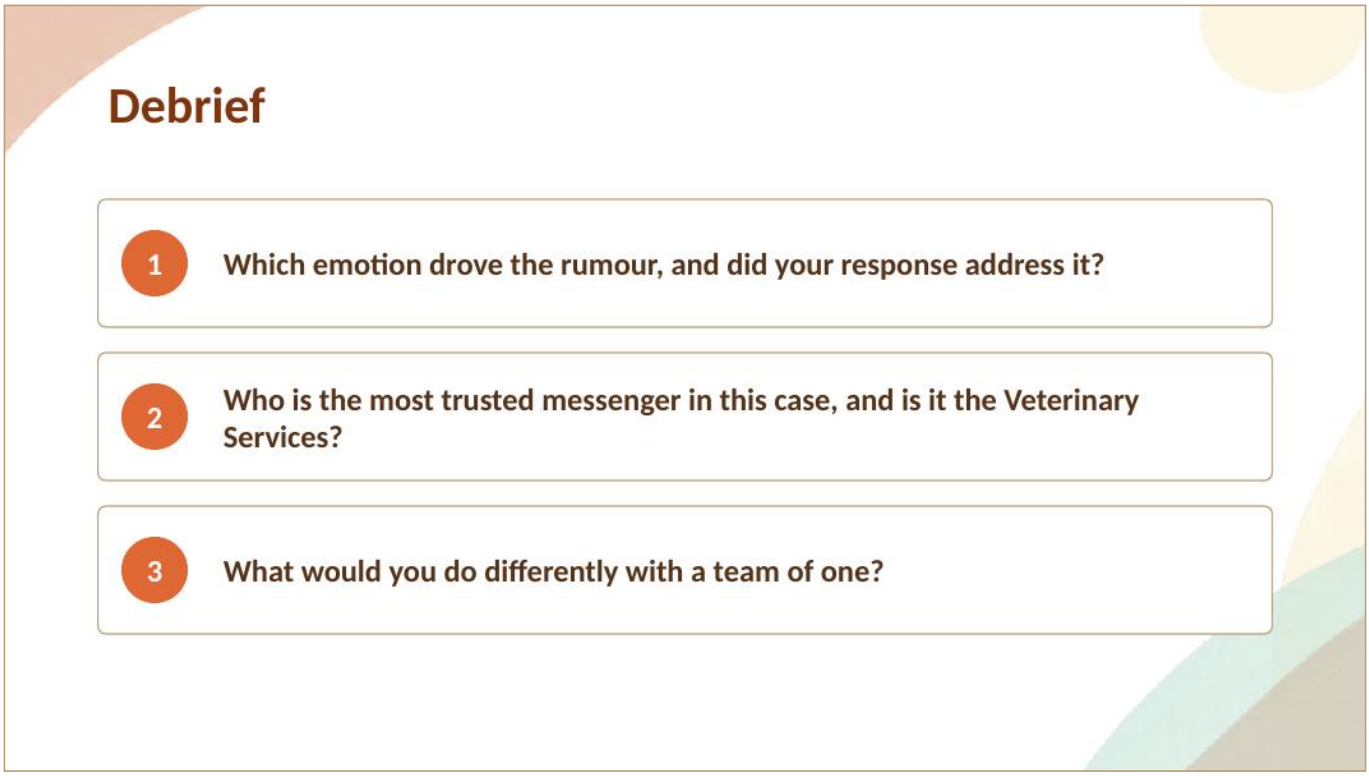
SLIDE 14 OF 24 · ABOUT THIS SLIDE

About this slide: an alternative rumour for a table without one of its own. The fictional territory Valaria sees a viral video claiming that eating chicken and eggs causes 'bird flu' in children, and egg sales in the capital drop sharply. Tables map the actors, emotions, platforms and harm, decide whether to respond, monitor or ignore, and say who speaks first and what they say.



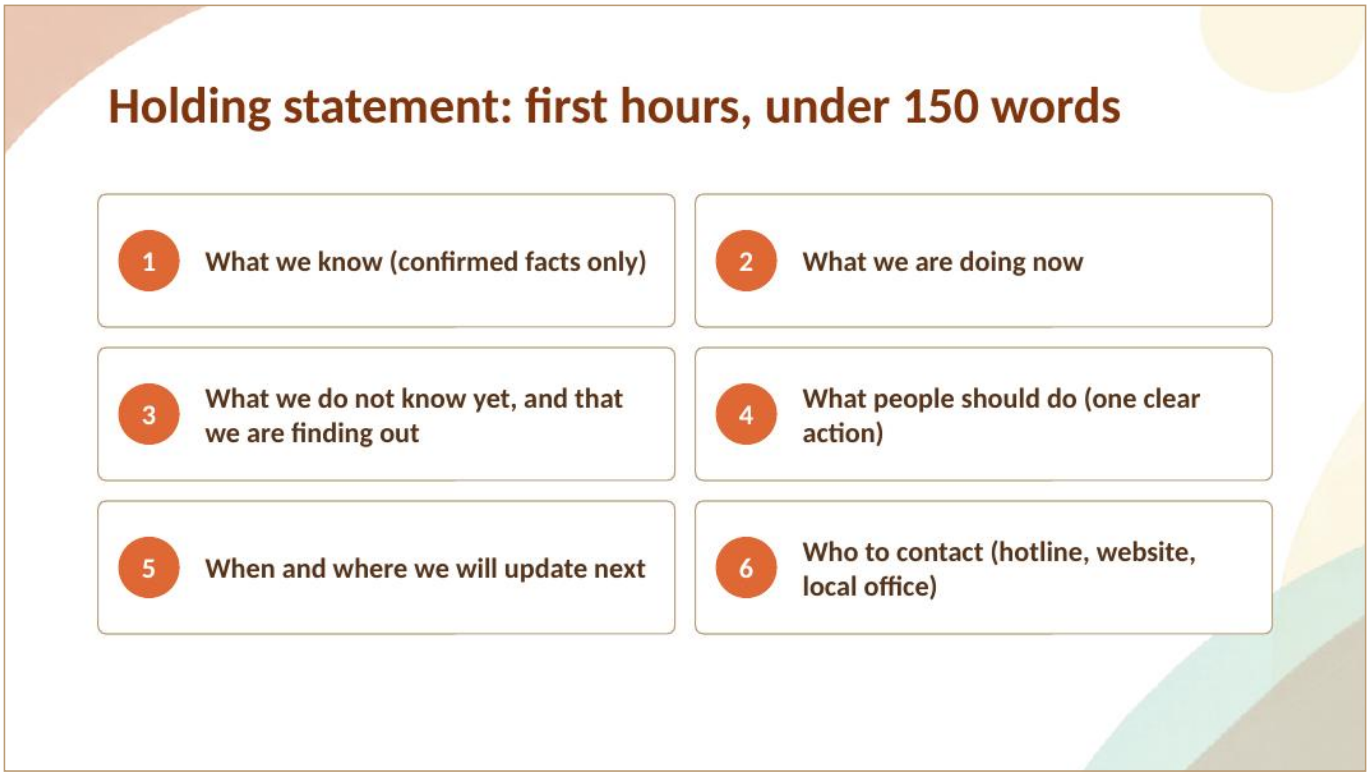
SLIDE 15 OF 24 · ABOUT THIS SLIDE

About this slide: the structure of the 45-minute mapping exercise. About 5 minutes to review the three terms and choose a rumour, 25 minutes to map the five lenses, 10 minutes to choose a response and present (one minute per table) and 5 minutes for the debrief. Sheets from the tables were posted on the wall for a gallery walk.



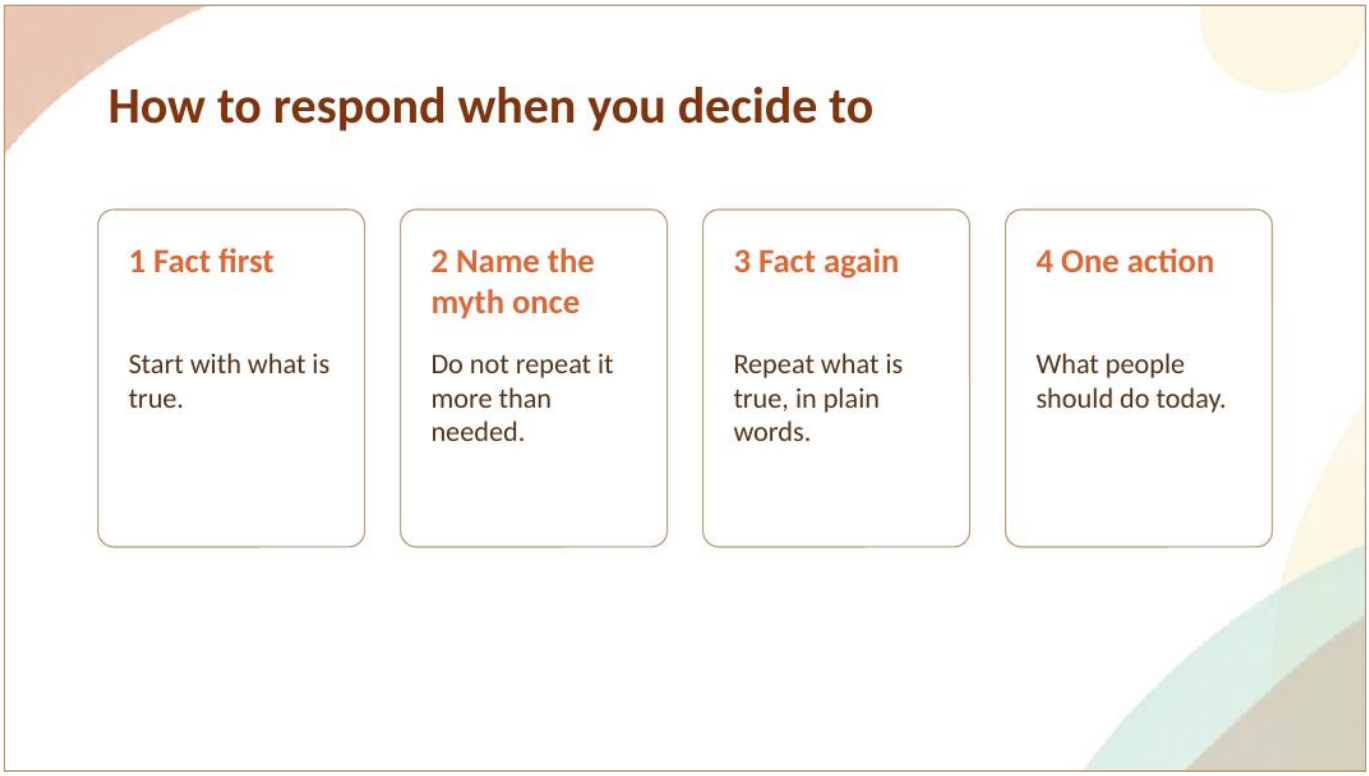
SLIDE 16 OF 24 · ABOUT THIS SLIDE

About this slide: debrief questions for the mapping exercise. Which emotion drove the rumour, and did your response address it? Who is the most trusted messenger in this case, and is it the Veterinary Services? What would you do differently with a team of one? A response works only if it speaks to the emotion behind the rumour.



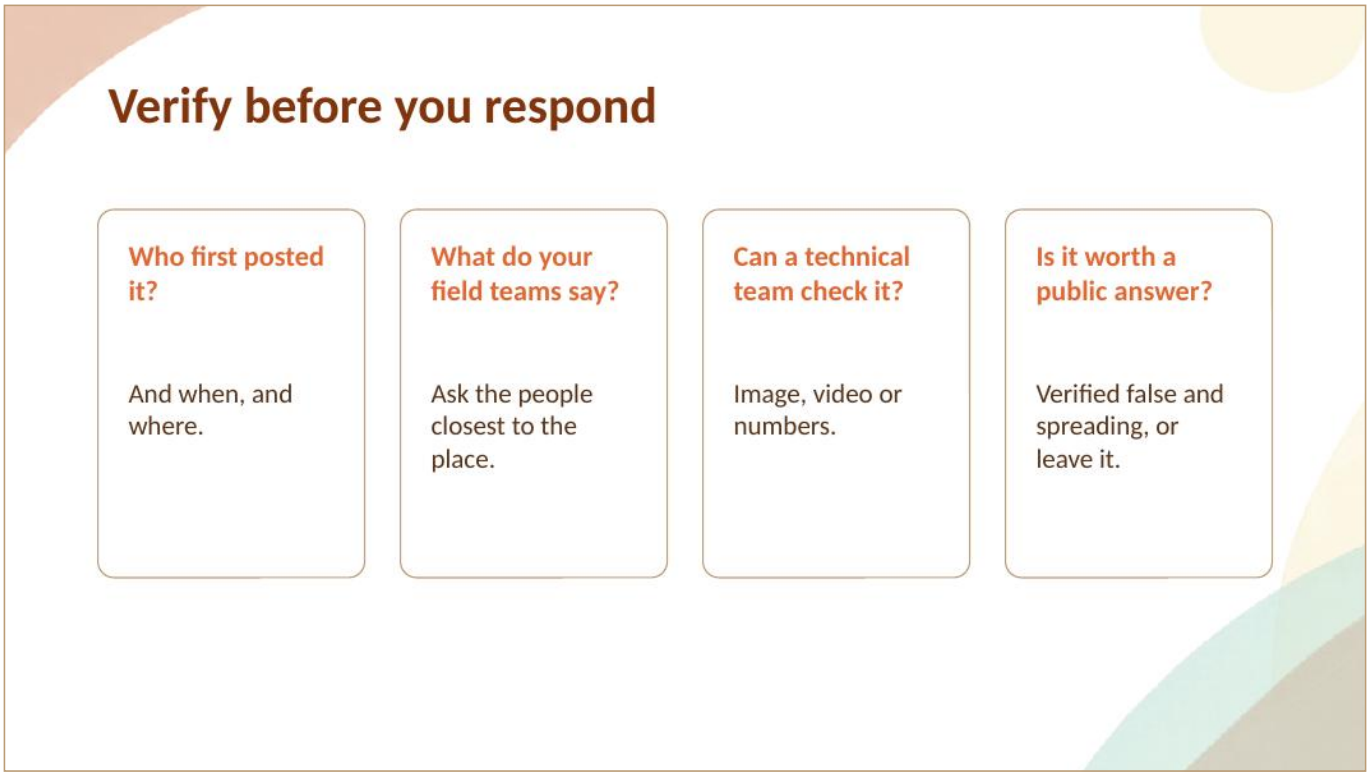
SLIDE 17 OF 24 · ABOUT THIS SLIDE

About this slide: a holding statement is a short first public statement, written in the first hours of an event, while facts are still being confirmed. It stays under 150 words and has six parts: what we know (confirmed facts only), what we are doing now, what we do not know yet and are finding out, what people should do (one clear action), when and where we will update next, and who to contact. It buys time and builds trust without guessing.



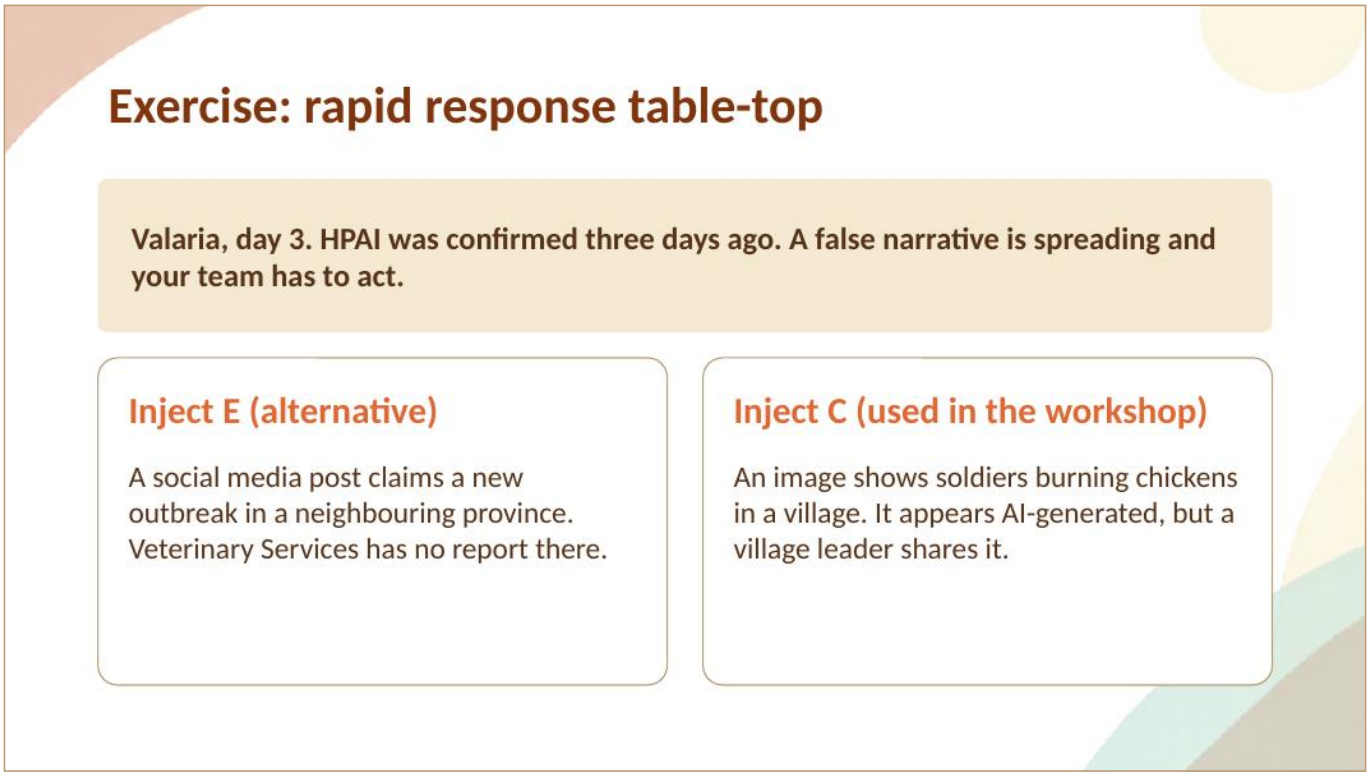
SLIDE 18 OF 24 · ABOUT THIS SLIDE

About this slide: how to respond once you have decided a rumour needs an answer. Fact first: start with what is true. Name the myth once, and do not repeat it more than needed. Fact again: repeat what is true in plain words. Then one action: what people should do today.



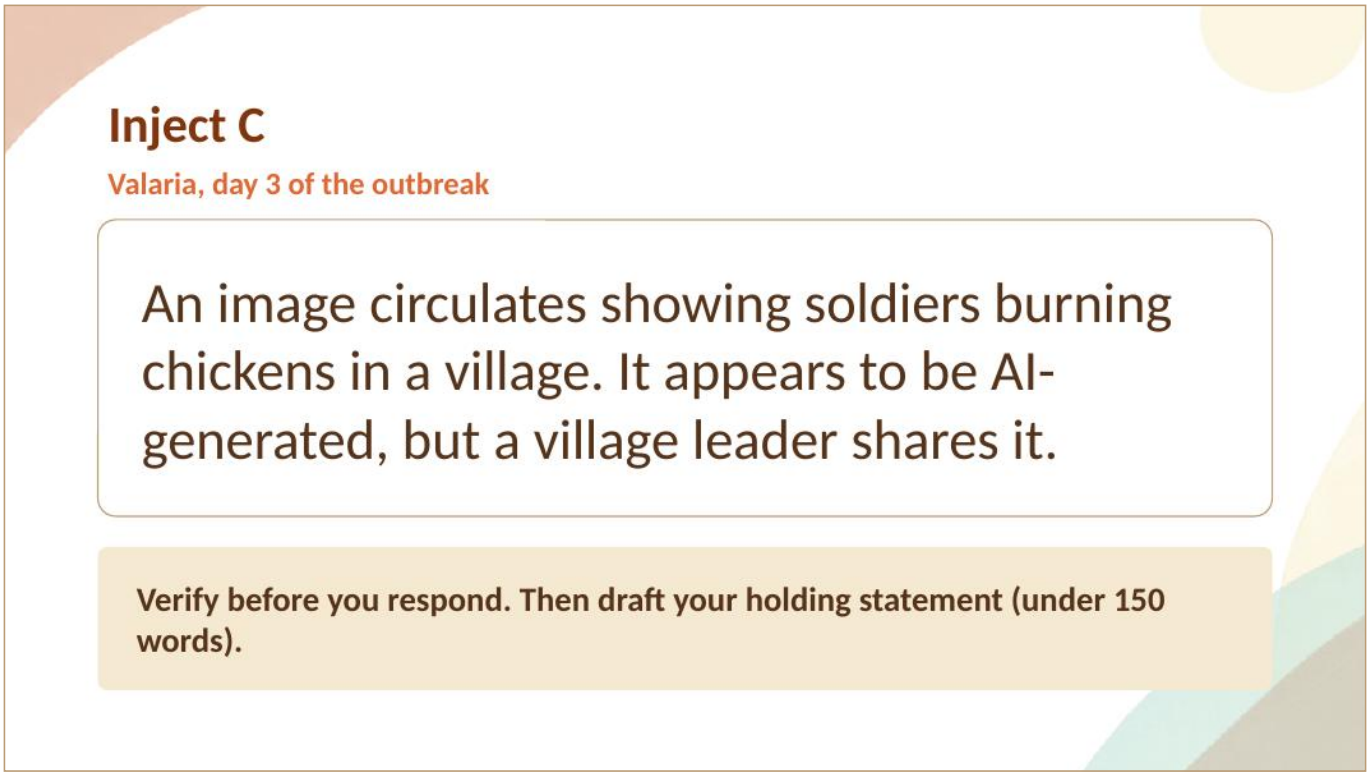
SLIDE 19 OF 24 · ABOUT THIS SLIDE

About this slide: verify before you respond. Who first posted it, and when and where? What do your field teams say, as the people closest to the place? Can a technical team check the image, video or numbers? Is it worth a public answer? Respond when the claim is verified false and spreading. Otherwise leave it, and keep a log.



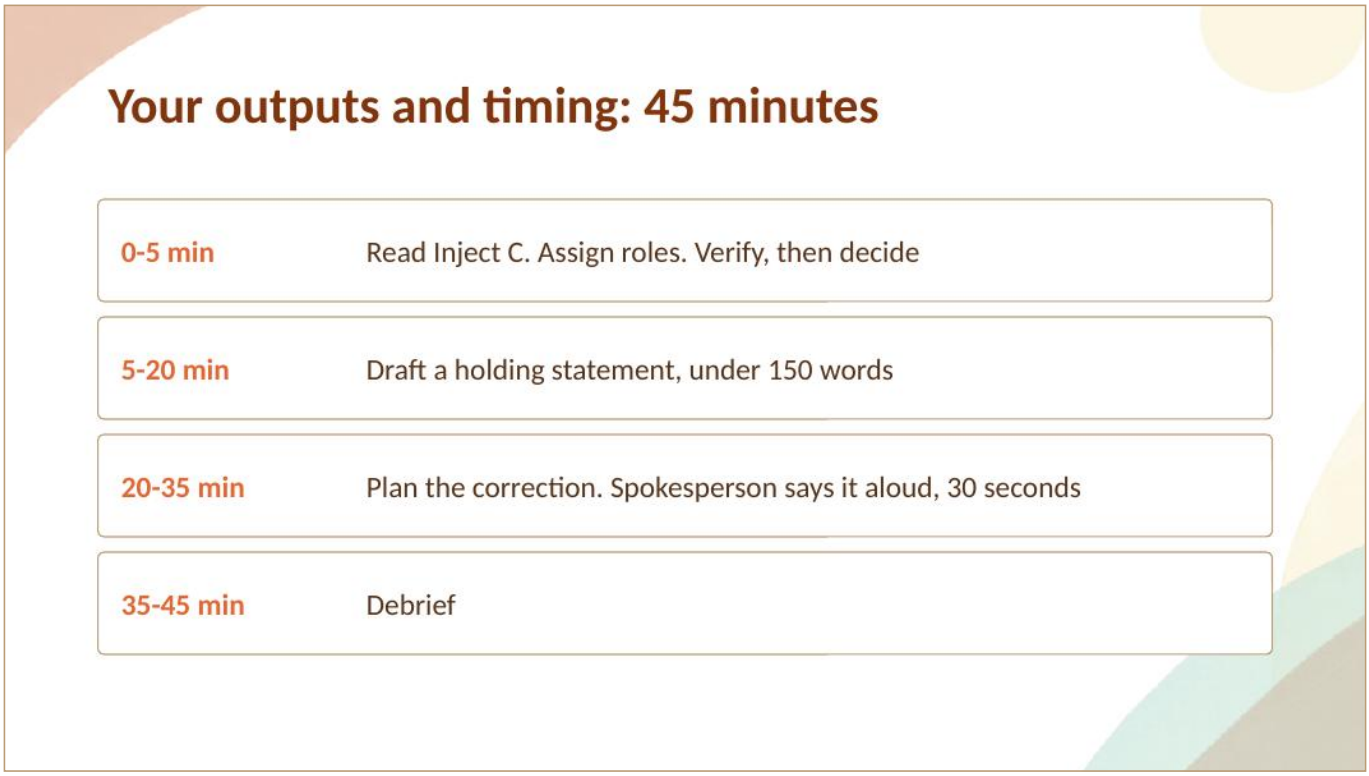
SLIDE 20 OF 24 · ABOUT THIS SLIDE

About this slide: introduction to the rapid response table-top exercise. Scenario: in the fictional territory Valaria, on day 3, HPAI was confirmed three days ago. A false narrative is spreading and the team has to act. The session used Inject C (a manipulated image shared by a trusted local figure). Inject E, about a claimed outbreak that Veterinary Services has no report of, is shown as an alternative.



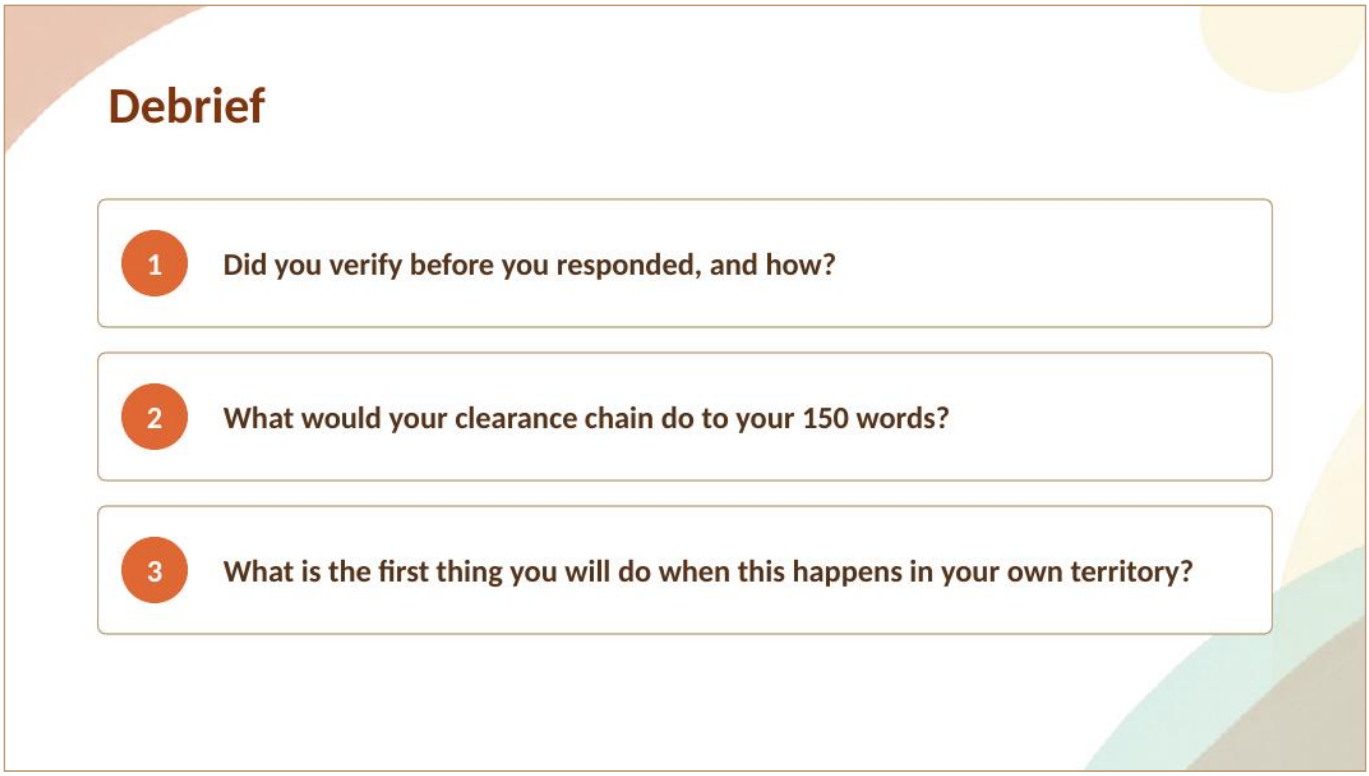
SLIDE 21 OF 24 · ABOUT THIS SLIDE

About this slide: Inject C. An image circulates showing soldiers burning chickens in a village. It appears to be AI-generated, but a village leader shares it. Tables verify first (who posted it, what field teams say, whether a technical team can check it), then draft a holding statement of under 150 words.



SLIDE 22 OF 24 · ABOUT THIS SLIDE

About this slide: the structure of the 45-minute table-top. About 5 minutes to read Inject C, assign roles, verify and decide. 15 minutes to draft a holding statement under 150 words. 15 minutes to plan the correction, with a spokesperson saying the statement aloud in 30 seconds, as to a journalist or on a call. 10 minutes for the debrief. The fact, myth, fact, action method guides the correction.



SLIDE 23 OF 24 · ABOUT THIS SLIDE

About this slide: debrief questions for the table-top. Did you verify before you responded, and how? What would your clearance chain do to your 150 words? What is the first thing you will do when this happens in your own territory?



SLIDE 24 OF 24 · ABOUT THIS SLIDE

About this slide: presenters and contact details. Dr Domingo Caro III, Padayon Communications (jim.caro@padayoncommunications.com, www.padayoncommunications.com) and Dr Santiago Alonso-Sousa, City University of Hong Kong.