

Campaign Materials  
on Combating  
**Mis- and Disinformation**  
in Bangladesh  
— **A Content Analysis**

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# CAMPAIGN MATERIALS ON COMBATING MIS-AND DISINFORMATION IN BANGLADESH: A CONTENT ANALYSIS

— The Study Team

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SCAN BARCODE



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# FOREWORD

It's a matter of immense pleasure that South Asia Center for Media in Development (SACMID) has completed its preparation to publish a book titled 'Campaign Materials on Combating Mis- and Disinformation in Bangladesh: A Content Analysis' with funding support from the Embassy of the Kingdom of Netherlands, Bangladesh.

The book is a product of rigorous review of the available awareness raising contents/IEC (Information, Education and Communication) materials created and disseminated so far around the thematic area of combating mis- and disinformation sparked by the digital and social media platforms in Bangladesh.

This review supplements and complements the situation analysis on the social and digital media behavior of the cross-sector population in the districts of Dhaka, Mymensingh and Brahmanbaria with an informed understanding of what contents/IEC materials are available and what are needed further in the areas of social and digital media literacy. This book assembles analysis of both the materials and messages disseminated through the print, audio-visual and online media besides review of relevant academic lessons and education materials at school and college level curriculum in Bangladesh.

The book has contained some interesting findings and analysis of which a few include:

- Availability of a scanty amount of IEC materials—both the print, audio-visual, and online contents for creating awareness on combating mis- and disinformation and hate speech with stumpy standards. Only 22% percent print materials are rated as good while 45% as medium and 33% as poor.
- The poorly rated contents are vague, confusing, difficult to understand and do not comply with the standards of an aesthetical presentation.
- The 'good' quality audio-visual IEC materials are designed and produced in a bit different way with some sorts of dramatic tone, aesthetic presentation and unique theme. The medium' quality materials have some sorts of gaps in terms of placing background music, lack of subtitles for better understandings, ineffective visualization lacks of music's originality and lack of clarity. On the other hand, the poor-quality materials present a low casting, pitiable acting and poor visualization, inconsistent in terms of audio-video and narration.
- The school and college lessons put some exaggerated texts and ideas mostly on personal information and methods of distributing information, cyber world, cyberspace, cyber intelligence, cybercrimes, potential risks associated with information exchange, cybercrime-related terms, wrong information, content variations, use of technology to verify misinformation, disinformation, and malinformation, social media etiquettes and many other pragmatic issues. Due to such excessive texts, students can be puzzled about what to do to combat mis- and disinformation and hate

speech. More attractive and visible photographs, info-graphs and figures should have been used to deliver the lessons.

- The NGO-run courses have some specific targets and target audiences rather than to create awareness on media literacy for the grassroots level population to sensitize them on rumor and mis- and disinformation.

According to researchers and academics, the communication materials should be prepared in a way that can fit the literacy standard of the mass people. It is to note that, about one-fourth of the total population of Bangladesh is yet to read or write. So, audio-visual contents are seemed more suitable for conveying message. The media messages need to be framed in easy language associated with photographs, illustrations, graphics, animations, video footages and images to create a good effect on the audiences of all quarters.

For the expansion of social and digital media worldwide, freedom of expression and civic spaces have been broadened. Simultaneously, it is a matter of concern that these platforms are user-generated that disseminate contents without editing and necessary gatekeeping. Thus, wanton posting and sharing of contents incite violence. Rumor and hate speech spread, communal violence takes place and the peaceful life becomes chaotic. However, proper use of these media can bring expected level of benefits to the individual, familial and community life. In order to facilitate effective use of social and digital media, we need proper media literacy. I am confident that such exercise of reviewing of the existing IEC materials on combating social and digital media menace, finding out the gaps and thus developing more effective campaign materials will certainly contribute to creating social and digital media literacy.

I would like to thank Dr. Sheikh Mohammad Shafiu Islam, a senior media academic and researcher of Bangladesh who has mentored the SACMID team to implement the study as a component of the project. My thanks also go to the SACMID team, especially Mr. Syed Kamrul Hasan for undertaking such wonderful efforts to publish the study findings in a book format. I believe, this book will be an addition to the field of social and digital media literacy in Bangladesh which will be useful to the media students, practitioners, researchers, policy makers, development activities, civil society, government and other relevant stakeholders thinking about this emerging field of research.

I believe the book will instigate further thoughts and more scholarly works in the areas of social and digital media literacy in the country.

**Namia Akter**

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# SUMMARY OF THE FINDINGS

The South Asia Center for Media in Development (SACMID) is a non-government organization based in Dhaka, Bangladesh who has been working to promote media literacy. SACMID has been entrusted with the responsibilities of implementing a project entitled 'Combating Mis- and Disinformation Sparked by Digital and Social Media Platforms in Bangladesh' with support from the Embassy of the Kingdom of the Netherlands. The project activities are being implemented in three districts of Bangladesh namely : Dhaka, Mymensingh and Brahmanbaria. Dhaka is the capital city of Bangladesh, Mymensingh is the division with higher illiteracy rate according to the latest population census (2022) while Brahmanbaria frequently comes to the frontline for sparking violence against the religious minority on the basis of mis-and disinformation spread through the digital and social media platforms. One of the key activities of the project is to conduct reviewing of IEC Materials around Combating Mis-and Disinformation Sparked by Digital and Social Media Platforms in Bangladesh.

The overall objective of the review is to supplement and complement the situation analysis on the social and digital media behavior of the cross-sector population in the aforesaid three districts with an informed understanding of what contents/IEC (information, education and communication) materials are available and what are needed further in the areas of social and digital media literacy.

In order to carry out the review of available IEC materials on the captioned subject i.e. combating misinformation and disinformation and rumor, content analysis method has been adopted. Such content analysis has enabled the research team to understand the type, format and nature of messages created and disseminated to create awareness on rumor and mis- and disinformation. The essence of the content analysis lies in the communication model of Harold D. Lasswell (1948). Actually, we get the foundation of content analysis from the model comprising five important components of human communication:

- Who Says
- What
- In Which Channel
- To Whom
- With What Effect?

In his famous article 'The structure and function of communication in society', published in 1948, Harold D. Lasswell stated that the convenient way to describe an act of communication is to answer of the questions mentioned above. Later, the communication scholars have applied his model in carrying out media content analysis. So, based on Lasswell's model, the review plan has been designed.

# MAJOR FINDINGS

## 1. Materials and Messages: Printed Contents

**Quantity:** The study found a scanty amount of printed IEC materials, only 18 on combating rumor, mis- and disinformation and hate speech..

**Sponsors:** Of the 18 contents, 5 were created and disseminated by the Press Information Department (PID); ICT Division, Bangladesh and Bangladesh Police and 10 were by the NGOs working on the issue while three were by an online news portal, a corporate and the then ruling party.

**Types:** Out of the 18 contents, 50% were the press ads while the remaining ones were the posters published in the various online platforms.

**Formats:** Most of the contents (n=9, 50%) were in both the text and illustration while 5 contents were mostly text-based. Three contents were in illustration-focused while 1 is a combination of a photo of an iconic figure and text.

**Messages:** Most of the contents focused on the rumors not to be spread while only two directly called for information verification and checking. While, two contents stressed on proper use of social media and content focused on safety of the passwords of the social media user, one poster featured 16 essential instructions for verifying information. Only one content advocated for not spreading hate speeches.

**Quality of the messages:** In terms of quality of the printed IEC materials, 22% were rated as good, 45% as medium and 33% as poor. Of the IEC materials, only four sponsored by Pran Ltd. and Voice Bangladesh's were rated as good.

**Assessment:** The goodly ranked materials had some special features in terms of presentation of both the texts and graphics. For example, the press ad titled 'Don't sip into rumor' sponsored by Pran has been designed aesthetically containing a symbolic message in the form of a cup of tea using Bangla letters in an artistic and innovative way. The message has been delivered in a light-hearted manner, utilizing a comic style. This is a creative and funny form of message using both the text and shape of a cup and plate which has been adorned with manipulated Bangla letter.



However, poorly rated contents were vague, confusing, difficult to understand and do not comply with the standards of an aesthetic presentation.

## 2. Materials and Messages: Audio-Visual

**Quantity:** The research team were able to gather a total of 16 audio-visual messages communicated by different organizations and department to build awareness on rumor, mis- and disinformation.

**Sponsors:** Of the surveyed contents, Bangladesh Police was in an advanced position as this department communicated 9 different messages alone, more than 50%. Besides, Voice Bangladesh an NGO, has communicated 2 and SACMID disseminated 3 such audio-visual messages. BTV has also disseminated a message to raise awareness through audio-visual content.

**Formats:** Of the 16 audio-visual materials, 7 were prepared with dramatic tone while 04 in the forms of narratives, dialogue and interviews; 03 in photo stores and slides. One IEC material was prepared in animation while the remaining one was in a song format.

**Messages:** The tone of the audio-visual messages, especially the messages communicated by Bangladesh Police had a tone that rumors had a power to provoke violence. This may endanger the lives of innocent people. People shouldn't give credence to rumors and must refrain from taking the law into own hands. The NGO (Voice Bangladesh) sponsored messages included that people needed not to believe everything they heard, and shouldn't have believed rumors. The SACMID produced messages showed that prior to sharing any news, as with any significant task, verification and confirmation its accuracy was a must. The BTV message showed in a video of which the primary focus is that people should be careful of the rumors circulated on digital and social media platforms, especially Facebook, YouTube, and Twitter. The individuals who disseminated rumors intended to impede the development of the nation

**Quality of the messages:** The 'good' quality IEC materials were designed and produced in a bit different way with some sorts of dramatic tone, aesthetic presentation and unique theme. The medium' quality materials had some sorts of gaps in terms of placing background music, lack of subtitles for better understanding, ineffective visualization, lack of music's originality and lack of clarity. On the other hand, the poor quality materials presented a low casting, pitiable acting and poor visualization, inconsistent with audio-visual and narration.

### 3. Analysis of Relevant Academic Lessons/Education Materials

The National Curriculum and Textbook Board (NCTB) of Bangladesh Government prepared a national curriculum for pre-primary to higher secondary education. The curriculum included some lessons in different levels of high school on combating mis- and disinformation to equip the young adult with pragmatic knowledge on the technicalities and social context. SACMID research team collected the ICT books from grade VI to X to review the lessons on the relevant topics on rumor, fake information, mis- and disinformation.

**Analysis of lessons from VI-X:** For the students of grade VI, there is a text book titled 'Digital Technology' containing a chapter 'Human chain to address information risk' (page 39-56). In the grade VII, the book with similar title contains a chapter 'Cyber Intelligence' (page 51-60). In the grade VIII, under the same chapter title, there are two learning experiences i.e. first experience discusses on 'Information Verification Campaign' in the pages 01 - 26 while the learning experience two focuses on 'Security Risks of Personal Information on Digital Platforms' in the pages 27 - 52. There were two years' coherent curriculum in the class IX-X for the completion of high school education in Bangladesh. Under the same book title, there are two learning experiences for these two years. The learning experience one contains a lesson titled 'Preparation for the Digital Future' in the pages 01 - 27 while the learning experience two contains a lesson titled 'Let us Know About Cyber Threats and Ensure Information Security' in the pages 28 - 70. The lessons incorporated a number of pragmatic ways of learning i.e. story, case study, practical activities to impart a comprehensive concept of the digital media literacy

**Key contents:** The lessons put good efforts to impart the students of the concept of information, personal information, methods of distributing information, cyber world, cyberspace, cyber intelligence, cybercrimes, potential risks associated with information exchange, cybercrime-related terms, wrong information, content variations, use of technology to verify misinformation, disinformation, social media etiquettes and many other pragmatic issues.

**Limitations:** However, in some cases, the lessons put some inflated texts and ideas for which the students can be puzzled. More attractive and visible photographs, infographs and figures should have been used to deliver the lessons.

**College level:** There is a book titled 'Information and Communication Technology' compulsory for the students of higher secondary level i.e. grade eleven and twelve. The first chapter titled 'Information and Communication Technology' in the pages 29 - 32 discusses on the ethics of ICT uses. A 10-point guideline for users of computer and information technology introduced by the 'Computer Ethics Institute' is presented. Different types

of cybercrime are introduced. The topic of ethical use of ICT was discussed, including references to illegal and unethical actions that occur on the internet. Following that, there is a reference to cyber acts and different forms of cyber offenses.

**4. Online courses on media literacy:** Article19 and DW Academy jointly offer three free online courses to anyone interested, including media professionals and users of social media. The courses are: Online Course on Sensitizing Young Diversified People on Misinformation and Fact Checking, Rumors and Fact-Checking: Media Literacy and Communication techniques and training. The goal of the online courses is to impart the young people from diverse communities—particularly those who use social media—on how to verify hate speech, rumors, and information that is spread through various media, including social media. Additionally, these courses focus on using contemporary information technology-based media practices, accuracy of news, rumors, and misinformation, as well as biased and objectively disseminated news, various national and international laws related to media, application of ethics in journalism and digital security. Apart from these, MRDI offers a course titled "Television news reporting" which also imparts ethics in media reporting with some focuses on visual storytelling and ethics. These trainings have some specific purposes and target audiences rather than to create awareness on media literacy for the grassroots level population to sensitize them on rumor, mis- and disinformation



## CONCLUSION AND RECOMMENDATIONS

During the content analysis, the study team gathered available IEC materials as much as possible. The team communicated with various organizations and also visited different websites to search the IEC materials by key words. It has been found that only a limited number of the print, audio-visual and online contents are available around the subject of the study. As a means of gathering education materials, books of various grades prepared by the NCTB have been collected and the relevant chapters have been analyzed accordingly. The content analysis shows, in general, there is a scanty number of contents for growing awareness and combating rumor, mis- and disinformation. Whatever has been produced and disseminated could not meet the standards of producing communication materials for the audiences of the country. According to various researchers and academics, the communication materials should be prepared in a way that can fit the literacy standard of the greater population. It is to note that, about one-fourth of the total population of Bangladesh is yet to read or write. So, audio-visual contents are seemed more suitable for communication with that particular segment of population. Moreover, the quality of literacy in Bangladesh is still a matter of concern since the people having ability to read and write the Bangla letters are considered literate rather than considering their advanced level of skills in terms of language, numerical ability and analytical capacity. So, preparing media messages in easy language associated with photographs, illustrations, graphics, animations, images are seemed to have good effect on the audiences of all quarters.



## RECOMMENDATIONS

Based on the review, following course of actions are recommended for preparing and disseminating effective IEC materials to form a wider awareness raising and advocacy campaign:

### Preparatory Phase

- The team needs to think and adopt some innovative types of IEC materials—both the print and the audio-visual like dramatic, thematic and aesthetic materials and communication activities such as pocket-book, posters, festoons, banners, Wall Magazines, Newsletter, LED board, one-two minute audio-visual promo, cause-effect docudrama, radio skit, jingle, jaree gann, gambhira, street drama, case-story, fact-sheet etc. to reach a wider audience.
- Media and content mix-approach can be adopted, for example, a video shot can be done on a street drama or jaree gann/gambhira and then can be disseminated through social and digital media platforms also can be demonstrated in the big screens in various public places and institutes. Similarly, the posters can be disseminated in both the ways—through the social and digital media platforms and distributed to different points like offices, shops and centers.
- Research-oriented and pilot-basis materials need to be redeveloped and disseminated after field testing.
- Adjusting the IEC materials based on the feedback and comments to be emerged from the piloting with the targeted audiences.

### Design/Preparation Phase

- Simple but attractive concept should be worked out to prepare effective messages.
- Linguistic presentation should be easy with alliteration and rhythm so that mass people can take them orally in a speedy manner that should be appeared in their minds and even uttered subconsciously.
- Photographs, images and sketches should be relevant and theme-based.
- For the poster or banner, the orientation of the design must be horizontal rather than the vertical so that it can be suitable for the viewers and passers-by on movement.
- Concentration is needed on the audio-visual contents since people prefer these types of communication materials to other forms.
- Animation and visual effects can be important tools of design since they can attract audiences.

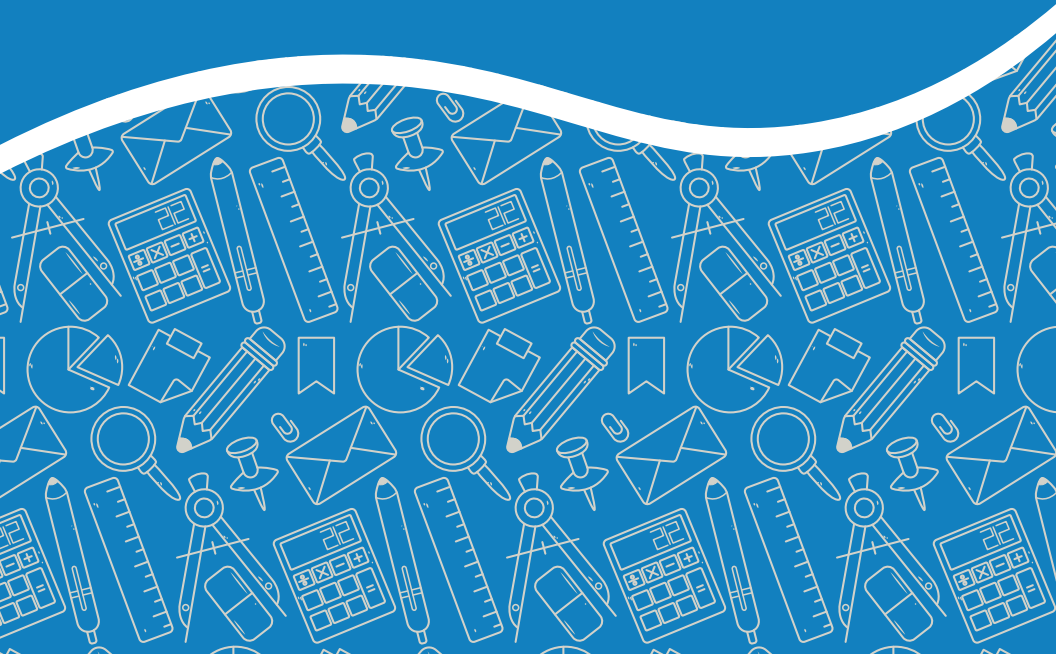
- The size of the fonts needs to be bigger and eye-catching, sometimes with serif and sometimes sans serif.
- Colour of the fonts need to be more delightful having wave-weight and visibility.
- Iconic photos and use of known faces or characters can be used as means of credibility of the contents
- Creativity should be thought and brought in every step of design and preparation of the messages.
- Music to be used should be original, known, thematic and identical having an impact on audience mind.

## **Dissemination Stage**

- The IEC materials need to be disseminated through proper channels, media and platforms.
- Online platforms especially the social and digital media platforms and groups can be used for disseminating the IEC materials.
- Different institutions, clubs, religious institutions, students' groups, citizen platforms, public places should be targeted for the dissemination of the IEC materials.
- Some selected IEC materials can be boosted through the social media to reach the wider audiences.
- Visible and tangible IEC materials should be distributed to various offices, outlets and public spaces.

# CHAPTER ONE

## THE STUDY SETTINGS



# CHAPTER ONE: THE STUDY SETTINGS

The South Asia Center for Media in Development (SACMID) is a non-government organization based in Dhaka, Bangladesh who has been working to promote media literacy. SACMID has been entrusted with the responsibilities of implementing a project entitled 'Combating Mis-disinformation sparked by digital and social media platforms in Bangladesh' with support from the Embassy of the Kingdom of the Netherlands. The project activities have been implemented in three districts of Bangladesh namely: Dhaka, Mymensingh and Brahmanbaria. Dhaka is the capital city of Bangladesh; Mymensingh is the division with higher illiteracy rate according to the latest population census (2022) while Brahmanbaria frequently comes to the frontline for sparking violence against the religious minority on the basis of mis - and disinformation spread through the digital and social media platforms.

One of the key activities of the project is to conduct 'Reviewing of IEC Materials around Combating Mis- and Disinformation Sparked by Digital and Social Media Platforms in Bangladesh'.

## THE CONTEXT OF THE REVIEW

This review plan of the IEC Materials around **Combating Mis- and Disinformation Sparked by Digital and Social Media Platforms in Bangladesh** has been designed to feed into a situation analysis titled 'Social and digital media behavior of the cross-sector people in three districts (Dhaka, Mymensingh and Brahmanbaria) of Bangladesh: A situation analysis. The situation analysis is being carried out by SACMID as a part of the implementation of a project 'Combating Mis- and Disinformation Sparked by Digital and Social Media Platforms in Bangladesh' which is being implemented in the aforesaid districts with support from the Embassy of the Kingdom of the Netherlands.

### Objectives of the Review

The overall objective of the review is to supplement and complement the situation analysis on the social and digital media behavior of the cross-sector people in three districts (Dhaka, Mymensingh and Brahmanbaria) of Bangladesh with an informed understanding of what contents or IEC materials are available and what are needed further in the areas of social and digital media literacy.

#### The specific objectives of this review are to:

- i. Gather diverse types of IEC materials i.e. contents on social and digital media literacy, combating mis- and disinformation and hate speech.
- ii. Figure out the reach and popularity of the materials.
- iii. Assess the communicative competence of the materials i.e. what messages were created and how.
- iv. Comprehend standards of messages in terms of accuracy of information, clarity, decency, effectiveness (simplicity in terms of ideas, language and technical design) and fairness of the presentation.
- v. Figure out gaps and lapses in terms of overall presentation of the messages
- vi. Recommendation of appropriate IEC materials for the project.

### Scope of Review

The existing IEC materials on digital and social media literacy have been collected and reviewed by engaging communication researchers and specialists, and recommendations have been made on what needs to be improved or reproduced. The IEC Materials that have been developed by government and recognized institutions were taken into consideration while preparing the list of IEC contents to improve, reproduce and for new production.

## The scope of the review undergoes

- Reviewing Documentary, promotional advertisement and webinar produced and used by a2i, Anti-Terrorism Unit of Bangladesh Police, UNICEF Bangladesh, Youth Policy Forum of raising awareness campaign regarding fake news and mis- and disinformation.
- Reviewing online course contents and materials of media and information literacy in Bangladesh which are provided by some organizations like Article19 Bangladesh, DW Akademie and PIB.
- Reviewing secondary and higher secondary textbooks contents in Bangladesh regarding media and information literacy and the effective use of modern information and communications technology and devices.

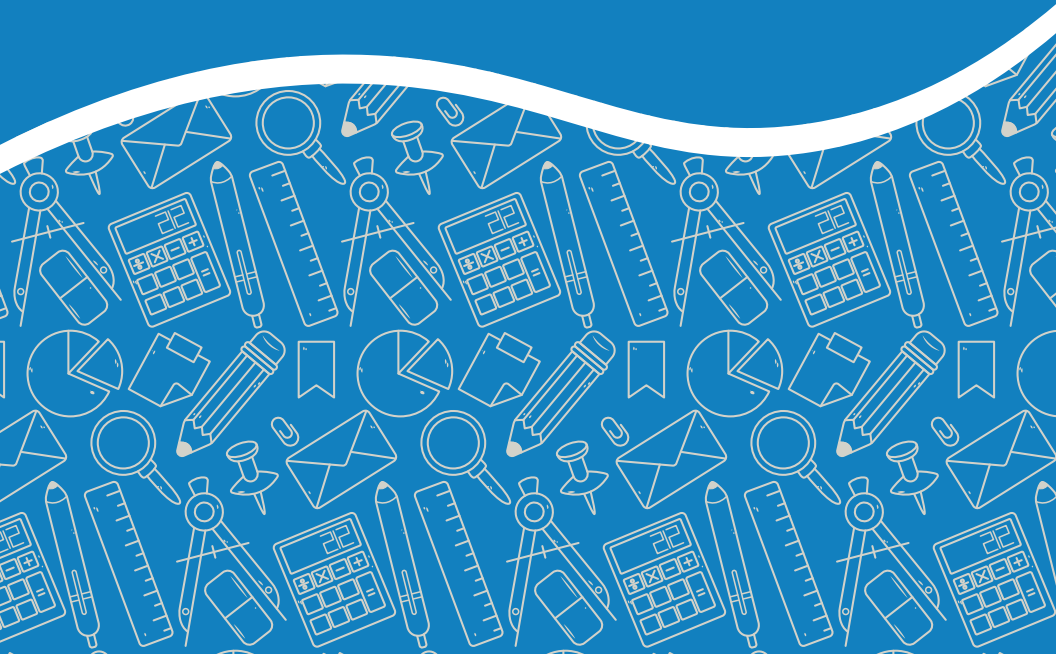
## Methods of Data Extraction

Content analysis of the aforesaid types of contents have been carried out to understand the nature of the topic, relevance to the social and digital media literacy issues, mis- and disinformation, rumor and fake information, use of presentation style, thought and depth of the story. The essence of the content analysis lies in the communication model of Harold D. Lasswell. The model framed the base of the content analysis by stating: "Who says what, to whom, why, to what extent and with what effect? (Wahlstrom:1992). So, based on Lasswell's model, the review plan has been designed by taking the following points into consideration.

- Type of the content covered on the issues in Bangladesh
- Accuracy, objectivity and fairness of the content exploration, preparation and presentation
- Quality of information sources and quality of analysis
- Quality of investigation and compilation of the gathered information
- Variation of topic(s) covered in the content on media literacy issues
- Quality of content presentation

# CHAPTER TWO

## FINDINGS FROM THE CONTENT ANALYSIS



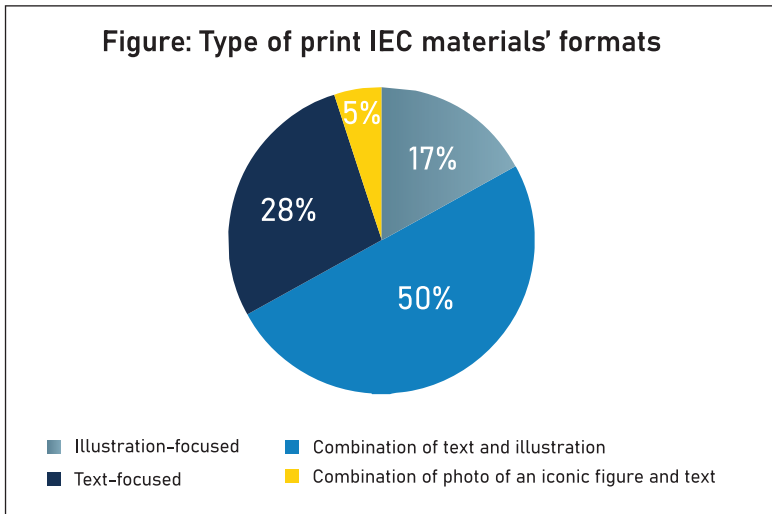
# CHAPTER TWO: FINDINGS FROM THE CONTENT ANALYSIS

## 2.1. The Print IEC Materials

For the convenience of the audience, findings from the content analysis are presented under a concise heading based on the stated objectives:

### 2.1.a. The Print Media Materials and Messages

The study team has identified a total of 18 print media materials for creating awareness on mis- and disinformation and hate speech i.e. the rumor and fake information. Out of the 18 contents, 5 were created and disseminated by Press Information Department (PID); ICT Division, Bangladesh and Bangladesh Police –the government departments and 10 were by the NGOs working on the issue while three were by an online news portal, a corporate and the then ruling political party. Out of the 18 contents, 50% were the press ads while the remaining ones were the posters published through various online platforms





## Table 1: Print media content

S/N	Content Title	Who produced/ sponsored	Type of content
1.	গুজবে চুমুক দেবেন না Don't sip rumors	Pran	Press ad
2.	গুজব থেকে সাবধান Beware of rumors	বার্তা ২৪	Press ad
3.	গুজবে কান দেবেন না। গুজব ব্যক্তি ও দেশের ক্ষতির কারণ। Don't pay heed to rumors. Rumors cause harm to individuals and the country	পিআইডি	Press ad
4.	সোস্যাল মিডিয়ার যথাযথ ব্যবহার আবশ্যিক Proper use of social media is inevitable	পিআইডি	Press ad
5.	সোস্যাল মিডিয়ার অপব্যবহার রোধে সচেতন হোন Be aware of the misuse of social media	পিআইডি	Press ad
6.	Check before you share	Voice Bangladesh	Poster
7.	Information is power	Voice Bangladesh	Poster
8.	Don't share your password	Voice Bangladesh	Poster
9.	Stop hate speech	Voice Bangladesh	Poster
10.	গুজবে কান দিবেন না Don't pay heed to rumors	Bangla Insider	Press ad
11.	গুজবে কান দিবেন না Don't pay heed to rumors	Stage for Youth Foundation	Poster
12.	গুজবে কান না দিয়ে সচেতন হোন Be aware of the rumors without paying heeds to them	Bangladesh Awami League	Press ad
13.	<b>Authentic source</b> ছাড়া <b>news share</b> করা বা বিশ্বাস করা থেকে বিরত থাকো Avoid sharing or trusting news without authentic source	Skitto	Press ad
14.	সত্য-মিথ্যা যাচাই আগে ইন্টারনেটে শেয়ার পরে Verification of false-truth comes first, then share on internet	ICT Division, Bangladesh	Poster
15.	গুজবে বিভ্রান্ত হবেন না Don't be confused by rumors	Bangladesh Police	Press ad

16.	তথ্য যাচাই করার উপায় Ways to verify information	SACMID	Poster
17.	নিজে জানুন অন্যকে জানান Know and let others know	SACMID	Poster
18.	নিজে জানুন অন্যকে জানান Know and let others know	SACMID	Poster

**Formats:** Most of the contents (n=9, 50%) were in both the text and illustration while 5 contents were mostly text-based. Three contents were in illustration-focused and 1 is the combination of photo of an iconic figure and text. The people in Bangladesh mostly like illustration since they can easily understand the message in the graphical or illustration forms due to their poor educational background. So, text-based messages without photos, graphics and illustrations are less legible to the mass audiences.

## Table 2: Format of the material

S/N	Content Title	Who produced/ sponsored	Type of content
1.	গুজবে চুমুক দেবেন না Don't sip rumors	Pran	Illustration-based
2.	গুজব থেকে সাবধান Beware of rumors	বার্তা ২৪	Illustration - based
3.	গুজবে কান দেবেন না। গুজব ব্যক্তি ও দেশের ক্ষতির কারণ। Don't pay heed to rumors. Rumors cause harm to individuals and the country	পিআইডি	Combination of text and
4.	সোস্যাল মিডিয়ার যথাযথ ব্যবহার আবশ্যিক Proper use of social media is inevitable	পিআইডি	illustrations
5.	সোস্যাল মিডিয়ার অপব্যবহার রোধে সচেতন হোন Be aware of the misuse of social media	পিআইডি	Similar format
6.	Check before you share	Voice Bangladesh	Mostly textual
7.	Information is power	Voice Bangladesh	Poster
8.	Don't share your password	Voice Bangladesh	Both text and illustrations
9.	Stop hate speech	Voice Bangladesh	Illustration-focused
10.	গুজবে কান দিবেন না Don't pay heed to rumors	Bangla Insider	Illustration-based text
11.	গুজবে কান দিবেন না Don't pay heed to rumors	Stage for Youth Foundation	Combination of illustration and text
12.	গুজবে কান না দিয়ে সচেতন হোন Be aware of the rumors without paying heeds to them	Bangladesh Awami League	Combination of illustration and text
13.	<b>Authentic source</b> ছাড়া news share করা বা বিশ্বাস করা থেকে বিরত থাকো Avoid sharing or trusting news without authentic source	Skitto	Combination of illustration and text
14.	সত্য-মিথ্যা যাচাই আগে ইন্টারনেটে শেয়ার পরে Verification of false-truth comes first, then share on internet	ICT Division, Bangladesh	Combination of photo of an iconic figure and text
15.	গুজবে বিভ্রান্ত হবেন না Don't be confused by rumors	Bangladesh Police	Text-based

16.	তথ্য যাচাই করার উপায় Ways to verify information	SACMID	Text-based
17.	নিজে জানুন অন্যকে জানান Know and let others know	SACMID	Text-based
18.	নিজে জানুন অন্যকে জানান Know and let others know	SACMID	Text-based

**Messages:** Most of the contents focused on the rumors while only two directly called for information verification before checking. While two contents stressed on proper use of social media and content focused on safety of the passwords of the social media user. One poster featured 16 essential instructions for verifying information, while one content advocated for not spreading hate speeches.

### Table 3: Themes of Messages

S/ N	Content Title	What (message)/themes
1.	গুজবে চুমুক দেবেন না Don't sip rumors	Attract attention by emphasizing that people should not be complicit in the rumor.
2.	গুজব থেকে সাবধান Beware of rumors	Attempted to caution people about the rumor. Everyone should remain mindful of the negative consequences of rumors and avoid engaging in it
3.	গুজবে কান দেবেন না। গুজব ব্যক্তি ও দেশের ক্ষতির কারণ। Don't pay heed to rumors. Rumors cause harm to individuals and the country	People should never pay attention to the rumor. Gossip may harm both individuals and nations
4.	সোশ্যাল মিডিয়ার যথাযথ ব্যবহার আবশ্যিক Proper use of social media is inevitable	It is crucial to use social media appropriately
5.	সোশ্যাল মিডিয়ার অপব্যবহার রোধে সচেতন হোন Be aware of the misuse of social media	People should stay cautious towards mistreatment on social media
6.	Check before you share	Digital disinformation can harm the society and create chaos
7.	Information is power	Stop spreading misinformation. Check before sharing
8.	Don't share your password	Don't share your password. Keep your personal information safe and secure
9.	Stop hate speech	Stop hate speech, it kills
10.	গুজবে কান দিবেন না Don't pay heed to rumors	People should not believe rumors
11.	গুজবে কান দিবেন না Don't pay heed to rumors	Individuals should always be skeptical of rumors. It is important for everyone to verify information before sharing it on social media. The Department for Cyber Security and Crime has apprehended a total of 20 individuals thus far
12.	গুজবে কান না দিয়ে সচেতন হোন Be aware of the rumors without paying heeds to them	People should not pay attention to rumors and stay cautious
13.	Authentic source ছাড়া news share করা বা বিশ্বাস করা থেকে বিরত থাকো Avoid sharing or trusting news without authentic source	People should refrain from spreading or relying on news without reliable sources
14.	সত্য-মিথ্যা যাচাই আগে ইন্টারনেটে শেয়ার পরে Verification of false-truth comes first, then share on internet	The poster has the quotation of the prime minister as its key message which is, "Keep your ears off gossip. We designed Digital Bangladesh with our genuine education in mind. Avoid sharing any unnecessary words, inaccurate facts, or rumors. We need to avoid these."

15.	গুজবে বিভ্রান্ত হবেন না Don't be confused by rumors	The primary topic of discussion on the press ad was the rumor that human heads would be needed to construct the Padma Bridge. The poster clarified that it is just a rumor. People should not get distracted by this rumor. They should stay careful and inform the law enforcers team to inform suspicious activity.
16.	তথ্য যাচাই করার উপায় Ways to verify information	The poster features 16 essential instructions for verifying information.
17.	নিজে জানুন অন্যকে জানান Know and let others know	People should never share any information that is based on rumor or unscientific facts. They should avoid using words/languages that create fear in people's minds.
18.	নিজে জানুন অন্যকে জানান Know and let others know	If someone near you appears to be misguided by inaccurate information, assist them by providing them with accurate information. False information could become more significant if you ignore it.

## Quality of the messages

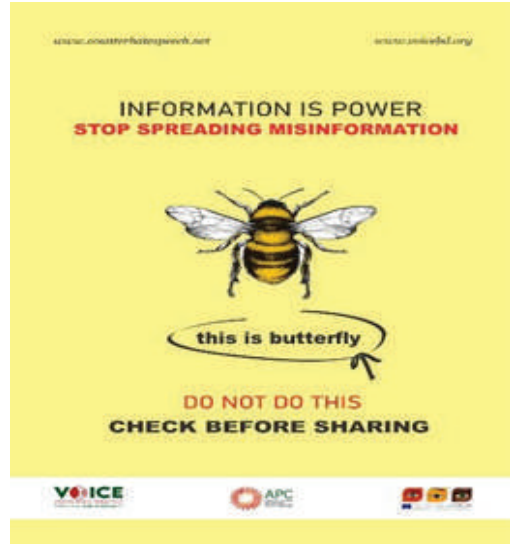
In terms of quality of the print IEC materials, 22% have been rated as good, 45% as medium and 33% as poor. Of the IEC materials, only two sponsors i.e. Pran Ltd. and Voice Bangladesh's materials have been rated as good. The materials ranked as good have some specialties in terms of presentation of both the texts and graphical works.



The Press ad titled 'Don't sip rumor' under the sponsorship of 'Pran' has been designed aesthetically containing a symbolic message in which an aesthetic cup of tea has been created using Bangla letters in an artistic and innovative way. The message has been delivered in a more lighthearted manner, utilizing a comic style. Creative and funny form of message using both the text and shape of a cup and plate which has been adored with manipulated Bangla letter.

On the other hand, three such IEC materials communicated by the 'Voice Bangladesh' have been rated as good. The poster designed and disseminated by the organization titled 'Information is power: stop spreading misinformation' has been also rated good besides a few others.

The poster shows a picture of a bee but the caption was, "This is butterfly". It may encourage the critical thinking of the audience and lead their attention to the message, "Check before sharing". However, the common people may face some difficulties to understand the message, even in identifying the picture of the creature presented on the poster.



In another poster titled 'Stop hate speech: it kills', an innovative approach of expressing a core concept with catchy phrases that were sliced. There is a manipulated shadowed human face in an image with a snake coming out of its mouth. The snake represents hate speech and its possible harms to individuals. The poster has got a solemn atmosphere.

The poor-quality IEC materials are those that are presented with spelling errors, unclear idea and less focus of the messages, too simple visual to create weight of tone, confusion in meaning and uninterestingly presented. On the other hand, the average rated materials fell between the poor and good having moderate quality of graphics, texts, texture, formatting, accuracy and attraction.

## Table 4: Quality of Messages

S/ N	Content Title	Quality	Analysis
1.	গুজবে চুমুক দেবেন না Don't sip rumors	Good	This is a symbolic message in which an aesthetic cup of tea has been created using Bangla letters in an artistic and innovative way. The message has been delivered in a more lighthearted manner, utilizing a comic style. Creative and funny form of message using both the text and shape of a cup and plate which has been adorned with manipulated Bangla letter.[may be re-articulated to avoid duplication]
2.	গুজব থেকে সাবধান Beware of rumors	Poor	The message was clear and simple. It was delivered by only one sentence. Two cartoon characters that had been created out of shapes, presented the message. The message includes a name, which may confuse viewers.
3.	গুজবে কান দেবেন না। গুজব ব্যক্তি ও দেশের ক্ষতির কারণ।  Don't pay heed to rumors.Rumors cause harm to individuals and the country	Medium	The message was designed as part of the communication awareness campaign for the benefits of women's and children's growth. The message was presented with hand drawn cartoon characters and Bangla letters. The cartoon figures were portrayed as spreading rumors. The text consists of two sentences. The initial statement explains what actions to avoid, while the subsequent statement highlights the negative consequences of spreading rumors.
4.	সোস্যাল মিডিয়ার যথাযথ ব্যবহার আবশ্যিক  Proper use of social media is inevitable	Medium	The message was designed as part of the communication awareness campaign for the benefits of women's and children's growth. The message was presented with hand drawn cartoon characters and Bangla letters. The cartoon figures were portrayed as using different digital devices. The message was clear and precise. Although the Bangla words are slightly serious
5.	সোস্যাল মিডিয়ার অপব্যবহার রোধে সচেতন হোন Be aware of the misuse of social media	Medium	The message was designed as part of the communication awareness campaign for the benefits of women's and children's growth. It's an innovative approach to conveying the message using social media symbols and hand-drawn animated characters
6.	Check before you share	Medium	The poster was created as campaign material for the "Counter hate speech and spread of misinformation" campaign. There are three info graphs with icons with three questions that each individual should consider before sharing any information on social media. The last icon indicates to double check information and be confirmed



7.	Information is power	Good	The poster was created as campaign material for the "Counter hate speech and spread of misinformation"-campaign. The poster delivered the message in a very creative way. There is picture of a bee in the poster but the caption was, "This is butterfly". It may encourage the critical thinking of the audience and lead their attention to the message, "Check before Sharing".
8.	Don't share your password	Good	The message was really neat. Various icons, shapes, and 2D figures were utilized to create the poster and convey the message.
9.	Stop hate speech	Good	An innovative approach for expressing the core concept with catchy phrases that were sliced. There is a manipulated silhouette human face image with a snake coming out of its mouth. The snake represents hate speech and its potential harm to individuals. The poster has a solemn atmosphere
10.	গুজবে কান দিবেন না Don't pay heed to rumors	Poor	A single sentence featuring two 2D illustrated cartoon figures was used to convey the message. The cartoon characters tried to give a comic relief to the message
11.	গুজবে কান দিবেন না Don't pay heed to rumors	Poor	The poster is quite basic. The website includes symbols for social networking and messages. The poster contains too many contents in one confined place which is not aesthetically pleasant
12.	গুজবে কান না দিয়ে সচেতন হোন Be aware of the rumors without paying heeds to them	Poor	The press ad represents two character and WhatsApp icons in background and the key message. There is a name mentioned in the message which may create confusion to the viewers
13.	Authentic source ছাড়া news share করা বা বিশ্বাস করা থেকে বিরত থাকো Avoid sharing or trusting news without authentic source	Medium	The press ad is very basic, featuring the hashtag-driven primary message and Skitto's mascot
14.	সত্য-মিথ্যা যাচাই আগে ইন্টারনেটে শেয়ার পরে Verification of false-truth comes first, then share on internet	Medium	The poster manages to catch the eyes of the audience as it utilized the image of the prime minister Sheikh Hasina. The design of the poster is not symmetrical. It was designed as a campaign material of the Digital Bangladesh Day 2019

15.	গুজবে বিভ্রান্ত হবেন না Don't be confused by rumors	Poor	It is a simple visual with some text messages. There is material to attract the viewers.
16.	তথ্য যাচাই করার উপায় Ways to verify information	Medium	This is a basic visualization with a few written messages. There is nothing to engage the audience.
17.	নিজে জানুন অন্যকে জানান Know and let others know	Medium	The poster was created as a component of a Covid-19 awareness initiative. It features a simple style along with key messages
18.	নিজে জানুন অন্যকে জানান Know and let others know	Poor	The poster was created as a component of the Covid-19 awareness campaign. It features vital messages in a very simple design. However, the message has some spelling errors which decrease the quality of the content.

## Gaps

The analysis of the aforesaid content shows some gaps in terms of overall communication competence:

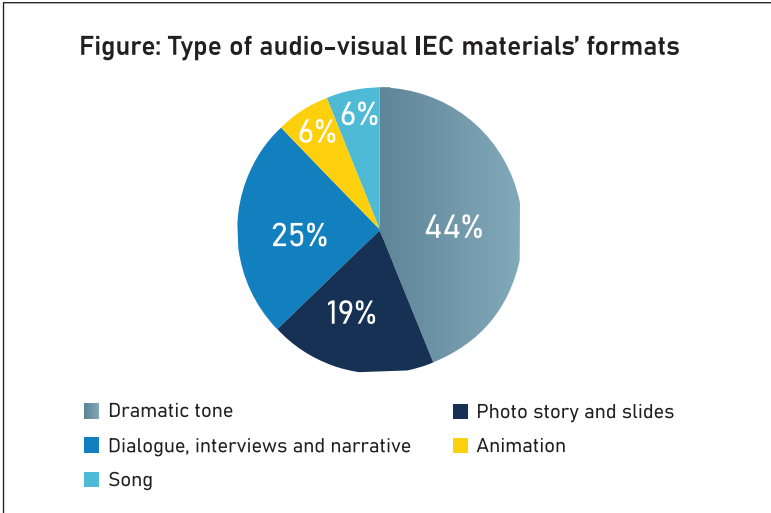
- The message conveyed through the press ad of 'barta24' includes an irrelevant name of a person in the place of headline which may confuse the viewers.
- Being an important entity of the government, PID performs various activities to make people aware of various social issues. It has also prepared and disseminated some press ads and posters as part of their 'awareness' program. But the messages are not rhythmically presented though the posters used cartoon figures of common people. Thus, there is a gap in presenting the language in line with their targeted audiences. The messages should have been framed in easier Bangla words and sentences so that they can reach to the heart of the mass people to remember like 'telling stories' to the people.
- The poster 'Check before you share' has been designed in English language which cannot be understood by the mass people. The poster contains too many contents in one confined place which is not aesthetically pleasant.
- The messages prepared by SACMID and Bangladesh Police are comprehensive having some important information and instructions, but these have been presented in a textual manner in a very simple design. Additionally, the message has some spelling errors which decrease the quality of the content. There is nothing to engage the audience. The poster contains too many contents in one confined place which looks messy.

## 1.2. The audio-visual materials and messages

**Quantity:** The research team has been able to gather a total of 16 audio-visual messages communicated by different organizations and departments to build awareness about rumor, mis- and disinformation.

**Sponsors:** Of the surveyed contents, Bangladesh Police is in advanced position as this department has communicated 9 different messages, more than 50%. Besides, "Voice Bangladesh" has communicated 2 and SACMID disseminated 3 such audio-visual messages. BTV has also a message to raise awareness through audio-visual content.

**Formats:** Of the 16 audio-visual materials, 7 have been prepared with dramatic tone while 04 have been in the forms of narratives, dialogue and interviews; 03 are in photo stories and slides. One IEC material has been prepared in animation while the remaining one is in a song format.



**Table: Sponsor, types and formats**

S/N	Content Title	Who produced/ sponsored	Format of message
1.	গুজবে কান না দেই, আইন নিজের হাতে তুলে নেওয়া থেকে বিরত থাকি Let not pay heed to rumours and let us refrain from taking the law into own hands	Bangladesh Police Official YouTube Channel	3 (Dramatic)
2.	আমরা গুজবে কান না দেই। আইন নিজের হাতে তুলে নেওয়া থেকে বিরত থাকি। মাননীয় প্রধানমন্ত্রী শেখ হাসিনা। Let not heed to rumours and let us refrain from taking the law into own hands. The then Prime Minister Sheikh Hasina	Bangladesh Police Official YouTube Channel	3 (Dramatic)
3.	সামাজিক যোগাযোগ মাধ্যমে অপরাধের শিকার হলে; আপনার যা করণীয় If you are a victim of crime on social media; What you need to do	Bangladesh Police Official YouTube Channel	6 (Animated)

4.	অশালীন ও কুরুচিপূর্ণ বক্তব্য পরিহার করুন Avoid indecent and vulgar expressions	Bangladesh Police Official YouTube Channel	4 (Narrative)
5.	ছেলেধরা গুজব Kidnapping rumours	Bangladesh Police Official YouTube Channel	3 (Dramatic)
6.	গুজবে কান দিও না Don't pay heed to rumors.	Bangladesh Police Official YouTube Channel	1 (Song)
7.	গুজব প্রতিরোধে বাংলাদেশ পুলিশ Bangladesh Police to prevent rumors	Bangladesh Police Official YouTube Channel	8 (Photo stories and video)
8.	বিশেষ সতর্কীকরণ বিজ্ঞপ্তি গুজব ছড়াবেন না Special Warning Notice Do not spread rumors	Sylhet Metropolitan Police – SMP	8 (Slides)
9.	গুজবে কান দিবেননা Don't pay heed to rumors.	Bangladesh Police Official YouTube Channel	4(Narrative) & 8 (Photo stories)
10.	RAB TVC ANTI PROPAGANDA 2018 Countering hate speech through Mobile Journalism	Bangladesh Military Fact	3 (Dramatic)
11.	Workshop output What is hate speech and	Voice Bangladesh	4 (narrative and dialogue)
12.	Misinformation through Mobile Journalism Workshop output	Voice Bangladesh	7 (Interview)
13.	আগে জানুন এরপর জানান Know first and then let others know	SACMID	3 (Dramatic)
14.	মাথা দেওয়ার আগে মাথাটা খাটান Use your head before you give your head up	SACMID	3 (Dramatic)
15.	মাঝে মাঝে কনফিউজড হওয়াই ভালো নিজেকে প্রশ্ন করাই উত্তম! Sometimes it is better to be confused, it is better to ask one's ownself	SACMID	3 (Dramatic)
16.	গুজবে কান দিবেন না Don't pay heed to rumors	Bangladesh Television	8 (Photo stories/slides)

**Messages:** The tone of the audio-visual messages, especially the messages communicated by the Bangladesh Police have a tone like that -rumors have the power to incite violence. This may endanger the lives of innocents. People shouldn't give credence to rumors and must refrain from taking the law into their own hands. Rumors have the ability to provoke aggressive behavior. This could put innocent people's lives in danger. We have to hold off on enforcing the law ourselves. One of the messages in a video shows how someone could commit and become a victim of cybercrime if they lack necessary understanding. Then, it offered suggestions on what to do if someone encountered cybercrime. In one message, a police officer, solicited everyone in the video to maintain decency while commenting on individuals, groups or parties. He also advised to ensure a good environment by making everyone aware of and refraining from offensive or obnoxious language.

People should always see thoroughly, listen intently, understand comprehensively, and verify everything before acting on any occurrence. Rumors can hurt people who aren't guilty. People should not be concerned about the rumor or act upon it. Another message in a video format tried to raise awareness via folk music. All information need verification, and people should not believe in rumor. People can contact 999 to confirm any information they doubt. The video explained what rumor was, why people spread it, how it has caused some violent incidents, and what the steps needed to be taken.

The Voice Bangladesh, an NGO, sponsored messages including that people needed not believe everything they heard, and didn't believe rumors. Stop spreading false rumors and start learning the facts should come first. We frequently communicate information in our culture without verifying if it is true. This habit damages our reputation. Hate speech is a form of cyber bullying. That occurs when someone attacks and targets another individual online. To stay safe from rumors, we should verify the source of the news. The SACMID produced messages that prior to sharing any information, one must confirm its accuracy. In a lighthearted manner, the film immediately preaches that people should use their intelligence before sacrificing their heads. However, the main message of the video is that, people shouldn't take any action right after hearing any information. They should examine the situation and use their intelligence. The video's key message is that it's natural to feel perplexed by some sort of critical information. They should examine the situation and use their common sense.

Before responding to a news or information one should think properly and apply inquisitive mind. The BTV message shown in a video of which the primary focus is that people should be careful of the rumors circulated on digital and social media platforms, especially Facebook, YouTube, and Twitter. The individuals who disseminate rumors want to impede the development of the nation. They aim to cause disorder and harm towards humanity. Individuals should verify the reliable source of the news and then report to the law enforcement authorities if they discover the person responsible for spreading misinformation.

## Table: Themes of the messages

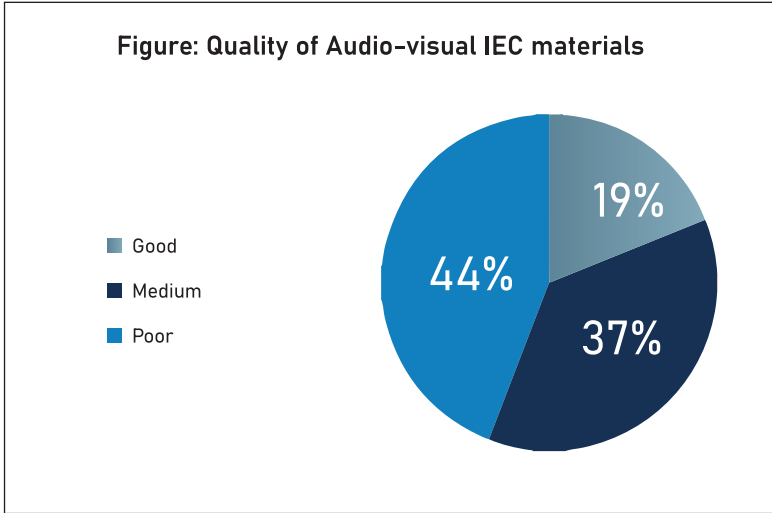
S/ N	Content Title	What(message)
1.	<p>গুজবে কান না দেই, আইন নিজের হাতে তুলে নেওয়া থেকে বিরত থাকি Let not pay heed to rumours and let us refrain from taking the law into own hands</p>	Rumors have the power to incite violence. This may endanger the lives of innocents. We shouldn't give credence to rumors. We must refrain from taking the law into our own hands.
2.	<p>আমরা গুজবে কান না দেই। আইন নিজের হাতে তুলে নেওয়া থেকে বিরত থাকি। মাননীয় প্রধানমন্ত্রী শেখ হাসিনা। Let not heed to rumours and let us refrain from taking the law into own hands. The then Prime Minister Sheikh Hasina</p>	Rumors have the ability to provoke aggressive behavior. This could put innocent people's lives in jeopardy. Rumors shouldn't control how we behave. We have to hold off on enforcing the law ourselves
3.	<p>সামাজিক যোগাযোগ মাধ্যমে অপরাধের শিকার হলে; আপনার যা করণীয় If you are a victim of crime on social media; What you need to do)</p>	The video began by explaining how someone might both commit and become a victim of cybercrime if they lack the necessary understanding. Then, it offered suggestions on what to do if someone encountered cybercrime.
4.	<p>অশালীন ও কুরুচিপূর্ণ বক্তব্য পরিহার করুন Avoid indecent and vulgar expressions</p>	Md. Sohel Rana, AGI (Media & PR), Bangladesh Police, solicited everyone in the video to maintain decency while commenting on individuals, groups or parties. He also advised to ensure a good environment by making everyone aware and refraining from offensive or obscene language.
5.	<p>ছেলেধরা গুজব Kidnapping rumours</p>	We should always see thoroughly, listen intently, understand comprehensively, and verify everything before acting on any occurrence. Rumors can hurt people who aren't guilty. We should not be concerned about the rumor or act upon it
6.	<p>গুজবে কান দিও না Don't pay heed to rumors.</p>	The video tried to raise awareness via folk music. All information needs verification, and we should not believe any rumor. We can contact 999 to confirm any information
7.	<p>গুজব প্রতিরোধে বাংলাদেশ পুলিশ Bangladesh Police to prevent rumors</p>	The video explains what rumor is, why people spread it, how it has caused some violent incidents, and the steps Bangladesh government has taken.
8	<p>বিশেষ সতর্কীকরণ বিজ্ঞপ্তি গুজব ছড়াবেন না Special Warning Notice Do not spread rumors</p>	Police have taken to mitigate violence and increase public awareness
9	<p>গুজবে কান দিবেননা Don't pay heed to rumors.</p>	The video is a slideshow presentation warning the people of Sylhet not to believe or spread rumors by Sylhet Metropolitan Police
10	<p>RAB TVC ANTI PROPAGANDA 2018 Countering hate speech through Mobile Journalism</p>	Rumors and misinformation can create instability and anarchy in the country by destroying socio-communal and political stability. A small interaction in social media can have a significant effect



11.	Workshop output What is hate speech and	Don't believe everything you hear, and don't believe rumors. Stop spreading false rumors and start learning the facts first.
12.	Misinformation through Mobile Journalism Workshop output	We frequently communicate information in our culture without verifying if it is true. This habit damages our reputation. We should prevent this temptation. Hate speech is a form of cyber bullying. Hate speech occurs when someone attacks and targets another individual online. To stay safe from rumors, we should verify the source of the news.
13.	আগে জানুন এরপর জানান Know first and then let others know	Prior to sharing any news, as with any significant task, confirm its accuracy.
14.	মাথা দেওয়ার আগে মাথাটা খাটান Use your head before you give your head up	In a lighthearted manner, the film immediately preaches that people should use their intelligence before sacrificing their heads. However, the main message of the video is, people shouldn't take any action right after hearing news. They should examine the situation and use their intelligence.
15.	মাঝে মাঝে কনফিউজড হওয়াই ভালো নিজেকে প্রশ্ন করাই উত্তম! Sometimes it is better to be confused, it is better to ask one's ownself	The video's major message is that it's normal to feel perplexed by news or messages. Before responding to the news, one should reflect and ask themselves investigatory questions.
16.	গুজবে কান দিবেন না Don't pay heed to rumors	The slogan of the video is: গুজবের বিরুদ্ধে সচেতন সবাই মিথ্যা তথ্য ভাসুক হওয়ায় Everyone aware of rumors is false information) The video's primary message is that people should be careful of the rumors circulated on digital and social media platforms, especially Facebook, YouTube, and Twitter. The individuals who disseminate rumors want to impede the development of the nation. They aim to cause disorder and harm towards humanity. Individuals should verify the reliable source of the news and then report to the law enforcement authorities if they discover the person responsible for spreading misinformation.

## Quality of the messages

The 'good' quality IEC materials are designed and produced in a bit different way with some sorts of dramatic tone, aesthetic presentation and unique theme. The medium' quality materials have some sorts of gaps in terms of placing background music, lack of subtitles for better understanding, poor visualization, lack of music's originality and lack of clarity. On the other hand, the poor-quality materials present a low casting, pitiable acting and poor visualization and inconsistent with audio-visual and narration



## Table: Quality of the messages

S/N	Content Title	Quality of the message	Timeline	Analysis
1.	<p>গুজবে কান না দেই, আইন নিজে হাতে তুলে নেওয়া থেকে বিরত থাকি</p> <p>Let not pay heed to rumours and let us refrain from taking the law into own hands</p>	Good	Oct 20, 2023	The video has a dramatic quality. The procedures for requesting legal assistance were not specified in the video.
2.	<p>আমরা গুজবে কান না দেই। আইন নিজের হাতে তুলে নেওয়া থেকে বিরত থাকি। মাননীয় প্রধানমন্ত্রী শেখ হাসিনা।</p> <p>Let not heed to rumours and let us refrain from taking the law into own hands. The then Prime Minister Sheikh Hasina</p>	Good	Oct 20, 2023	The video carried out a dramatic tone. However, the concept of the video was a bit hazy.
3.	<p>সামাজিক যোগাযোগ মাধ্যমে অপরাধের শিকার হলে; আপনার যা করণীয়</p> <p>If you are a victim of crime on social media; What you need to do</p>	Medium	Oct 11, 2020	Despite the video's serious subject matter, the upbeat background music seems out of place. The music doesn't complement the video. Also, there should have subtitles for better understandings.
4.	<p>অশালীন ও কুরুচিপূর্ণ বক্তব্য পরিহার করুন</p> <p>Avoid indecent and vulgar expressions</p>	Poor	Nov 19, 2020	There is no element on the video which can make it impactful. The script is not well written or well-rehearsed. Subtitles are needed for better understandings.
5.	<p>ছেলেধরা গুজব</p> <p>Kidnapping rumours</p>	Poor	Sep 2, 2019	Poor casting, Poor acting and poor visualization.
6.	<p>গুজবে কান দিও না</p> <p>Don't pay heed to rumors</p>	Medium	Aug 8, 2019	The visualization is not effective and the music lack originality. The lyrics need to be shown on the screen as written text, for easier comprehension.

7.	গুজব প্রতিরোধে বাংলাদেশ পুলিশ Bangladesh Police to prevent rumors	Poor	Aug 7, 2019	The video is monotonous and doesn't grab the attention of the viewers
8	বিশেষ সতর্কীকরণ বিজ্ঞপ্তি গুজব ছড়াবেন না Special Warning Notice Do not spread rumors	Poor	Jul 22, 2019	It also doesn't give any effective message.
9.	গুজবে কান দিবেননা Don't pay heed to rumors	Poor	Sep 5, 2018	The video only contains text messages. It is not impactful at all.
10.	RAB TVC ANTI PROPAGANDA 2018 Countering hate speech through Mobile Journalism	Good	Apr 7, 2021	The video is addressed to a particular agenda.
11.	Workshop output What is hate speech and	Poor	Oct 5, 2021	Some scenes are not compatible with previous scenes and fail
12.	Misinformation through Mobile Journalism Workshop output	Poor	Oct 5, 2021	To present clear message. The video started on a dramatic note but ended in a narrative style. The video has poor audio and visual quality.
13.	আগে জানুন এরপর জানান Know first and then let others know	Medium	Dec 31, 2019	The video has a serious vibe to it, the music is really intriguing and hits directly on the ears
14.	মাথা দেওয়ার আগে মাথাটা খাটান Use your head before you give your head up	Medium	Dec 31, 2019	The main message of the video may be confusing towards the audience. Also, the video fails to provide a clear message.
15.	মাবো মাবো কনফিউজড হুওয়াই ভালো নিজেকে প্রশ্ন করাই উত্তম! Sometimes it is better to be confused, it is better to ask one's ownself	Medium	Dec 31, 2019	The video doesn't have any engaging quality. It also fails to convey a clear message.
16.	গুজবে কান দিবেন না Don't pay heed to rumors	Medium	Nov 3, 2020	The video consists of a series of photo slides and text message. The background music is attention-grabbing, which was effective in capturing the audience's attention, but it may not be able to hold their interest throughout the entire video.

### 1.3. Analysis of Relevant Academic Lessons/Education Materials

The National Curriculum and Textbook Board (NCTB) of Bangladesh Government has prepared national curriculum from pre-primary to the higher secondary education. The curriculum has included some lessons in different levels of high schools on combating mis- and disinformation to impart the young adult with pragmatic knowledge on the technicalities of digital media and the greater social context. SACMID research team has collected the ICT books from grade vi to x to review the lessons on the relevant topics on rumor, fake information and mis- and disinformation.

#### Class/Grade Vi

After completion of the five-year primary education, children of 10-12 years old enter for this class and start their high school education in Bangladesh. In this grade, there is a text book titled 'Digital Technology' containing a chapter 'Human chain to address information risk' (page 39-56). The major themes of this lesson include: identifying the media for information exchange, assessing risk in information exchange through survey, analyzing information and presenting result, interview of an ICT expert about the risk in information exchange, classification of information gathered, identifying possibilities of breaching privacy in real life, making action plan to address risks in information exchange and making placards for awareness raising human chain

**Strong points:** The chapter presented new ideas in a sequential manner. It initially presented concepts and then proceeded to the practical activities. It is an excellent method of learning. Also, it has group works which will make the learning fun and interactive. The chapter contains two case studies. One is about how a person who hoards might utilize social media to satisfy their hazardous compulsion. Another example involves one's personal photograph posted to social media without their permission and the embarrassment of having one's privacy violated. Both of the studies are quite relevant and the students can connect themselves with them.

**Weak points:** The chapter has an excessive number of practical activities that can be slightly time-consuming. Students need to possess a specific set of time management skills to complete all the practical work. The chapter includes multiple new ideas but lacks sufficient examples. Students may find it challenging to comprehend the tasks they were supposed to do. There is a reference to 'Section 26 of the Digital Security Act 2018,' which is no longer in effect. The pictures provided in the chapter are relevant to the scenarios but not helpful for learning.

**Analysis:** The chapter initially discussed on the knowledge acquiring by introducing the students to the concept of information, personal information, methods of distributing information, and the potential risks associated with information exchange. Then it covers the practical aspects of creating a survey questionnaire, carrying out the survey, analyzing the survey results, giving a presentation, interviewing an ICT expert, categorizing information, making a list of privacy breaching risks, developing an action plan, and creating and displaying placards.

## **Class/Grade Vii**

In this grade, there is a text book titled 'Digital-Technology' containing a chapter 'Cyber Intelligence' (page 51-60). The major themes of this lesson include: 'Different Types of Cyber Crimes, When we are Cyber Detectives', 'We will Prevent Cybercrimes Now,' 'Conquering Cyber Space', 'We shall Formulate Our Cyber Security Policy and We are in Cyber Awareness'.

**Strong points:** The concepts were introduced through a story, presenting different characters and dialogue. The entire chapter continued with the storytelling technique that make learning enjoyable for students. In order to familiarize students with cybercrime-related terms and inform them about the cybercrimes occurring in the present day, a news article from a newspaper was presented. The chapter includes vibrant and engaging images that are enjoyable to look at as well as useful for learning.

**Weak points:** The chapter just refers to the concepts of cybercrimes but does not provide detailed discussion. The chapter primarily emphasizes the practical aspect rather than the theoretical aspect of learning.

**Analysis:** The chapter first introduced about the cyber world, cyberspace, cyber intelligence, cybercrimes, cybercrime-related terms. Then it jumps on to the practical works, writing down the cybercrime occurring around and what to do in case of various cybercrimes and finally making a security policy. Additionally, there is a hands-on project, including making of a short drama about cybercrime and how to stay safe.

**Grade/class viii:** In this class under the same chapter title, there are two learning experiences. i.e. First experience discusses on 'Information Verification Campaign' in the pages 01 – 26 while the learning experience-2 focuses on 'Security Risks of Personal Information on Digital Platforms' in the pages 27 – 52.

Major themes of this lesson include varieties of wrong information, content variations, the use of technology to verify misinformation while in the second experiences the main themes include 'How Much Do I Know About Information Risk and Cybercrime? How Safe is my Family Mobile Phone? Counterfeit Digital Data and a Team of Classroom Investigators of Social Media Watchdogs, Relentless Observers over Security of Personal Information, Living a Safe and Balanced Digital Life.

**Strong points:** Three distinct scenarios were used to introduce misinformation, disinformation, and malinformation and an example of how to verify the accurate information. Those circumstances, along with an example, will assist students in gaining a more precise understanding. There were also descriptions of various contents and examples of those contents. Additionally, there are detailed explanations of how technology can be used to verify misinformation, accompanied by relevant illustrations. The best part of this chapter is the acquisition and application of knowledge, both types of learning occur simultaneously. Detailed examples of 'Phishing' were used to enhance the students' comprehension. One example was given with very relevant message delivered to a large number of students' mobile phones advertising on scholarship money. This example helps the students connect themselves with 'phishing'. The activity regarding pin codes will assist students in safeguarding their family's mobile phones. Meta data verification process is supported with visual aids. The case study of excessive use of mobile phone by the youths is highly applicable to the students.

**Weak points:** Only one example of verifying information was given where a few more would aid in a clearer comprehension. The chapter includes some intricate practical computer works that require consistent computer practice. Only the initial stage of verifying metadata and the concept of a digital footprint was provided. The practical assignments in the chapter need effective time management from the students.

**Analysis:** The chapter defined misinformation, disinformation, and mal-information and then asked students to identify examples from everyday life. Google Forms were introduced for collecting information. To create a Google Form, a Gmail account and Google Drives have also been introduced. After introducing different objectives of different content, a practical work has been provided on specific content and their purposes and right sources are in searching for information. Then a detailed example of misinformation was presented along with an explanation of how technology can be used to confirm its accuracy, supported by step by step visual aids.

Phishing was explained with several in-depth examples. Next, a process of verifying information on how to clarify if something is phishing was explained. Following that, the students were provided with a set of practical instructions on how to protect themselves from phishing. Students were given a thorough explanation of how to protect their family's information using various methods such as mobile phone passwords, passcodes, pin codes, pin numbers, or passkeys. The technique for checking metadata was described. Then the students were asked for a practical work on digital social media and the activities people do using those media. Also, a practical work on extempore speech has been given. The speech topics include:

\* Phishing: A common form of cyber attack that targets individuals, targets emails, text messages, phone calls and other forms of communication.

- How long we should use digital and social media;
- At what time of a day we should not use digital and social media;
- Security risk of social media

At the end of the chapter, the idea of a digital footprint was presented alongside a digital literacy course on Kishore Batayon. Following that, students were requested to create a play about Maintaining a Secure and Balanced Digital Life.

**Grade/class ix-x:** There are two years' coherent curriculum for the completion of high school education in the country. Under the same book title, there are two Learning Experiences for these two years. The learning experience one contains lesson titled 'Preparation for the Digital Future' in the pages 01 – 27 while the learning experience-2 contains another lesson titled "Let us Know about Cyber Threats and Ensure Information Security" in the pages 28 – 70.

The major themes discussed in the lessons include: Search for Truth, Differences in Reality, Cyber Risks and Crimes Committed in Digital Media, Investigating Cybercrime, Cybercrime and Its Impact on People's Lives, Let the Cyber World Be Secured and Awareness of Cyber Crimes and Security of Information.

**Strong points:** To enhance comprehension of how disinformation can spread, some pertinent examples and situation have been presented. A case study of how individuals might safeguard themselves from this fraud has been provided following a practical works on the subject. Primary practice of fact check has also been introduced.

A practical work on Bullying in Real Life and Cyber Bullying has been presented. A practical work on Fake News and Reasons behind the News Being Fake. Six different incidents on cyber-attacks. Mentioning of the policies and laws to ensure information security and cyber safety, and a copy of General Diary (GD) have been presented in the lesson.

**Weak points:** The learning objectives were a little arbitrary in this chapter. Students may struggle to relate to the practical tasks.

The chapter is quite extended covering a range of topics. It's primarily a chapter focused on practical aspects. Students may experience confusion while completing these time-consuming practical assignments.

**Analysis:** The chapter has provided with excellent examples on how misinformation spreads. The concept of fact checks, mass media, social media, and new media have been also introduced following relevant practical works. Various forms of cybercrime have been shown to the students, along with an in-depth clarification. Fake news and cyber bullying were further brought up, while in multiple occurrences of cybercrime and their effects on individuals' lives have been showcased. The presentation covered the procedure of filing



a GD, along with the discussion of laws and regulations and aimed at ensuring information security and cyber safety. The process of Two-Factor Authentication was illustrated with images. Next, the students have been directed to create a play based on what they learned. Different software programs or mobile apps for video editing were introduced, and the process of video editing was demonstrated through photos, while in addition, a process of designing info-graphics has been presented.

### **College level: Eleven-Twelve**

There is a book titled 'Information and Communication Technology' which is compulsory for the students of colleges i.e. grade eleven and twelve. The first chapter titled 'Information and Communication Technology' in the pages 29 – 32 discussed on 'Ethics of ICT Usages'.

**Strong points:** A 10-point guidelines for the users of computer and information technology introduced by the 'Computer Ethics Institute' has been presented along with introduction of different types of cybercrime.

**Weak points:** The chapter includes the previous policies and regulations on information security and cyber safety, while current versions are also required.

**Analysis:** The topic of ethical use of ICT has been discussed, including references to illegal and unethical actions that occur on the internet. Following that, there is a reference to cyber acts and different forms of cyber offenses

## **1.4. Online courses on media literacy**

Article 19 and DW Academy jointly offer three online courses for free to anyone interested, including media professionals and users of social media. The courses are: Online Course on Sensitizing Young Diversified People on Misinformation and Fact Checking, Rumors and Fact-Checking: Media Literacy and Communication Techniques and Training. The goal of the online courses is to impart the young people from diverse communities—particularly those who use social media—on how to verify hate speech, rumors, and information that is spread through various media, including social and digital media. The courses included technology-based media practices, accuracy of news, understanding rumors, and misinformation, as well as biased and objectively disseminated news, various national and international laws related to media, application of ethics in journalism and digital security. Apart from these, MRDI offers a course titled "Television news reporting' which also imparts ethical issues in media reporting with some focuses on visual storytelling and ethics. These trainings have some specific targets and target audiences rather than to create awareness on media literacy for the grassroots level population to sensitize them on rumor, mis- and disinformation.

CHAPTER THREE  
**CONCLUSION AND RECOMMENDATIONS:  
SPECIFICATIONS OF IEC MATERIALS**



# CHAPTER THREE: CONCLUSION AND RECOMMENDATIONS: SPECIFICATIONS OF IEC MATERIALS

During the content analysis, the study team gathered IEC materials as much as possible. The team communicated with various organizations and also visited different websites to search the IEC materials with the key words. It has been found that only a limited number of the print, audio-visual and online contents are available around the subject. As a mean of gathering education materials, books of various grades prepared by the NCTB have been collected and the relevant chapters have been analyzed accordingly. The content analysis shows, in general, there is a scanty number of contents for growing awareness and combating rumor, mis- and disinformation. Whatever has been produced and disseminated could not meet the standards of producing communication materials suitable enough for the ordinary people of the country. According to various researchers and academics, the communication materials should be prepared in a way that can fit the literacy standard of the greater population. It is to note that, about one-fourth of the total population of Bangladesh is yet to read or write. So, audio-visual contents seem more suitable for communication with that particular segment of population. Moreover, the quality of literacy in Bangladesh is still a matter of concern since the people having ability to read and write the Bangla letters are considered literate rather than considering their advanced level of skills in terms of language, numerical ability and analytical capacity. So, forming the media messages in easy language associated with photographs, illustrations, graphics, animations and images are considered to have a good effect on the audiences of all quarters.

## a. Recommendations

Based on the review, followings are recommended for preparing and disseminating effective IEC materials to form a wider awareness:

### Preparatory Phase:

- The team needs to think and adopt some innovative types of IEC material –both the print and the audio-visual like dramatic, thematic and aesthetic materials and communication products such as pocketbook, posters, festoons, banners, Wall Magazines, Newsletter, LED board, one-two minute audio-visual promo, cause-effect docudrama, radio skit, jingle, jaree gann, gambhira, street drama, case-story, fact- sheet etc. to reach to the wider audiences
- Media and content mix-approach can be adopted, for example, a video shot can be done on a street drama or jaree gann and gambhira and then can be disseminated through social and digital media platforms,

also can be demonstrated in the big screens in various public places and institutes. Similarly, the posters can be disseminated in both the ways-through the social and digital media platforms and distributed to different points like offices, shops and centers.

- Research-oriented and pilot-based materials need to be redeveloped and disseminated after field testing.
- Adjusting the material based on the feedback and comments to be emerged from the piloting with the targeted audiences.

## **Design Phase:**

- Simple but attractive concept should be worked out to prepare the message.
- Linguistic presentation should be easy with alliteration and rhythm.
- Photographs, images and sketches should be relevant and theme-based.
- For the poster or banner, the orientation of the design must be horizontal rather than the vertical so that it can be suitable for the viewers and passers-by on movement.
- Concentration is needed on the audio-visual contents since people prefer these types of communication materials to other forms.
- Animation and visual effects can be important tools of design since they can attract audiences.
- The size of the fonts needs to be bigger and eye-catching, sometimes with serif and sometimes sans serif.
- Colour of the fonts need to be more delightful having wave-weight and visibility.
- Iconic photos an use of known faces and characters can be used as means of credibility of the contents.
- Creativity should be thought and brought in every step of design and preparation of the messages.
- Music to be used should be original, known, thematic and identical having an impact on the mind.

## Design Phase:

- The IEC materials need to be disseminated through proper channels, media and platforms.
- Online platforms especially the social and digital media platforms and groups can be used for disseminating the IEC materials.
- Different institutions, clubs, religious institutions, students' groups, citizen platforms, public places should be targeted for the dissemination of the IEC materials.
- Some selected IEC materials can be boosted through the social media to reach to the wider audiences.
- Visible and tangible IEC materials should be distributed to various offices, outlets and public spaces.
- Audio-visual contents should be projected using big screen.

# Recommendations for Specifications of some IEC Materials

## Print Media and Visual Products

### a. Specification of the Pocket Book

Contents of the Pocket Book will be in Bangla language and will include information on rumour, misinformation, disinformation, malinformation and hate speech.

#### Content and Design:

Contents of the Pocket Book will be in Bangla language and will include information on rumour, misinformation, disinformation, malinformation and hate speech.

#### Content Guideline

- The language should be easy and communicable for community people  
The literature should be directly subjective
- Simple sentences with pictorial words  
Table for presenting specific activities of SACMID around the project

#### Guideline for picture and design

- High resolution picture (minimum 8 MB) should be used. Picture must be action oriented.
- Eye catching colour and graphics should be used to highlight important areas.
- There would be white/ open space (at least 20%) to avoid noise during reading the messages. Font size will be bigger
- Brand colour of the project should be reflected in making design.

#### Technical Specification:

- Size : 12 cm X 9 cm
- Volume : 4 format (32X4) 128 pages
- Design : 100% graphic design
- Colour : Four colours
- Output : Master output
- Printing : 100% Off-set Paper : 120 gsm matte paper
- Paper (cover) : 300 gsm art card with Matte lamination
- Binding : Glue binding (Auto machine)
- Creasing : Four creases (Two in front and other two in the back cover)
- Pictures : Pictures as per requirement of the design.
- Number of copies : As per need
- Packing : As per need
- Delivery point : Various Offices

## ii. Specification of Posters

### **Content and Design:**

The posters will be in Bangla on different themes:

**Poster 1:** Rumor

**Poster 2:** Misinformation and disinformation

**Poster 3:** Hate speech

**Poster 4:** Women and their cyber security

**Poster 5:** Transgender and their cyber security

**Poster 6:** Marginalized population and their cyber security

### **Specific Guidelines:**

Content and Guideline

- A slogan focusing on the thematic area will be used in the poster.  
The literature should be directly subjective using 70 words (maximum).
- The key messages should be maximum two.
- Active verb and direct speech will be used in developing message.
- Simple sentences with pictorial words matching with community voices.
- Representing to the voices of women and vulnerable people of the community.
- Message should be gender sensitive and environment friendly.

### **Guideline for Design, Picture and production**

- High resolution picture (minimum 8 MB) should be used.
- Picture must be action oriented and representing the project interventions
- It will be more effective to use one picture. But the number of picture should not be more than three.
- There would be white/ open space (at least 15%) to avoid noise during reading the messages.
- Brand colour of the project should be reflected in making design.
- Use of logo will be as per the organizational policy of the Embassy and SACMID.
- The posters should have a central design on each of the thematic areas to be covered on uniqueness and achievement of the project. However, the posters may be produced in different clusters or three district offices. The posters may be designed and produced in the participatory manner involving the GS.

**Distribution Strategies:**

- To display at public places (Open place like walls, shades etc.) to catch the immediate attention of viewers.
- Partner's offices
- At different programmes
- At village huts, tea stalls, fair, community gathering, academic institutions, clubs and NGO offices

**Technical Specification:**

- ▶ Size : 50 cm x 74 cm (Double crown)
- ▶ Alignment: Horizontal
- ▶ Colour : 04 Colours
- ▶ Design : 100% system design
- ▶ Output : 100% master output
- ▶ Printing : 100% Offset 35

**i. Specification of Folder****Content and Design:**

- An attractive photograph containing the project activities will be used in the front cover page
- At least two core messages should be incorporated in the front and back side of the folder
- Colour definition should be specific following the communication guideline
- Logo will be placed as per the policy of SACMID and the embassy
- A project map will be placed in the back side of the folder highlighting the project area in the map

**Technical Specification**

- ▶ Size : 24 cm × 33 cm
- ▶ Jacket : Double jackets
- ▶ Folding : Two folds with one pocket inside
- ▶ Number of colour : Four colours
- ▶ Design : 100% System design
- ▶ Output : Master output
- ▶ Paper : 300 gsm solid card
- ▶ Lamination : Mat lamination
- ▶ Printing : Offset
- ▶ Number of copies: As per requirements



## ii. Specification of Newsletter

**Content and Design:** Brief reports and features on different activities of the project as a whole will be included in the newsletter. The women voices, specially views of disadvantaged community and their participation in the project will be given preference during selection of news and articles for the newsletter. Activities of different programs i.e. thematic workshops, rally and others should be covered in the newsletter along with action- oriented photos.

- There will be Masthead of the Newsletter and it will be branded. Journalistic ethics and format will be used by engaging appropriate professionals in the process of publication.
- Skilled graphic designer will also be engaged to make the publication colourful.
- The Newsletter can be published quarterly basis.
- The newsletter can be published quarterly which can be disseminated through online and paper versions from the project districts.

## Technical Specification

- ▶ Size : 26.50 cm X 21.25 cm
- ▶ Volume : One format (8X1) 8 pages
- ▶ Design : 100% graphic design
- ▶ Colour : Four colours
- ▶ Font: Bigger and bold
- ▶ Output : Master output
- ▶ Printing : 100% Offset
- ▶ Paper : 120 gsm matte paper
- ▶ Binding : Pin binding
- ▶ Pictures : For colour pictures as per requirement of the design.
- ▶ Number of copies : As per requirements
- ▶ Delivery point : Online and district partners

## iii. Specification of Wall Magazines

### Technical Guidelines

- Each of the partners in district level can prepare and publish a wall magazine of its own
- The members of youth group and other interested ones can publish wall magazine
- The wall magazine can contain the project activities
- The wall magazine should be colourful

- The SACMID staffs can initially train to prepare a wall magazine
- Targeted groups of people of the project i.e. local government representatives, headmaster, Imam/purohit, cultural and development worker, local journalists/ students and other community stakeholders can be invited to the opening ceremony of the wall magazine

#### **iv. Specification for Fact Sheet**

##### **Content and Design:**

The fact sheets will be developed on the project activities. The facts and figure along with visible outcome will be covered by the fact sheets. Related picture will be used. Colour definition and logo should be used following the communication guideline of SACMID. The fact sheet will be limited to one page and it will be in both Bangla and English languages. Bangla and English version will be placed in two sides of a A-4 size leaf.

##### **Technical Specification:**

- ▶ Size : 28 cm X 22 cm
- ▶ Volume : 10 pages
- ▶ Design : 100% graphic design
- ▶ Colour : Four colours
- ▶ Output : Master output
- ▶ Printing : 100% Off-set
- ▶ Paper : 120 gsm art paper
- ▶ Pictures : For colour pictures as per requirement of the design.
- ▶ Number of copies : As per requirement
- ▶ Delivery point: Project partners in district level, SACMID website, social media and digital platforms

#### **v. Specification for Photo album**

##### **Content and Design:**

The photo album can be published as an advocacy tool to distribute among the policy makers and potential donors. The publication will be based on some selected high quality pictures that will represent the major activities and achievements in the project. Professional photographers will be assigned to capture picture while professional writer will be engaged to write caption stories to illustrate the picture. Each of the pictures will be at least 8 MB size, action oriented and technically good.

## **Technical Specification**

- ▶ Size : 26 cm X 21.5 cm
- ▶ Volume : 12 format (96 pages)
- ▶ Design : Four colour system design (Related pictures in digital format along with text will be provided)
- ▶ Output : Master output
- ▶ Paper (Inner) : 150 gsm matt paper
- ▶ Paper (Cover) : 170 gsm art paper
- ▶ Lamination : Matt lamination
- ▶ Binding : 28 Ounce board with juice binding
- ▶ Number of pieces : 500 (Five Hundred) estimated.
- ▶ Box size : As per requirements of the book.
- ▶ Packing : Carton packing
- ▶ Number of packet : As per requirement
- ▶ Dissemination: Online platforms can be also used

## **vi. Specification for Billboard**

### **Content and Design:**

Content will be selected based on different activities of SACMID, its uniqueness in media literacy campaign. For example, rumor and its bad impact, mis-/disinformation, hate speech and its consequences etc. can be the focuses of the messages. Colorful design will be developed to attract the attention of viewers. Color definition will be specific following the guideline of the project. Use of logo will be as per the policy. To ensure quality, the billboard will be developed and installed by professional vendors.

### **Technical specification:**

- ▶ Size of the board : 06 meter X 3.7 meter
- ▶ Pipe size : 1.3 cm thick /18 cm dia
- ▶ 3 Angle : 2.8 cm X 2.8 cm
- ▶ 4 Pillar construction : 1 meter deep/ 0.5 X 0.5 meter dia
- ▶ 5 Iron Sheet : 06 meter X 3.7 meter
- ▶ 6 Making : Board making, construction and fitting etc. by skilled designer and developer
- ▶ 7 Digital Print : PVC Korea/China with printing

## **Audio-visual Media**

### **Production of TV/Video Documentary**

#### **Content Indication:**

- Background of the project in brief
- Unique dissemination points (UDP), for example, rumor and its impact, government's policy and laws  
Geographic and beneficiary coverage of the project
- Key interventions of the project and strategy of implementation
- Significant outcomes and milestones of the project
- Interviews of the beneficiaries and the community people and different stakeholders
- Youth engagement will be focused along with other approaches

#### **Technical Guides**

- ▶ Format: The videos will be prepared in HD Professional format Television
- ▶ System: PAL-B, 625 Lines
- ▶ Camera: HD Professional cameras will be used
- ▶ Editing: Non-linear
- ▶ Duration: 5-7 minute.
- ▶ Language: Bangla and English.

#### **Dissemination Points**

- At partners' Office and any public gathering
- At any presentation, seminar, fair, roundtable, orientation, dialogue and meeting
- Dissemination through local cable channel in the project districts
- SACMID website, social media and digital platforms.

#### **Community/Radio - Skits**

##### **Focus of the Content**

- Brief introduction of the project
- Rumor and its bad impacts

## Technical Guidelines

- ▶ Producing radio skits for telecasting on community/radio (as and where possible)
- ▶ Development of necessary skits in separate scripts
- ▶ Selection of suitable performers (may be selected from the youth group after grooming)
- ▶ Mobilize recording equipment and studio.
- ▶ Necessary editing
- ▶ Submission of rough-cut edits for comments of relevant persons.
- ▶ Develop final version of the skits.
- ▶ Duration: Duration of each of the Radio Skit will be 03-05 minutes.
- ▶ Language: Bangla (local)

## Folk Media and Cultural Group

Folk media activities, for example, stage drama and jaree gann and gambhira etc. may be arranged as per the local demand. These activities can be organized by the respective partners. The centre of these activities will be the partner's office. In each of the location, a cultural group can be formed who can arrange different cultural activities according to their own abilities and interests.

## Stage Drama

### Objectives

- To make people aware of the project activities especially to combat rumor and hate speeches
- To share the good practices with larger audiences.
- To inspire community people to participate in project activities

## Technical Guidelines

- ▶ A prominent local 'Drama' group will be hired for respective regions who can train the youth groups on how to perform thematic stage drama.
- ▶ Each of the thematic drama will be of 50-60/40-50 minutes length focusing key messages of the project activities.
- ▶ The 'Drama' Group will perform live programs at important public places, preferably at partner's offices and other public places like hat-bazar and road turns, schools and club premises.
- ▶ Respective district partners will provide necessary support to organize the drama show.

# CHAPTER FOUR

## NEW IEC MATERIAL DEVELOPMENT



# CHAPTER FOUR: NEW IEC MATERIAL DEVELOPMENT

Under the project SACMID developed ten IEC (Information, Education & Communication) materials to combat fake news, misinformation and disinformation. These materials were disseminated through various channels, including posting in three project districts, social media, and distribution to campaigning events, workshops and capacity building training.

## Poster:



## Sticker:



# Leaflet:

## গুজবে হয় ক্ষতি নষ্ট করে সম্প্রীতি

গুজবের বিস্তার প্রতিরোধে আমরা কি করতে পারি?

**সঠিক তথ্য**  
শেয়ার করুন।  
শেয়ার করার আগে  
উৎস যাচাই করুন।  
শেয়ার করার আগে  
চিন্তা করুন।

**গুজবের বিরুদ্ধে**  
সঠিক তথ্য  
শেয়ার করুন।  
শেয়ার করার আগে  
উৎস যাচাই করুন।  
শেয়ার করার আগে  
চিন্তা করুন।

**তথ্য যাচাই করুন:**  
শেয়ার করার আগে  
উৎস যাচাই করুন।

**সামাজিক সচেতনতা**  
শেয়ার করার আগে  
উৎস যাচাই করুন।

**শেয়ার করার আগে**  
উৎস যাচাই করুন।

**সামাজিক সচেতনতা**  
শেয়ার করার আগে  
উৎস যাচাই করুন।

**শেয়ার করার আগে**  
উৎস যাচাই করুন।

**সামাজিক সচেতনতা**  
শেয়ার করার আগে  
উৎস যাচাই করুন।

**শেয়ার করার আগে**  
উৎস যাচাই করুন।

**সামাজিক সচেতনতা**  
শেয়ার করার আগে  
উৎস যাচাই করুন।

**শেয়ার করার আগে**  
উৎস যাচাই করুন।

**শেয়ার করার আগে**  
উৎস যাচাই করুন।

এই নিবন্ধটি সঠিক ও গোপন করে ভাঙার বিরুদ্ধে বিদ্যমান।

## আপনি জানেন কি?

বাংলাদেশের অন্য যাইকটির সংস্করণে প্রতি মাসে প্রায় ৩০টির মতো ভুল তথ্য ছাড়াই করে।

সামাজিক যোগাযোগ মাধ্যমের এই ব্লু অস্ট্রেলিয়ার চাপের চেয়ে সত্যের চেয়ে বেশি। কিন্তু সত্য তথ্য কি পৌঁছায়?

সামাজিক যোগাযোগ মাধ্যমে অর্থ, ভেদ, উইট, উইট, এমনকি দুর্ভাগ্যের সাক্ষ্যসহযোগে অস্বাভাবিক প্রতিক্রিয়া এমন অনেক তথ্য পাওয়া যায়। এসব ভুল তথ্য আমাদের সমাজে বিস্তারিত ও উত্তেজনার সৃষ্টি করে গণ-অসুস্থতা ও সন্ত্রাসের কারণ হয়ে উঠতে পারে।

আপসুস্থতার একটি নির্দিষ্ট ও নির্দিষ্ট তথ্যে আমাদের একটি সঠিক, একটি সোনার, একটি বেগুনি হয়ে উঠতে পারে (গোপন)।

**"শুধু দেখে তৈরিকৃত তথ্যের মাথা চাটাই",** এমন গুজবের জন্মের সূচক করে রাখুন, তাহলে "বেগুনি"-র মতো গুজব জন্মে দেখে যুগে সন্দেহের নিতে আসা যাবে না।


এই সময়ে ভুল, এবং সত্য-নিষ্ঠা যাচাই করে পরে, আমাদের সবার জন্য জরুরি।

## ভুল তথ্য বিপদ বাড়ায় সঠিক তথ্য পথ দেখায়


গুজব হ্রাসের ক্ষেত্রে ভুল তথ্যের কারণে সন্দেহের মতো।

বাংলাদেশের ডিজিটাল ও সামাজিক যোগাযোগ মাধ্যমে ছড়িয়ে পড়া ভুল ও বিভ্রান্তিকর তথ্যের বিস্তার প্রতিরোধে পৃষ্ঠিত প্রকল্প


SCAN QR CODE




কর্তৃপক্ষ



প্রকল্পের পরিচালনা পরিষদ



সংশ্লিষ্ট



# Brochure: English

### COMBATING MIS- AND DISINFORMATION SPARKED BY DIGITAL AND SOCIAL MEDIA PLATFORMS IN BANGLADESH

A Project Funded by the South Asia Center for Media in Development (SACMEB) in Partnership with the Ministry of the Information and Public Relations in Bangladesh

October 1, 2023 - September 30, 2024





### BACKGROUND

The state of Digital Bangladesh is based on democracy, human rights, accountability, transparency, freedom of expression and establishing justice across the world through effective use of information and communication technologies. The use of information and technology across all sectors of the country is reducing the digital divide and promoting growth through mobile phones in Bangladesh. Most of these internet users are active in digital and social media platforms. But many of them don't know how to use these platforms effectively. This knowledge gap poses a significant risk to social media users in creating many opportunities. This is because the country has a high digital literacy rate. However, the use of digital media platforms has increased in Bangladesh in recent times. So there is a big gap between the use of digital media and the opportunities it provides. This is why SACMEB has initiated a project aimed at promoting digital literacy to generate social and digital media literacy among the general people of the country and a special focus on youth members and the target population of Bangladesh.

### OBJECTIVES


To reveal the current situation of social media behavior of the people, especially the youth generation in terms of their knowledge and skills, their attitude and way to use the use of the social and digital media platforms, and measure their awareness. To identify the use and dissemination through forming a systematic campaign among various stakeholders.

### PROJECT LOCATIONS

- Dhaka
- Mymensingh
- Sylhet

### PROJECT ACTIVITIES

- A comprehensive analysis and
- Researching (R&D) research
- Sharing of the findings of the situation analysis
- Workshop on sensitivity of issues, representing the women, children, religious minorities and gender-based communities in the digital and social media platforms
- Producing (R&D) Campaign Materials
- Organizing Campaigns, i.e. workshops, IIR, film, photo exhibition, Business ethics, competition, debates and seminars and
- Arranging capacity building workshops
- Conduct field level evaluation after completing the project activities
- A media literacy set up at SACMEB office



### South Asia Center for Media in Development (SACMEB) is a Non-Governmental Organization (NGO) focusing on development of media in Bangladesh and South Asia region as an integral part of building peace and enabling Bangladesh attain its sustainable development vision.

SACMEB was established in January 22, 2017 and registered as an independent public trust with the Ministry of the Information and Public Relations Affairs, Government of the People's Republic of Bangladesh. The registration number is SAC/17/2017. SACMEB has also been registered with NGO Affairs Bureau under the provision of the Non-Governmental (NGO) Activities Regulation Act 2015. The registration number is 2255.

South Asia Center for Media in Development (SACMEB)  
 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

# Bangla


### কম্পিউটার ও সোশ্যাল মিডিয়া

কম্পিউটার ও সোশ্যাল মিডিয়া




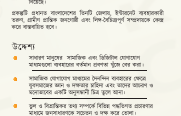

### কম্পিউটার ও সোশ্যাল মিডিয়া

কম্পিউটার ও সোশ্যাল মিডিয়া




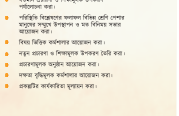

### কম্পিউটার ও সোশ্যাল মিডিয়া

কম্পিউটার ও সোশ্যাল মিডিয়া

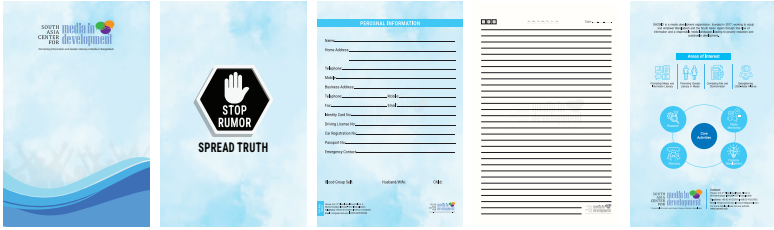
### কম্পিউটার ও সোশ্যাল মিডিয়া

কম্পিউটার ও সোশ্যাল মিডিয়া



## Notebook:



## T-shirt & Mug:





## Dr. Sheikh Mohammad Shafiul Islam

Dr. Sheikh Mohammad Shafiul Islam is a senior media academic and researcher. He has been teaching Journalism, Communication and Media Studies at graduate and post graduate level since last 21 years. Apart from teaching, he has rendered research and consultancy services to the British Council, World Bank, Internews, Helvetas Germany, GIZ, Article19, USAID-PROGATI, HelpAge International, HomeNet South Asia, International Labour Organization (ILO), and International Fund for Agricultural Development (IFAD), Save the Children International, Concern Worldwide, Handicap International, and International Organization for Migration (IOM). He has also served many national development organizations, Universities and institutions including the Press Institute Bangladesh (PIB), Public Administration Training Centre (PATC), National Institute of Mass Communication (NIMCO), University of Dhaka, Institute for Environment and Development (IED), Fair Election Monitoring Alliance (FEMA), Bangladesh Centre for Development, Journalism and Communication (BCDJC), Development Consultants and Global Compliance Initiatives (DCGCI), Bangla Communications Ltd. Labaid Group Ltd. He has designed and conducted more than 70 research and training projects and communication strategies. Some of his research reports have been published abroad. He has trained more than 10,000 journalists, communication professionals, government officials, human resource managers, health professionals, civil society members, researchers and development workers in home and abroad. He is the author of more than 35 research articles and books. He is frequently invited as a talk show discussant, journalists' trainer and public speaker.



**Syed Kamrul Hasan**

Syed Kamrul Hasan has more than 20 years of experience in the field of research, editing, translation, content creation and knowledge management in the area of Media & Information literacy, gender equity, reproductive health, rural entrepreneurship and other community development programs. After completing his post-graduation degree Mr. Hasan has started his career as a free-lance columnist and writer. Then, he switched over to development field as a professional and worked in different national and international organizations that included Action Aid, South Asia Center for Media in Development, BNNRC and GUP with leading positions in the planning & creative desks. Mr. Hasan is a creative writer, IEC Material Developer, editor, and translator. As an expert in translation and editing works he has been involved in production and publication of important nationally relevant development contents. He has edited the bulletins like 'Media Digest' and 'Inclusion' -both are bi-lingual with lot of translation and editing tasks. Mr. Hasan has worked as a guest researcher with Press Institute Bangladesh for 1 year and awarded a research proposal on - "Sustainability of Community Radio in Bangladesh," which has later been published by PIB as a resource book. He has edited another book on Media Literacy ,which has been published by PIB, named as: ' Gonomadhyom Sakkhorota: Sahaj Path'.

Currently ,he has been working as the Program Manager and Deputy Director of South Asia Center for Media in Development(SACMID).



## Mahbuba Ahmed Roje

Mahbuba Ahmed Roje is an educator, researcher, and content analyst. She is a research student at the BRAC Institute of Educational Development. After completing her post-graduation degree from the University of Dhaka, Mahbuba started her career in the educational development sector as a fellow of Teach For Bangladesh. She has over three years of experience in educational leadership, IEC (Information, Education, and Communication) material development, communication, and stakeholder management.

Currently, Mahbuba is working as a Program Officer at the South Asia Center for Media in Development (SACMID). She is an IEC material developer, playing a versatile role as a fact-check monitor, program planner and organizer, report writer, and many others.