C-Modules

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A LEARNING PACKAGE FOR
SOCIAL AND BEHAVIOR CHANGE COMMUNICATION

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COMMUNICATION FOR CHANGE

C-Modules: A Learning Package for Social and Behavior Change Communication (SBCC)

Communication for Change (C-Change) Project
Version 3

May 2012

The six modules can be freely adapted and used, provided full credit is given to C-Change. Recommended citation:
C-Change. 2012. *C-Modules: A Learning Package for Social and Behavior Change Communication (SBCC).* Washington, DC: C-Change/FHI 360.

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Facilitator Preparation

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Table of Contents

Overview

C-Change has created this learning package for facilitated, face-to-face workshops on social and behavior change communication (SBCC). The package includes a series of six modules.

The Introduction Module outlines all five steps of C-Planning (see graphic to the right). It also provides an overview of the SBCC framework and guiding principles that run through the remainder of the course.

The next five modules each focus on one distinct step of the SBCC planning process:
1. Understanding the Situation
2. Focusing & Designing
3. Creating
4. Implementing & Monitoring
5. Evaluating & Replanning

If asked, the Introduction Module is 0, so the following modules (1–5) correspond to the steps of C-Planning. The Introduction Module can be given independently. However, completing the introduction is necessary to do any of the other five modules.

SOURCE: Adapted from Health Communication Partnership, P-Process Brochure, CCP at JHU (2003); McKee, Manoncourt, Chin, Carnegie, ACADA Model (2000); Parker, Dalrymple, and Durden, The Integrated Strategy Wheel (1998); AED, Tool Box for Building Health Communication Capacity (1995); National Cancer Institute: Health Communication Program Cycle (1989).

For Whom is this Package Designed?

This package was designed for staff of health and development programs in medium-sized organizations. It speaks to staff with varying degrees of experience in planning or implementing SBCC programs.

The learning of the participants depends on facilitators with personal, practical experience in SBCC. Facilitators should tailor each module to the profile of their learners as well as to the time available.

What Does it Aim to Accomplish?

This package aims to increase the number of organizations that effectively apply SBCC. It builds on what organizations already do well and emphasizes areas that need strengthening. The goal is to see more organizations do the following:
- use theory and models to guide decisions (Introduction Module)
- design programs based on evidence and analysis (Modules 1 and 2)
- set clear program targets and communication objectives that may go beyond individual behaviors (Module 2)

- develop interventions and materials systematically and creatively (Module 3)
- effectively manage implementation and program monitoring (Module 4)
- use research consistently to name, monitor, and measure outcomes (Module 5)

If learners apply the principles and tools offered here, their communication will be of higher quality and more effective.

How to Use this Package

The *C-Modules* are designed so that the *Facilitator's Guide* sessions correspond with the *Practitioner's Handbook* sessions. The *Facilitator's Guide* provides ideas on how to structure the learning process, while the *Handbook* provides participants with content on all aspects of SBCC. The *Facilitator's Guide* provides ideas on how to convey and facilitate learning among the participants. Although general timelines are given for the workshop, the *Facilitator's Guide* does not provide detail on time needed for each activity or session. It is up to the facilitator to determine the appropriate amount of time needed for the participants to grasp the concepts and complete activities based on the level of knowledge and number of participants. In addition, the *Facilitator's Guide* provides suggestions for activities based on field tested workshops using participatory facilitation processes. It is up to the facilitator to develop the materials needed for each session and activity.

The *Practitioner's Handbook* is designed to be the main source of content/input throughout this course. It is also designed for practitioners to read and use outside of this workshop, and therefore contains more content than will be taught during the workshop. Please tell the participants that the *Handbook* is divided into modules corresponding to the steps of C-Planning. Continually show participants where they are in the *Handbook* so that they leave the course intimately familiar with it *and more likely to use it* as a practical reference in their on-site SBCC efforts.

Tailoring Trainings on the Application of Theory, Social Mobilization, and Advocacy

The *C-Modules* contain supplemental content for facilitators to focus their training on the application of theory, social mobilization, and advocacy. This content is integrated throughout the *Practitioner's Handbook* in the form of "corners." These corners provide additional information, and the facilitator can tailor the *C-Modules* training to focus on one or all of these areas. Supplemental facilitator guides are provided on:
- The Application of SBCC Theories and Concepts
- SBCC for Social Mobilization Including Community Mobilization Programs
- SBCC for Advocacy Programs

The supplemental guides are a separate document, containing background, guidance, and additional exercises to help facilitators tailor trainings to these content areas. These are not standalone guides but are intended to complement the *Facilitator's Guide*. Facilitators can insert the supplemental activities and content into their training as needed.

The Learning Approach

This package:
- Is built around practical SBCC tools
- Encourages teaching through actual field examples
- Motivates participants to apply what they learn to their own programs
- Assesses participants' learning as it unfolds so facilitators can make adjustments along the way
- Links workshop-based learning to on-site support and e-learning

This entire course uses an approach in which facilitators and participants contribute in different—but equally important—ways to the learning.

In each session, facilitators are responsible for:
- providing the participants with relevant SBCC content—concepts and examples
- setting up learning exercises that give participants ample time to grapple with ideas, debate the content, and practice new skills

A key feature of the *C-Modules*' approach, a dialogue approach, is the 4-A Model.™
The model describes a learning cycle with four phases. These ensure participants:
- Explore new ideas or skills through the lens of their previous experiences **(Anchor)**
- Add new ideas, guidelines, and skills to what they already know **(Add)**
- Connect new input to their day-to-day work **(Apply)**
- Bring their learning out the door with them—well beyond the walls of the workshop **(Away)**

See "More about the Learning Approach" in the Appendix.

Throughout the *C-Modules*, the participants are asked to work in groups. There are several group types:
- Plenary
- Small groups (across project teams in pairs, trios, etc.)

- Project team groups represented with the icon

See the *Facilitator's Guide* for a description of project team assignments recommended at the end of each module. These assignments are a chance for participants to show what they have learned, to exchange feedback, and to learn from other's work.
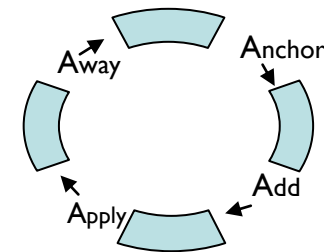
Possible Workshop Schedules

The Two-Part Option

This *Facilitator's Guide* is based on a two-part workshop schedule in which participants work together for nine to 10 days, return to their sites, and then gather again for three to five days to focus specifically on monitoring and evaluation (M&E). See the next page for a detailed schedule on the first nine days of this option.

Modules	Minimum Number of Days Needed
Precourse preparation through emails, telephone, and site visits	Flexible
Introduction Module	1
Module 1: Understanding the Situation	2–2 ½
Module 2: Focusing and Designing	2 ½
Module 3: Creating	2–2 ½
Module 4: Implementing and Monitoring	1 ½ (not including monitoring)
On-site application of Modules 1 – 4 and preparation for Module 5	9–10 (total from above)
Module 5: Evaluating and Replanning	4–5 (including monitoring from Module 4 and all of Module 5)
Post-course on-site support through emails, telephone, and/or site visits	Flexible

The actual time needed for success of the training depends on: the size and experience of the group and the style and input of the facilitator.

Each session revolves around one major concept or skill set and each module ends with a tool that, when applied and completed, turns into product. Please use our time estimates for each session as a <u>rough</u> guide. We recommend no more than two sessions for each morning or afternoon so that the participants can adequately complete each learning tool.

Example Workshop Schedule—The First Workshop of the Two-Part Option

	DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE
Morning	Introduction to SBCC	**SBCC Step 1: Understanding the Situation**	Step 1 continued…	**SBCC Step 2: Focusing and Designing**	Step 2 continued…
Afternoon	Introduction continued…	Step 1 continued…	Team Sharing 1: *Situational Analysis*	Step 2 continued…	Step 2 continued…

	DAY SIX—half day	DAY SEVEN	DAY EIGHT	DAY NINE	DAY TEN—half day
Morning	Team Sharing 2: *Communication Strategy* Midpoint course feedback	**SBCC Step 3: Creating**	Step 3 continued…	**SBCC Step 4: Implementing and Monitoring**	**Closing** Final feedback • M&E workshop • Final assignments for certification
Afternoon	OFF	Step 3 continued…	Team Sharing 3: *Creative Brief and Storyboard*	Final Team Sharing: *Draft Work Plans*	

Example Workshop Schedule—Final Workshop of the Two-Part Option

	DAY ONE	DAY TWO	DAY THREE	DAY FOUR
Morning	Highlights of participants' work from Modules 1 – 4	Step 4 continued…	Step 5 continued…	Team Sharing 5—*M&E Plan*
Afternoon	**Step 4: Monitoring**	**Step 5: Evaluating and Replanning**	Step 5 continued…	Preparation for ongoing on-site work in SBCC

Integrating M&E across the Modules

You'll find the bulk of M&E concepts and tools in the end of Module 4 and in Module 5 so that they can be taught in a standalone workshop, if needed. M&E is an area to think about throughout C-Planning. You are encouraged to highlight key M&E concepts throughout the two-part option of this course and refer participants to useful M&E tools throughout the modules. For example, at the end of Module 2, refer participants to tools for designing baseline evaluations; at the end of Module 4, refer participants to tools to monitor your interventions.

If you are following the two-part option, you should briefly address monitoring at the end of Module 4, but make sure to review it again, and also where it appears in previous modules once participants gather for Module 5.

If you lead the course using a three-part option, participants can delve into the M&E content in greater depth throughout. For example, you might fully explore issues of baseline research in Module 2 so that participants can return to their sites to design and conduct baseline research before coming back for the next part of the course.

The Three-Part Option

Whenever possible, encourage an additional break between Modules 2 and 3 of this course to allow for data-driven design work by participants on-site. This option is most likely to build competencies by letting learners apply what they are learning over time, in their real settings, and with access to real data. Here's how it might look:

Modules	Minimum Number of Days Needed
Introduction Module	1
Module 1: Understanding the Situation	2 ½
Module 2: Focusing & Designing	2 ½
Flexible Break: On-site application of what has been learned and collection of data to drive decisions in Modules 3 – 4	
Module 3: Creating	2-2 ½
Module 4: Implementing & Monitoring	2
Flexible break: On-site implementation of SBCC efforts and collection of monitoring data to bring into Module 5	
Module 5: Evaluating & Replanning	4-5
Flexible: On-site support and assessment of learning	

Online Learning

C-Change partner, Ohio University, developed a set of online modules to substitute for, or to complement, each workshop module. Online learning may be self-directed or facilitated. Learners who want basic knowledge or a refresher in SBCC may prefer the self-directed online course only. Learners with an interest in studying SBCC issues more in-depth may prefer the facilitated online course.

Please visit http://www.ouwb.ohiou.edu/c-change to obtain more information and directions for accessing the courses. Participants must have access to a reliable Internet connection to successfully complete the online modules.

The e-learning modules parallel the workshop modules so that a facilitator may create a learning package that uses ALL OPTIONS. The following are just three ideas to accomplish that. The possibilities are endless.

Option: Going online from start to finish

Precourse exchanges with learners	Introduction Module and Module 1 done online	Modules 2 and 3 done face-to-face	Modules 4 and 5 completed online

Option: Going online in the middle

Precourse exchanges with learners	Introduction Module and Module 1 workshops	Modules 2–4 done online	Review of Modules 2–4 and Module 5 workshop

Option: Closing the course online

Precourse exchanges with learners	Introduction Module and Module 1 as face-to-face workshops	On-site learning and data collection	Module 2	Additional modules could be done online and through on-site support.

Connecting with Participants Before and After the Workshops

Before the Start of the Workshop

Ask all participants to bring research data and examples of materials from their own programs as well as examples of what is and isn't working in their current SBCC–related work. Explain that they will use the data and examples during the workshop to keep the learning relevant to real-life experiences.

> Before, between, and after the face-to-face workshops, consider options for online learning, as described on the previous page.

Ask them to complete a short survey of their interests and needs. See the *Facilitator's Guide* appendix for a template of a participant preworkshop survey. The better the facilitator understands his/her work before the workshop, the more effectively s/he can tailor the learning to his/her strengths and needs. Use the C-Change SBCC Capacity Assessment Tool for a comprehensive review of the SBCC competencies of an organization: http://c-changeprogram.org/resources/sbcc-capacity-assessment-tool.

After the Final Workshop

Make a plan to support participants in their use of these SBCC tools in their real-world setting. Have all (or some) of the participants send samples of their work at each step of the process. This can be done in the form of assignments that qualify participants for certificates of completion and application of the *C-Modules*. It usually helps the learners to make direct connections between the course content and their actual work. It also increases the facilitator's understanding of how SBCC plays out in a range of circumstances and how much learners have grasped.

Evaluating the Workshop

Three levels of evaluation are suggested for this course (Vella 1998):
1. Reaction—participant feedback, such as what they found most useful and why
2. Learning—to what extent participants developed new knowledge and competencies *during the course*
3. Transfer—to what extent participants use what they've learned in their own work settings

Reaction Level: In the appendix is a sample checklist to assess participants' reaction to the Introduction Module of the course. To use the checklist for other modules, the facilitator should substitute the session names in bold, depending on the module. Feel free to edit questions as needed.

Learning Level: The most effective way to evaluate learning in this course is to examine the products of participants' work at the close of each module. In the *Facilitator's Guide*, each module closes with a team assignment to show evidence of learning. In addition, C-Change developed the SBCC Capacity Assessment Tool for individuals to help assess the SBCC knowledge and competencies of individuals as well as the success of a specific C-Module training. A final score is broken down by competency to show whether and in what areas an individual has increased his or her SBCC knowledge and skills during training. The score also serves to indicate which competencies require further training or capacity strengthening. A scoring sheet, with a pre- and post-assessment of the individual's knowledge of SBCC, is used in conjunction with the tool. It can be downloaded at http://www.c-changeprogram.org/resources/sbcc-capacity-assessment-tool.

In the appendix is a checklist to evaluate the products of each team's assignments.

Transfer (Application) Level: A higher level of evaluation happens after the workshop, when participants are back with their programs—hopefully using what they learned during the course. Facilitators should set up a process to review each participant's SBCC work after the course as evidence of transfer, possibly as a requirement for a certificate.

Legend

	This *Facilitator's Guide* is based on a two-part workshop schedule in which participants work together for nine days, return to their sites, and then gather again for three days to focus specifically on M&E (Module 5). This icon indicates there is additional information for the two-part option.
	For those who are able, the *C-Modules* can be conducted in three parts (see facilitator's preparation for some ideas on scheduling). This option is most likely to build competencies by letting learners apply what they are learning over time, in their real settings, and with access to real data. This icon indicates there is additional information for the three-part option.
	This icon indicates established project teams should work together. For all other groups, please ensure that the project teams are mixed.
Bolded Text	Throughout the *Facilitator's Guide*, text that is **bold** refers to the name of sections, graphics, or checklists in the *Practitioner's Handbook.*
Colored Text	Throughout the *Facilitator's Guide*, text that is in blue redirects you to the *Supplemental Facilitator Guide for the Application of SBCC Theories and Concepts*. This guide contains additional content and exercises to support the theory corners in the *Practitioner's Handbook.*

C-Modules

INTRODUCTION

MODULE

0 1 2 3 4 5

A LEARNING PACKAGE FOR SOCIAL AND BEHAVIOR CHANGE COMMUNICATION

FACILITATOR'S GUIDE

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Overview

Proposed Workshop Structure of Module 0

Day 1

Welcome/Personal Introductions	**0-4 Characteristics of SBCC**
	A Process
0-1 SBCC Defined	A Model
	A Set of Key Strategies
0-2 This Course	
Objectives, Preview, Priorities	**0-5 Ten Cross-Cutting Principles of SBCC**
Logistics, Ground Rules, Workshop Approach	
	Closing of Introduction Module/Preview of Module 1
0-3 Current Projects	

Objectives:

By the end of this introduction, participants will have:
- assessed their current work in terms of SBCC
- described examples of advocacy, social mobilization, and behavior change communication
- explained how SBCC principles have contributed to actual programs

Recommended for all Modules

1. A full *Practitioner's Handbook* in binders for each participant, including tabbed dividers between each module.
2. Large posters of graphics:
   - C-Planning
   - Socio-Ecological Model
   - Key Strategies
3. Small posters, each naming one of the 10 SBCC principles

Recommended Graphics, Worksheets, Checklists, and Templates for This Module

Graphics	Worksheets, Checklists, and Templates
• C-Planning	• Worksheet: Current Projects
• Socio-Ecological Model for Change	• Worksheet: A Socio-Ecological Model for Change
• The Theoretical Base of the Socio-Ecological Model and Concepts of Selected SBCC Theories	• Worksheet: Key Strategies of SBCC
• Three Key Strategies of SBCC	• Worksheet: Ten SBCC Principles

Welcome/Personal Introductions

Use any number of ways to encourage participants to introduce themselves to each other and to connect to the topic of the workshop. Here's one idea called *"What we have in common":*

1. Before the activity begins, write words or phrases on the back of each participant's name tag before they arrive. Some examples are: female/male, favorite radio programs, family, place of birth, place of residence, hobbies, favorite TV shows, etc.

2. Pass out the name tags to the participants. Make sure they cannot see each other's tags.

3. Ask the participants to wander around the room and find out how their name tag is similar or different from others. For example, if the word or phrase on a participant's name tag says "hobbies," they should try to find out what hobbies they have in common—or not—with another person. Or if a name tag says "place of residence," they should discuss the similarities or differences between where they and other participants live.

> See the preparation section of this guide for:
> - ideas for openers and closers to use throughout this course
> - a short list of references about effective workshop design and facilitation
>
> If this group is unaccustomed to a dialogue-based approach and/or visualized learning, you may want to note some of the features of such an approach, as described in the preparation section.

4. Have the participants come together in plenary. Participants should introduce themselves and report their findings from the activity (informal research).

   Note that this kind of activity will be helpful later in Step 2 of this course, where audiences are identified based on their similarities and differences.

Module 0, Session 1: SBCC Defined

1. Form small groups of three and distribute blank cards to each group.

2. Ask participants to exchange ideas around the following question:
   What is social and behavior change communication to you?

3. Groups should record key terms or concepts that come up during the group discussion by writing them on cards. Once groups are finished discussing, in plenary, share the cards, discuss, and listen to the range of ideas associated with SBCC.

   After the activity, review the short definition of social and behavior change communication in the *Handbook*. Make the definition come alive by providing one short example of how SBCC might look in an actual program. Connect this short definition to the ideas captured on cards.

   Feel free to replace the short story of SBCC provided in the *Handbook.* An example would work well if it is jargon-free and a clear illustration of SBCC in action.

4. Remind participants that as the day progresses, they will expand on this view of SBCC and organize their thinking about it in terms of three characteristics: a process for doing SBCC, a model for analysis, and a set of three key strategies.

Encourage participants to apply SBCC concepts and tools to real-life project examples.

This session is useful to gather a wealth of examples provided by the participants themselves that can be used throughout the workshop.

Opening with this short dialogue about SBCC enables participants to make sense of the schedule when they see it.

This opening exercise serves as a quick assessment of your group's prior understanding of SBCC. It also gives you language to work with that is already familiar. This session models the approach of this course for participants by:
- *building on what participants already know*
- *ensuring all voices are heard*
- *providing practical examples to accompany complex concepts.*

Module 0, Session 2: This Course

1. In plenary, review the course objectives and discuss how they will be accomplished during the course. Make a note of how the group's priorities (as expressed through the pre-workshop assessment) will be addressed in the schedule.

   Keep in mind that there is a project team assignment at the close of each module designed to bring together the strands of learning from that module; mentally highlight where the group might want more guidance before proceeding.

2. In plenary, review the general time schedule and logistics for each day. Have participants sign up for any of the following roles on each day of the workshop:
   - a report team that designs and leads **Yesterday's Learning**. The report team should meet briefly with course facilitator(s) each evening to clarify questions and to create an exercise around anything that wasn't clear.
   - a logistics support team that assists the process throughout the day and keeps the learning space organized.
   - an energizer team that suggests and leads energizers as needed. The team should plan energizers that fit well with the topic of the session they are used in.
   - a timekeeper who works with facilitators to alert everyone to mutually agreed upon end times.

3. To make this learning event productive and satisfying, close the session by naming and posting agreed-upon guidelines.

4. In plenary, point out the **overview of C-tools: worksheets, checklists, and graphics** included in the *Handbook*. This advanced preview is, like giving someone a map before showing them the journey on which they're about to embark

The preparation section offers an example of a pre-workshop assessment that helps you learn about the participants' priorities.

If you did not get any data from such an assessment, you can now ask the group to identify parts of this schedule that seem the most useful to them and why. Keep a large copy of the schedule visible throughout the course.

Module 0, Session 3: Current Projects

1. Set up the room for a marketplace by organizing small display spaces: small tables, easels, and wall space.

2. In project teams, have participants think about a communication project they recently worked on or that is currently under way. Encourage them to pull out any samples of project work they brought along with them to the workshop (e.g., research data, project descriptions, or sample materials).

    Participants should create a chart to list or illustrate any aspects of the sample project that they feel conveys the purpose of the project. Encourage them to use the "Current Projects" worksheet in the *Handbook* to guide their thinking.

3. Have each project team set up their chart in one display area and choose one group member who will stay with the display to discuss the project with others (taking turns so everyone has a chance to speak). Other participants should circulate among the different teams and ask questions.

 This icon indicates when project teams are to work together on an assignment. Otherwise all other group work should be across project teams. In this course, project teams periodically work together to apply key steps of SBCC to a real-life project. Take time now to form the project teams and to match each team with one of the course facilitators who will provide input and will coach the team's work as the course unfolds.

For workshop purposes, a marketplace is a mini exhibit hall in which participants, individually or in teams, organize and display work, while others wander about visiting, discussing, and appreciating other group work. The marketplace will vary depending on the number of days in the workshop. It is suggested that at least one full hour is devoted to this exchange—estimate six project teams—using 10 minutes to visit each display.

For a more structured version of this marketplace concept, see *VIPP manual*, p.105: "Information Market," cited in the appendix.

Module 0, Session 4: Characteristics of SBCC

1. Explain to the participants that SBCC has three characteristics as outlined in the *Handbook*. As a group, look briefly at each of the SBCC characteristics one-by-one, but don't go into much depth on any of the three, since the purpose is merely to introduce participants to each one.

Characteristic 1: SBCC is a Process

2. Once the three characteristics have been briefly explored, examine the first characteristic in-depth by reviewing the C-Planning graphic—an illustration of the SBCC process.

3. Ask participants to think of one or two examples that illustrate how these different steps have played out in their work. Once a few participants have shared their examples, ask if there are any questions about C-Planning.

4. In project teams, have participants choose one SBCC effort to work on during this course. It does not need to be a project that the team described earlier in Session 3. Ideally, it is either a REAL project that has yet to begin, or one that is in its early stages. Have participants discuss the following questions:
   - *Which of these steps have you already completed?*
   - *What has been challenging?*

If the participants want to go more in-depth on the characteristics, please refer them to the SBCC Theory PowerPoint in the Additional Resources section of the *C-Modules.*

When groups complete work in project teams, they should present their work to other participants for comments and feedback. As time may not allow for all teams to present after each activity, the facilitator should develop a method where one or two teams will share at a time, or even form groups where teams present to each other (e.g., groups 1 and 2 present to each other while groups 3 and 4 present to each other). The team-sharing exercise in modules 1–5, requires project teams to present their completed work to the group. However, presenting their work piecemeal throughout the module is helpful to groups and other participants.

Characteristic 2: SBCC Uses a Socio-Ecological Model for Change

1. Explain to the participants: *Previously, psychological models looked at motivators for the individuals directly affected by an issue. This was followed by psycho-social models, which examined the factors that directly influenced those individuals. Socio-cultural models were then used to understand the direct and indirect influences on these individuals. Now a socio-ecological model is used as it addresses multiple levels for change.*

2. In plenary, examine the second characteristic of SBCC by studying the graphic and the description of the **socio-ecological model for change** provided in the *Handbook*. Examine characteristic 2 of SBCC and review the **example: a look at how a young woman relates to her environment using a socio-ecological model.**

3. Reform project teams and have them discuss the following questions:
    -   *How do you see your current work when viewed through the lens of this holistic model?*
    -   *How does your current work address the different rings of this model?*

4. Encourage teams to use the "A Socio-Ecological Model for Change" worksheet to map out ways in which their current efforts touch on the different rings of influence.

If you want to go more in-depth into the theoretical base of the socio-ecological model, use the theory corner in this session. Please review the **Supplemental Facilitator's Guide on the Application of SBCC Theories and Concepts** for ideas on how to facilitate the theory content, theory corner, and use of the appendix that describes the theoretical base of the socio-ecological model in this session.

The history of theories and models for change is undoubtedly of high interest to many participants, and it is an important backdrop for this work. However, it can consume time and may be intimidating content for some participants on the first day. These options are suggested instead:

1. Conduct a short, interactive session that focuses only on a subset of theories named in the *Handbook* (page 11). To prepare, make posters naming the theories and post them around the room. In plenary, have the participants study the brief descriptions of the theories in the *Handbook*. Have participants stand or sit near the one that best captures the way they have previously thought about behavior change. Form a group with others standing at each chart and respond to the questions:
    -   *What has been useful about this theoretical model for you? How has it fallen short of what you needed?*
2. Offer a *Practitioner's Handbook* reading pointing out:
    -   the **theoretical base of the socio-ecological model and concepts of selected SBCC theories** graphic
    -   the table in the appendix "The Theoretical Base of the Socio-Ecological Model" as optional background reading for participants
3. Schedule an optional evening session to explore change models and theories in greater depth using these materials and the C-Change Theory PowerPoint (available in Additional Resources). To make this useful for participants, break the slideshow into chunks so that selected models/theories are discussed one at a time and applied to the work that participants are doing.

Characteristic 3: SBCC Operates through Three Key Strategies (Advocacy, Social Mobilization, and Behavior Change)

1. Examine characteristic 3 of SBCC with the participants.

2. In small groups of three, have each person take one card with a definition of one of the three key SBCC strategies (previously prepared). Each participant will write down how they have seen the strategy on the card applied in their work and discuss their responses with the group.

3. After the small group discussion, the participants should post their answers on the **three key strategies graphic.** After all the participants have posted, review in plenary the groups' responses.

4. In plenary, review the **example: combining advocacy, social mobilization, and behavior change communication**. Point out to the participants how the key strategies work together, and their link to services and products to support change.

5. Emphasize that SBCC is not simply aimed at individual behavior change, but also offers strategies for social and environmental change as well. Ask participants:
    *   *What does this example teach you about the three strategies of SBCC?*
    *   *What are your questions?*

If you want to go more in-depth into the theoretical base of the socio-ecological model, use the theory corner in this session. Please review the **Supplemental Facilitator's Guide on the Application of SBCC Theories and Concepts** for ideas on how to use the theory corner.

In the *Handbook* you'll find a brief description of the three key strategies, a graphic to illustrate how they work together, a tool with brief definitions of each strategy, and some reflective questions for the groups that can be used for the exercise. You'll also find an example of the three strategies working together, which you could use or replace with an example of your own. You may simply review the example provided in Session 1, this time with the three key strategies in mind.

Note that more detailed definitions of the three key strategies can be found in the glossary located in the appendices at the end of the *Handbook*.
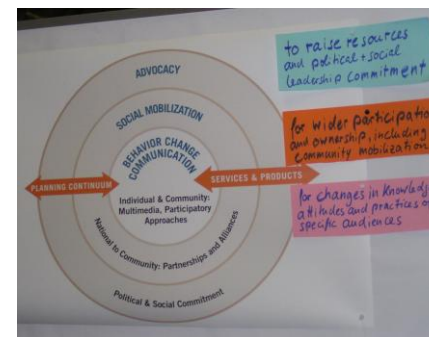
If time allows before Session 5, return to the cards from Session 1 with the terms and concepts associated with SBCC. Ask participants to place their cards on any of the posters representing the three characteristics of SBCC.

Module 0, Session 5: Ten Cross-Cutting SBCC Principles

1. In plenary, read through the list of SBCC principles in the *Handbook* and posted on large cards. Ask participants:
   - *What stands out for you?*

2. Have participants form small groups of two or three, asking them to find one or two people with whom they have not yet worked today.

3. In the small groups, participants should think back on the project examples shared earlier today. They can use the "Ten SBCC Principles" worksheet to identify which principles applied to the SBCC examples provided by the group throughout the day. In plenary, have participants share their group work and discuss:
   - *When have you seen this principle in action? How?*

4. In plenary, have each participant answer the following question:
   - *Which of these SBCC principles speaks most loudly to you right now? Why?*

5. Tell participants that these principles will be reviewed again periodically during the course.

Closing of Introduction Module: Tools

If time allows, you may close by bringing participants' attention overview of tools (Session 2) for SBCC. All of these are contained in their *Practitioner's Handbook*. In the *C-Modules*, tools are any instrument (e.g., worksheet, checklist, or graphic) that assists or guides practitioners in the understanding and application of concepts in their programmatic work.

If you are doing this Introduction Module on the first day of a full workshop, you may ask each participant to circle the tools that they think will be most useful for them as the course unfolds. Continue to have participants identify which tools are of greatest interest and adjust your course plans to make sure that ample time can be devoted to the tools they prioritize.

If you have done this Introduction Module as a standalone, show participants how they could access these tools on their own—using the guide, taking the online course (**http://www.ouwb.ohiou.edu/c-change/default.asp**), or taking the full face-to-face course, which walks participants through all steps of SBCC using these tools.

C-Modules

UNDERSTANDING THE SITUATION

MODULE

01235

A LEARNING PACKAGE FOR SOCIAL AND BEHAVIOR CHANGE COMMUNICATION

FACILITATOR'S GUIDE

C-Modules: A Learning Package for Social and Behavior Change Communication (SBCC)

Communication for Change (C-Change) Project
Version 3

May 2012

C-Change is implemented by FHI 360 and its partners: CARE; Internews; Ohio University; IDEO; Center for Media Studies, India; New Concept, India; Soul City, South Africa; Social Surveys, South Africa; and Straight Talk, Uganda.

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Closing of Module 1/Preview of Module 2

In the two-part option for this course there isn't sufficient time to teach all the aspects of completing formative research, so they haven't been included it in the proposed schedule.

You may refer participants to their *Handbook* and draw on the research-related content of this module when participants return for a workshop on M&E.

Objectives

By the end of this two-day module, you will have:
- examined the multiple causes and effects of a problem before deciding how to address it
- analyzed a situation by looking at who is most directly affected and who is influencing them—directly or indirectly
- described the context of the situation with at least two groups of people in mind
- identified areas where you need more data to fully understand the situation
- identified potential partners whose involvement would be essential to successfully address this situation

Recommended Graphics, Worksheets, Checklists, and Templates for This Module

Graphics	Worksheets, Checklists, and Templates		
- The First Step of a Planning Process for SBCC—Understanding the Situation - Example Problem Tree: HIV and AIDS in Southern Africa - Example People Analysis: HIV and AIDS in Southern Africa - Unpacking the Socio-Ecological Model for Change - Where Formative Research Fits into SBCC	- Worksheet: Problem Tree - Worksheet: People Analysis - Worksheet: A Gender Perspective - Worksheet: Context Analysis	- Worksheet: Existing Research Inventory - Worksheet: Formative Research Gaps and How to Fill Them - Worksheet: Draft Research Plan	- Worksheet: Matrix of Partners, Allies, and Gatekeepers - Worksheet: Summary of Your Analysis - Worksheet: What Is Your Theory of Change?

Opening

1. Start today and every morning with the report team leading a session about **Yesterday's Learning**. Make sure this time is used to clarify confusing or "hanging" issues from the content presented yesterday. Plan for an estimated 30 minutes per day for this session.

2. Post and review the objectives for Module 1 and how the two-day schedule will accomplish these objectives.

3. Assign volunteer roles for the day (i.e., timekeeper, report team, and logistics support team).

The goal of Yesterday's Learning is to get the team to think critically about the previous day's content and to bring that challenge to their colleagues. For example, in the field test of this course with SAT (Southern African AIDS Trust), one team enacted a radio show that reported highlights of yesterday's sessions to listeners far and wide. They included a call-in portion on their show through which other participants could present questions and comments.

Module 1, Session 1: What is Meant by Understanding the Situation?

1. Review with the participants **what is meant by understanding the situation** in the *Handbook*.

2. Look at the C-Planning graphic, paying special attention to this first step: Understanding the Situation and the **South Africa example: using a situation analysis to determine SBCC strategies.**

3. Have participants break into two groups and exchange ideas on the question:
   - *How can you make sure that you do **not** have the right information needed to develop a new program?*

4. Record answers in front of the group. After there are no new responses, review the list with the group. Then ask the participants to review the responses they just provided and ask:
   - *How can you make sure that you have the right information needed to develop a new program?*
   With participants, formulate positive suggestions that counter the negative responses.

5. Have participants vote on the feasible answers.

If you want to go more in-depth into using theory and concepts in this session, please review the **Supplemental Facilitator's Guide on the Application of SBCC Theories and Concepts** for ideas on how to use the theory corner.

There are many ways to have participants gain input from what's written in the *Handbook*. Here are a few ideas, which you could vary over the course:

1. Invite the group to read silently and note what they'd like to ask about or comment on.
2. Invite volunteers to read the text aloud while others follow along and circle what stands out to them.
3. Create a visualized presentation in which you pull key text from the *Handbook* and indicate to the participants where the full text is in their *Handbook*.
4. After the reading, participants may share questions or comments in small groups or directly in the plenary.

This course follows cycles of reflection and action. For example, the participants often move from an action cycle—where they generate ideas to reflect on concepts in small groups or in plenary—to project teams to take action with the concept. It might be useful to explain this learning cycle to participants. Groups generally enjoy the rhythm of the action-reflection-action cycle.
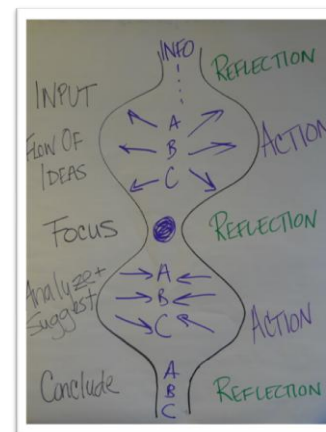
# Module 1, Session 2: Layers of Causes and Effects

1. Explain that there are many ways to analyze a situation before designing a communication effort. A problem tree, as described in the *Handbook*, is one tool that is particularly valuable.

2. Read the description of a problem tree in the *Practitioner's Handbook.*

3. Take the participants through the **example: problem tree**. After reviewing the example ask the participants:
   - *What strikes you about the description of the core problem, effects, and causes?*
   - *What, if anything, would you say is missing from this analysis?*

4. Have participants form project teams and complete a problem tree for the group project selected earlier.

   Participants can use the "Problem Tree" worksheet for their work.

You might want to actively coach the teams by visiting them while they work and provide input—without making decisions for them, of course.

For example, you might help them identify a core problem that belongs in the core of the tree and help them dig further as they go deeper into the levels of causes.

Find an additional example of a problem tree used in the workshop with the Southern African AIDS Trust. You may use the example on Family Planning in Albania, or one of your own.
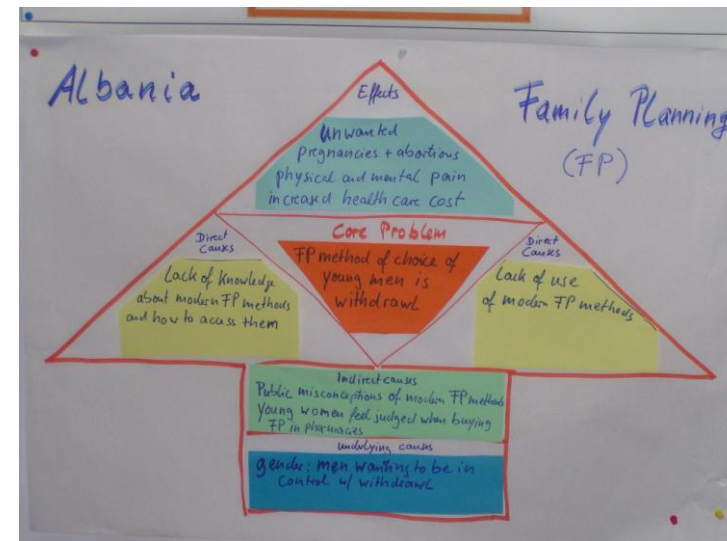
Module 1, Session 3: People Analysis

In both this session and the following one, participants will analyze the situation by taking a closer look at C-Change's Socio-Ecological Model for Change presented in the Introduction Module.

1. Review the description of people analysis in the *Handbook.*

2. Review the **example: people analysis: HIV and AIDS in Southern Africa**, identifying the people most affected by the problem, as well as those who influence them (directly and indirectly). Ask participants:
   - *What are your questions?*

3. Once all the questions are answered, have the participants form project teams and conduct a people analysis as follows:
   - *define the people who are most affected by the problem you are addressing*
   - *define, also, those who influence them directly and indirectly*

Participants can use the "People Analysis" worksheet for their work.

Clarify for participants that they might have several groups of people in each category, as illustrated by the example in the *Handbook*. Have them note all the people who influence the situation—directly or indirectly.

If you want to go more in-depth into using theory and concepts in this session, please review the **Supplemental Facilitator's Guide on the Application of SBCC Theories and Concepts** for ideas on how to use the theory corner.

> The entire *Practitioner's Handbook* is designed to honor gender issues. You may feel that no one session is needed on this aspect of SBCC work. However, if time allows, try to include an explicit look at gender periodically. You may refer participants to "A Gender Perspective" worksheet in their *Handbook* for use on-site**.**
>
> In the longer, three-part option for this workshop, you may add this activity on gender perspective**.** Split the room (if possible) into teams of men and women. Each team takes one of the people analyses on the wall and adds to it by completing a gender analysis worksheet.
> - *How do the men's and women's analyses compare? How does this enhance your understanding of the situation?*

Module 1, Session 4: Context Analysis

1. Remind participants that SBCC is all about finding communication solutions for problems by analyzing them at different levels. Once it is clear who is most affected (directly and indirectly influencing), it is time to look at what their levels of information, motivation, skills, environmental context, and values or norms are. Once that is clear, practitioners can figure out which of these levels provides the best "tipping point" and gives implementers the biggest "bang for the buck" if they attempt to change it. The Socio-Ecological Model can guide participants through this process.

2. Review the section in the *Handbook* describing a context analysis and have the participants consider the examples provided. Ask the participants:
   - *What jumps out at you about the examples?*

3. In project teams, use the "Context Analysis" worksheet to further analyze *at least two* groups of people affected and people responsible for influencing the project selected.

4. After the project teams have completed the worksheet, they should develop a role-play that captures the complexity of the issues and the many levels that operate around the problem.

5. Each team presents their role-play to one other team. Suggest that they may want to use the problem tree they developed in a previous session as a backdrop for this role-play to ensure that the role-play is kept realistic at all times.

6. After each role-play, the groups should discuss the following:
   - *What strikes you about the description of this core problem, its effects, and its causes?*
   - *What, if anything, would you say is missing from this analysis?*

7. End the session by pointing out how the model shows the importance of understanding the people involved in a situation and their context by looking at the **graphic: unpacking the socio-ecological model for change.**

There are many ways to do role-plays. You may want to try one of the ideas here to make sure the role-plays challenge the participants to see the situation from a new angle:

- **Freeze frame**: A group starts to act, and the mentor freezes the action at different points to ask the viewers questions and their interpretations of the act.
- **A story with two endings**: Two groups have to come up with a positive and negative ending for the same story. These can then be compared and contrasted.
- **As the story grows**: You start a story with two actors while the rest of the group watches. Slowly you add an actor or two; these actors need to think of what they can do to change or strengthen the story. This allows some people to opt out of acting, but does make prescribed debriefing questions more difficult.
- **Rotating role-play**: Decide on a problem situation. Two or more people take on roles to address the situation. As the role-play progresses, any one of the viewers can jump in, tap one player on the shoulder, and continue the role-play. The idea is to jump in when you have a good (and realistic) idea about how to resolve the problem situation.

Source: Adapted from many sources by www.globalearning.com

Module 1, Session 5: Formative Research Gaps and How to Fill Them

1. In plenary, introduce the section in the *Handbook* on **formative research gaps and how to fill them.** Remind participants that so far the analysis has been based on impressions—on what people *think* they know. It's time to check these assumptions.

2. ![icon] In project teams, have groups review their analyses (problem tree, people analysis, and context analysis). The teams should put a question mark (?) anywhere that they feel it would be useful to check assumptions against data.

   After groups have completed the review, point out that the places marked can be called "research gaps." Participants should write these down on the "Formative Research Gaps and How to Fill Them**"** worksheet.

3. In plenary, review the **example: research gaps and how to fill them.** Point out how existing research was tapped before any plans were made for new research.

4. ![icon] The project teams should reform and review their own list of research gaps and highlight the ones that could be gathered through existing research on the "Existing Research Inventory" worksheet.

   After completing the research inventory, groups should review the C-Planning graphic to see where formative research fits into C-Planning. After reviewing this, they should consider if original research to fully understand the situation is needed and start to consider possible data methods.

Give participants concrete ideas on existing data sources based on their types of projects. For example with SAT, facilitators cited:
- National HIV and Syphilis Sero-Prevalence Survey in South Africa
- South Africa District Health Survey
- South African National HIV Prevalence, HIV Incidence, Behaviour ,and Communication Survey
- UNAIDS/WHO Epidemiological Fact Sheet HIV/AIDS South Africa

![icon] In the two-part option for this course, there is not ample time to work on the remaining content related to research. Focus only on the use of existing research and refer participants to the *Handbook* for more information about conducting original research.

![icon] In the three-part option for this course, there should be enough time to do the suggested learning tasks described on the next pages.

Conducting Formative Research

1. In small groups of four, have groups imagine they are working on HIV and AIDS prevention, and the main driver of the epidemic in the country has been identified as multiple sexual partners among men and women. The communities in which the program is working are all urban, in a mostly Christian area of southern Africa.

2. Have groups develop a list of all the key questions that need to be answered through formative research. For example, programs may want to find out:
   - *Do people think it's risky to have multiple sexual partners?*
   - *How does actual practice compare to people's <u>perception</u> of what others are doing (i.e., social norms)?*

3. In plenary, read the section on **data methods** that provides descriptions on qualitative and quantitative research. Review the list of research questions that the groups proposed to address multiple sexual partnerships in urban communities of southern Africa. Have the same small groups discuss and present on the following questions:
   - *Which of these questions do you think would be best addressed through qualitative research? Why?*
   - *How about quantitative research? Why?*

Drafting a Research Plan

1. In plenary, review the "Draft Research Plan" worksheet.

2. Reform project teams and have them continue to dig deeper into the ongoing projects. Have the teams answer the following questions first before drafting their research plan using the worksheet.
   - *Do you need to do any original research at this point?*
   - *If so, why? If not, what existing research will suffice?*

3. Once a draft is developed, groups should discuss their research plan and decide which methods would best suit their information needs, as well as the needs of their budget. Groups should answer:
   - *How might this research also help generate baseline information to be used later in evaluating your project?*

4. Form new small groups. In the new groups review **example: using the results of your research** that highlights research on male circumcision in program communities. Have participants respond to the questions on the worksheet about how they would use the results.

Module 1, Session 6: Partners, Allies, and Gatekeepers

1. Form small groups, and have the groups brainstorm and list all the things they think of when they hear the following words—partner, ally, gatekeeper.

2. After a quick brainstorm, introduce the section in the *Handbook* on **partners, allies, and gatekeepers**. Remind participants that partners and allies can enable a good project idea to become a reality, even if they don't have all the resources at hand. For example, participants can link to services already offered by allies or tap into useful research held by partners.

3. Reform the same small groups where they can discuss and provide an example for the question:
   - *What has your experience been playing any of these roles—as a partner, ally, and/or gatekeeper?*

4. In plenary, choose one project team's work as an example. Together, use the "Matrix of Partners, Allies, and Gatekeepers" worksheet and brainstorm. Discuss which gatekeepers might be most critical to addressing this situation.

Module 1, Session 7: Summary of Analysis

1. Introduce the section in the *Handbook* on **summary of analysis.** Emphasize that a summary of analysis is a succinct and clear summary of the situation analysis and is the basis for the next step: focusing and designing the SBCC effort. A summary can include both a statement of the problem and a statement of changes for which the problem calls.

2. In plenary, look at the **Albania example: summary of analysis—an SBCC problem statement** and discuss:

   * *If this were the problem, what changes would you say it calls for?*

   Compare the participants' responses with the example provided in the *Handbook.*

   Remind participants that both the problem statement and the named changes are tentative; they are refined as the process unfolds.

3. Form project teams and have each group complete their own summary of analysis using the guidelines on the "Summary of Your Analysis" worksheet provided.

Have project teams include a short list of changes to address this problem. Remind them to make sure not to limit their thinking to behavior change but to include other levels of the socio-ecological model that could provide the biggest tipping point.
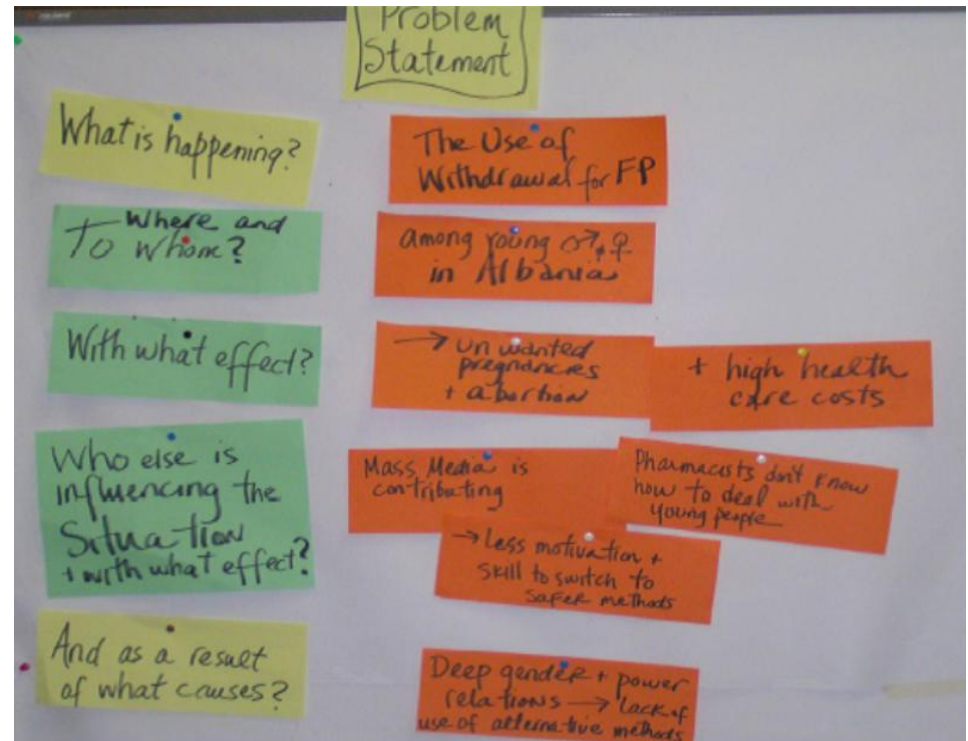
Module 1, Session 8: What is the Theory of Change?

1. Tell participants that they have almost completed Step 1. The end point of step 1 of the SBCC process is the development of a theory of change. Introduce the section in the *Handbook* on **what is the theory of change?**

2. In plenary, look at the **example: theory of change** and how it lays out what is needed and how it should be addressed. Follow the **male circumcision example: theory of change for C-Change's voluntary medical male circumcision project in Nyanza, Kenya**. In small groups, think about:
   - *How is the theory of change supported by the different sessions in Step1?*
   - *Is it supported by data and SBCC theories?*

3. In project teams, complete a theory of change for the project using the "What Is Your Theory of Change" worksheet.

4. As they develop a theory of change, remind participants to check that all assumptions are supported by various data sources and SBCC theories about what will work and why, and what strategies are likely to be most effective in the short, medium, and long term. The teams can use the graphic in module 0: **the theoretical base of the socio-ecological model and concepts of selected SBCC theories** to guide their work.

Team-Sharing Assignment

Below is an outline of the team assignment for the close of Step 1. Review it in plenary for clarity and allow ample time for the groups to prepare a visual aid that they will present to their colleagues.

Final Team Sharing for Step 1: **Understanding the Situation**

Each project team will present a <u>summary of the situation analysis</u> and include:
- a problem tree
- people and context analyses
- research gaps
- a problem statement
- a theory of change

Start to focus in on groups and strategies for change, but don't make final decisions yet—these will evolve as you take a closer look in Step 2.

There are several techniques that can be used to give and receive feedback in a dialogue-based approach to learning. See the facilitator references listed in the appendix for ideas. The most critical aspect is to make sure that the participants provide each other both with positive feedback—naming what they like about another team's evolving project—and also offer constructive suggestions.

In this workshop, two techniques are suggested, both of which are described in the VIPP manual cited in Additional Facilitator Resources in the appendix, for feedback during team sharing assignments at the end of each module, and for smaller assignments where groups present their work throughout the modules.

1. Begin with a gallery walk during which all teams post their work while others walk around, informally, and appreciate their colleagues' work.

2. Use traffic signs to give in-depth feedback. If there is a large group, think about dividing the participants into several groups that will provide feedback to each other. For example, two groups will present and provide feedback to each other, while other groups will do the same. Ensure that a facilitator is in each of the groups.

3. Traffic signs are small cards of different colors. There are three types:
   - question marks (to indicate the need for clarification)
   - exclamation points (to indicate something you like in the work presented)
   - lightning bolts (to indicate the need for caution or a concern about the work presented)

4. The presenting team shows their work and invites feedback. Everyone (including the presenting team and the course facilitator) is welcome to post as many traffic signs as they want anywhere on the visual presentation to show the kind of feedback they have on that particular work.

5. After all the traffic signs are posted, the presenting team guides a dialogue through which people limit their feedback to the signs they posted.

   A timekeeper helps keep comments short and the whole process on track within the time allotted.

*See pages 82 and 89 (rotating plenary) in the VIPP manual cited in the appendix.

C-Modules

FOCUSING & DESIGNING

MODULE

0 1 **2** 3 4 5

A LEARNING PACKAGE FOR SOCIAL AND BEHAVIOR CHANGE COMMUNICATION

FACILITATOR'S GUIDE

USAID
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C-CHANGE
COMMUNICATION FOR CHANGE

C-Modules: A Learning Package for Social and Behavior Change Communication (SBCC)

Communication for Change (C-Change) Project
Version 3

May 2012

C-Change is implemented by FHI 360 and its partners: CARE; Internews; Ohio University; IDEO; Center for Media Studies, India; New Concept, India; Soul City, South Africa; Social Surveys, South Africa; and Straight Talk, Uganda.

Contact information:
C-Change
FHI 360
1825 Connecticut Ave., NW, Ste. 800
Washington, D.C., 20009
USA
tel: +1.202.884.8000; fax: +1.202.464.3799
Email: cchangeCS@fhi360.org
Website: www.c-changeproject.org

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Your midpoint feedback on this workshop

In the two-part option for this course, Module 2 spans 2 ½ days. Midday on day three a team-sharing exercise takes place to show the culmination of participants' work on Module 2.

Objectives

By the end of this 2½ day module, you will have:
- used the results of your formative research/situation analysis to outline a complete strategy for your SBCC effort
- segmented and prioritized audiences
- created communication objectives (for each audience segment) based on obstacles to change
- decided on your main key strategies (advocacy and/or social mobilization and/or behavior change communication)
- suggested a mix of communication materials and activities to achieve objectives with each audience

Recommended Graphics, Worksheets, Checklists, and Templates for this Module

Graphics	Worksheets, Checklists, and Templates		
- The Second Step of a Planning Process for SBCC—Focusing and Designing - A Socio-Ecological Model - The Theoretical Base of the Socio-Ecological Model and Concepts of Selected SBCC Theories - Three Key Strategies for SBCC - Where M&E Fits into SBCC	- Worksheet: Communication Strategy Outline - Checklist: Audience Segmentation - Worksheet: Audience Segmentation Map - Checklist: Audience Prioritization - Worksheet: Audience Profile - Worksheet: Matrix for Change - Worksheet: SMART Communication Objectives	- Worksheet: Strategic Approach - Worksheet: Positioning - Worksheet: Activity, Channel, and Material Mix - Worksheet: Deciding on the Right Channel and Material Mix - Worksheet: Channel and Material Selection	- Worksheet: Scenario to Create an Environment of Change - Worksheet: Draft List of Activities with Matching Channels and Materials - Worksheet: Draft Implementation Plan - Worksheet: Users and Uses of M&E Data

Opening

1. Begin each day with a team leading a session about **Yesterday's Learning.** Make sure this time is used to clarify any confusing or "hanging" issues from the day before. Estimate approximately 30 minutes per day for this activity.

2. Assign volunteer roles for the day (e.g., a timekeeper, a report team, and a logistics support team).

3. After reviewing the learning from the previous day, point out Step 2 in the C-Planning graphic and provide a brief introduction of this step.

4. Review posted objectives for Step 2 and how the agenda will accomplish these objectives.

If you are conducting a three-part workshop, participants may have gone back to their work sites after completing Step 1. If this is the case, you will want to include an opening to Step 2 during which project teams review the insights they took from their previous situation analysis. They can use the worksheet from the close of Step 1 to summarize and present their refined analyses. Each team should have a problem statement, including the "Change this Problem Calls For." If they had time back at their sites, they may have addressed some of the research gaps named in Step 1. They are ready for Step 2.

In the Southern African AIDS Trust (SAT) course, a reporting team from Zimbabwe planned and led a Yesterday's Learning session that involved everyone, challenged their recall, and got everyone smiling.

In a circle, they taught a simple tune "I remember…" and began a chain of verses in which people took turns naming something that they remembered from Yesterday's Learning.

Module 2, Session 1: Communication Strategy

1. In plenary, introduce the **communication strategy** and review where Step 2 is in C-Planning**.**

2. Review the **strategy outline: overview**. Point out how the different parts flow into and inform each other and ask the group:
   - *Has anyone worked on or with a communication strategy before?*
   - *What part of this outline will be new to you?*
   - *What parts are you already familiar with?*

3. Form small groups and ask the groups to study the complete **Ethiopia example: communication strategy for client self-management** from the *Practitioner's Handbook* and have the groups discuss:
   - *Where do you see each part of the strategy outline?*
   - *What do you notice about how the different parts of the outline fit together or influence each other?*
   - *What are your questions about a communication strategy before we examine it part-by-part?*

4. Once the groups finish discussing the questions, have them come back to the plenary and share their insights and questions.

5. Review the worksheet: "Communication Strategy Outline in Plenary." Share with the group the different components. Explain that parts of it were completed during Step 1, and the communication strategy will be completed in Step 2. Over the course of the workshop, each piece of the communication strategy will be completed.

6. Before moving on, ask participants if there are any questions regarding the communication strategy.

> Step 2 of C-Planning, like all other steps, requires practice, gut instinct, and creative thinking. The tools provided can help participants take a systematic and comprehensive approach. But these steps should not be used as a formula. As you walk participants through this process, encourage them to listen to their intuition and to keep an eye on the bigger picture of change.
>
> ---
>
> The **communication strategy outline** in the handbook includes a sample summary analysis, a communication strategy, and draft implementation and evaluation plans. The focus of this step is on the communication strategy. As the facilitator, feel free to substitute another example from your own experience in place of the Ethiopia example. The key is to show how the communication strategy drives the rest of the planning—it establishes audience segments and communication objectives. In the next step, participants will learn about creative briefs, which are developed for each audience and serve as a tool to guide the development of an SBCC effort.

Module 2, Session 2: Audience Segments, Priorities, and Profiles

1. In plenary, provide an overview of the description of **audience segments, priorities, and profiles** in the *Handbook*.

2. Form small groups and exchange ideas on the questions:
   - *What is your understanding of audience segmentation?*
   - *Has it been useful?*
   - *What are some examples from your past experience?*

3. In plenary, review the **South Africa example: audience segmentation table** and discuss this example. Provide an overview of the four criteria in the **checklist: audience segmentation**. Use one project group's example if another example is needed.

4. Form project teams and complete the **checklist: audience segmentation** for their project. Remind participants that this exercise is linked to the **people analysis** completed in Step 1.

5. In plenary, review the **checklist: audience prioritization.** Explain that it is used to make decisions about what audience segments will be prioritized. It is important to consider potential partners to maximize the scope of programming.

6. Form project teams to complete audience prioritization as a group.

One way to convey the idea of audience segmentation is to hold an interview in the room with somebody who has insight into a particular audience. For example, in South Africa C-Change worked with a female participant who represents a national network of PLHIV in her country. During a role-playing exercise, she described the many different subgroups of PLHIV in her country. As she spoke, the co-facilitator illustrated the differences she named and connected them back to four sets of criteria for segmenting audiences (provided in the **checklist: audience segmentation**). Participants said they found the exercise useful as a way to visualize the variety of people within what might, at first glance, be considered a single audience.

If you find participants stereotyping audiences, largely as a result of participants being rather distanced from their actual audiences, and time allows, you can try the "Whose Life" (Pink 2006) exercise, which demonstrates audience profiling. Working in small groups of five, review the contents of a handbag or pants pocket from unidentified individuals in the plenary. Without knowing who the person is, have participants try to determine what sort of personal, professional, or emotional life the person has. Each group should draw an audience profile based on this exercise. The benefit of this exercise is that it usually discourages negative stereotyping; unfortunately, you will only work with the contents of someone's handbag or pants pocket, and not your real target audiences.

Module 2, Session 3: Barriers

1. In plenary, point out the barriers and communication objectives sections of the **communication strategy outline**. Note that one of the most important aspects of this approach to SBCC is the creation of communication objectives that directly address real barriers audiences face. Developing crisp and realistic communication objectives will not only focus the strategy but will also allow success to be measured.

2. Introduce the session on **barriers** and remind participants that when determining barriers they should put themselves in the mindset of each audience segment and use the audience profiles to see the world through the eyes of that particular audience.

3. Explain how the socio-ecological model can help to define barriers. Review the **theoretical base of the socio-ecological model** graphic and table in appendix 1. In small groups have participants discuss:
   - *What is most critical for the audience segment: motivation, skills, values, norms, policies, products, or services? How do you know?*
   - *What theories can help explain the barriers? What are some potential applications of the theories?*

> As always, use your own examples if you prefer them to the ones in the *Handbook*. Coach the teams as they develop their matrices for change. Each team should create the matrix for at least TWO audience segments (in different rings of the model). In other words, make sure that they look at an audience most affected and/or an audience influencing directly and/or an audience influencing indirectly. This will ensure that their strategy will be multi-dimensional and not confined to one of the three main strategies of SBCC.
>
> Note that participants will look at barriers to change to develop communication objectives **and** they will look at obstacles again in the creative briefs as a basis for message development in Step 3.
>
> If groups need more guidance, choose one example from among the projects in the room for the whole group to work with to develop a matrix for change.

4. Introduce the **matrix for change** example and review the first four columns noting the linkages among them. Note the last column on communication objectives will be completed in the following session.

5. Form project teams and complete the first four columns of the worksheet "Matrix for Change." Groups should discuss the following questions to complete the worksheet for at least two of their audience segments:
   - *What barriers seem most significant to you? What are the implications of that for your program?*
   - *What opportunities do you see for change? How can your program tap into those opportunities?*

If you want to go more in-depth into using theory and concepts in this session, please review the **Supplemental Facilitator's Guide on the Application of SBCC Theories and Concepts** for ideas on how to use the theory corner.

Energizing the Learning

During the field test of this course with the SAT, the facilitators used an energizer called Deer-Hunter-Wall (Salas, Tillmann, McKee, and Shahzadi 2007). It was introduced on Day 2 and revisited every few days as an ongoing competition between the men and women in the group. Everyone enjoyed it, including the facilitators who were eager to see which group would have the higher score at the end of each round. This kind of competitive energizer kept the momentum going over a multiday workshop.

To conduct the Deer-Hunter-Wall exercise, divide the room into two teams. Have each team discuss if they will pick the deer, hunter, or wall. Have the two teams face each other and have the teams present their choice simultaneously. In this energizer:

- The deer jumps over the wall
- The hunter shoots the deer
- The wall stops the hunter

In addition to energizers, you can invigorate the learning tasks throughout the workshop in any number of ways. Here are just a few ideas:

- Walk about: At the initial stage of group work, pose a question to the group and invite them to take a walk—either inside or outside—as they contemplate the question.
- Rotating plenary: Energize and create a more informal set-up by circulating the plenary to all the workspaces of group work, be they on the wall, on the ground, on a table, in a circle, or in clusters of chairs.
- Move your own orientation toward the group by switching the location of the front of the room.
- Ask participants to stand up and huddle around a visualized presentation for discussion in a "standing plenary."
- Ask everyone to stand and walk across the room, talk with a participant with whom they haven't talked much, and continue the session from that new place.

Module 2, Session 4: Communication Objectives

1. In plenary, review the meaning and purpose of communication objectives. Provide examples of communication objectives. Note how communication objectives are different from the program objectives that they may be used to. Ensure adequate time is spent on this task.

2. Examine the socio-ecological model and review the **tips: SMART communication objectives** and the **examples of communication objectives within the cross-cutting factors of the socio-ecological model for change**.

3. Working in small groups of three, discuss:
   - *What do you find particularly useful about writing SMART communication objectives?*

> If possible, talk with participants before this session and identify one or two project teams that are ready to volunteer sample objectives that they worked with before coming to this workshop. Most likely, you'll find a mix of broad program objectives that you will need to help break down into communication objectives. Work with these examples to illustrate the characteristics of SMART communication objectives described in the *Handbook*. Emphasize that communication objectives are written per audience, address obstacles to change, and form the basis for development of materials and activities in the next module.

4. Ask the participants to bring their insights and questions about communication objectives back to the plenary and answer questions.

5. In plenary, ask for a volunteer to write a communication objective. Once this is completed, ask for several volunteers to use the SMART tips to refine the example and ensure it is a SMART communication objective.

6. In project teams, use the worksheet "SMART Communication Objectives" to develop communication objectives for group projects. Groups only need a sample of objectives, not an exhaustive list right now. While working on the worksheet, ask teams to get feedback on their objectives from other groups and refine them until they are satisfied.

Module 2, Session 5: Strategic Approach and Positioning

1. Point out the graphic **three key strategies of SBCC**. Ask participants to look at the graphic and read these words out loud to the participants:

   When we analyze situations fully, we realize that change takes much more than individuals making decisions or learning to do things differently. Change almost always requires a movement for change by communities of people around the individual and requires many kinds of support within the broad environment in which the person lives.

   BCC, social mobilization, and advocacy are key strategies of SBCC that work together to bring about change at all of these levels: the individual, the community, and the environment.

2. Remind participants that they have completed a problem statement and suggested changes to address the problem. This session will look at the proposed changes more closely (e.g., by audience) to arrive at a coherent strategy that addresses the best "tipping point" for change. In plenary, introduce the session on strategic approach and positioning. Take participants through the **Albania example: strategic approach**.

3. Have the participants pair with someone from another project team and interview each other, asking the following questions:
   - *Which strategic approach do you think would be best to achieve your communication objectives?*
   - *Which one provides the best "tipping point" for change?*
   - *How doable do you think this approach is given available resources?*

4. As time allows, review the description and **Albania example: positioning**. Tell participants that positioning is presenting an issue, service, or product in such a way that it stands out from other comparable or competing issues. In the minds of your audiences, what would be distinct and attractive about the changes you are promoting?

5. ![icon] In project teams, use the worksheets "Strategic Approach" and "Positioning" to define the project's strategy. Note that the approach shows how all the elements of the program fall into place to achieve change. As time allows, note some ideas for positioning.

To help participants understand more about framing their strategic approach, here is a visual presentation on framing that worked well during field tests. Use a similar picture to the one below and ask the participants to think about:

- *What do you zoom in on? What is the focus?*

Is it the trees (people), the house (services), the mountains (policy), or a cross-section of one or more of these?

Module 2, Session 6: Activity, Channel, and Material Mix

1. In plenary, examine the range of possible communication channels, materials, and activities. Break the participants into three groups and assign each group a category: interpersonal, community, or mass and social media. Ask the groups to brainstorm and discuss types of activities and materials that might be used for their channel. Then have the groups present their ideas. Once all the groups have presented in plenary, exchange ideas on the relative advantages of each and how they can reinforce each other.

   - *What are your questions? What tips would you add from your own experience?*

2. Introduce the session on activity, channel, and material mix. Review the worksheets "Activity, Channel, and Material Mix" and "Deciding on the Right Channel and Material Mix" to assess the three main channel types and their potential for reaching the target audience. In plenary, review the **example: channel and material selection** to help identify the best times and locations for reaching audience members. Individually walk through a typical day or week. Data on the audience's media preferences should contribute to making the final decision.

> In the three-part option for this course, you'll have more time to delve into this session on channel mix. In the field test of this session with SAT, a silent role play (based on the **example: environment of change**) was used to illustrate the power of the channel mix. To conduct this activity, the facilitator will need to develop the story and create cards before hand, naming one audience member as s/he shows up in the story. Distribute the cards among a sample of participants in the workshop and ask them to each stand when their role is mentioned in the story. As you narrate the story, everyone can see how the different channels work to reach people and to create an environment of change.

3. Form project teams and have them review the "Activity, Channel, and Material Mix" worksheet and complete "Deciding on the Right Channel and Material Mix" and "Channel and Material Selection" worksheets.

4. In plenary, read through the **example: environment of change—an example of mutually reinforcing activities, channels, and materials** in the *Handbook*. Have the participants discuss:
   - *Who are the primary, secondary, and tertiary audiences in this project?*
   - *What strategies are used here? What seems to work well?*
   - *Do you consider this to be SBCC? Why?*

5. Form project teams and have them complete the worksheets "Draft List of Activities with Matching Channels" and "Materials" (by audience). Remind participants to use the worksheets they worked on in this session to check if those channels make the most sense and then finalize their decisions. If time allows, have participants draft one or two bullet points for the key content (column five).

Module 2, Session 7: Draft Implementation Plan

1. In plenary, ask the participants to gather around the C-Planning graphic. Point out that Step 4 is devoted to implementation. But it is important not to wait until Step 4 to draft an implementation plan. Thinking about it now helps programs to:
    - be realistic about the resources, people, and time needed to implement the strategy as outlined
    - begin to secure the resources, people, and time needed to effectively implement this strategy

2. Review the **Albania example: draft implementation plan**, ask the participants:
    - *If you were a manager for this program, what would concern you about implementing this effort? Why?*
    - *What might you do to address the concerns?*

3. In project teams complete the "Draft Implantation Plan" worksheet. Once completed, each group can trade their draft implementation plan with one other team for feedback. While reviewing, the groups should discuss:
    - *If you were a manager for this program, what would concern you? Why?*
    - *What might you do to address it?*

> Remind participants that this is a great time to think again about partners, allies, and gatekeepers so that they can begin to build the relationships needed to make the strategy a success. Input from partners, allies, and gatekeepers at this point also helps ensure resources are used most effectively. If time allows in the three-part option for this workshop, work with teams to name partners to actively include in the draft implementation plan.

Module 2, Session 8: Draft Monitoring and Evaluation (M&E) Plan and Baseline Indicators

1. In plenary, note the timing of the baseline research here in Step 2 for C-Planning. The communication objectives created earlier in this session are an essential starting point for the evaluation.

2. Review the "Users and Uses of M&E Data" worksheet. Remind participants that it is important to think about what data will be collected and who will use it before fully planning the project. This worksheet will be used again in Step 5 when finalizing the M&E plan.

3. In project teams complete "Users and Uses of M&E Data."

> The depth of this session will depend very much on the schedule you have determined for this course. For example, if you are doing the three-part option, participants are about to go back to their sites to do baseline research. In this case, it would be wise to devote a fair amount of time to this session.

Module 2, Session 9: Refining the Communication Strategy

1. Ask project teams to review and refine the communication strategy based on learning from Step 2 and feedback from other participants. (The team-sharing assignment is on the following page.) While project teams are working, facilitators should support the teams in the completion of their draft strategies and in creating visual presentations to share with other teams. A gallery walk is a good way for groups to observe and celebrate each other's work . For a more focused feedback exchange among project teams, try using the traffic sign technique, as described at the close of Module 1.

All the project teams are bound to be at different places right now in terms of their communication strategies: some will need quite a bit of guidance to draft a coherent strategy; others will be refining theirs. The goal is for each project team to have named at least two audience segments and two communication objectives for each segment before they present their strategy to colleagues for feedback. More advanced teams can expand their strategy to additional audiences and/or build on what they have by thinking through communication channels (i.e., products, materials, and activities) for each audience and by drafting content.

The final part of a strategy outline includes a draft implementation plan and draft evaluation plan. In the three-part option for this course, you will likely have time to work on them.

However, in the two-part option, instead of spending a lot of time on these sessions, you should simply:
- call the implementation and evaluation plans to the participants' attention
- explain that the draft implementation plan outlines aspects of the program that will be monitored
- explain that the draft evaluation plan allows you to coordinate and gather baseline data, as needed, before moving on in the process

You may refer participants to the handbook for additional reading and explain that a lot of this content will be reviewed in Step 5.

Team-Sharing Assignment

Below is the project team assignment for the close of Step 2. Review it in plenary for clarity and allow ample time for the groups to prepare a visual aid that they will present to their colleagues.

Final Team Sharing for Module 2:
Focusing and Designing

Your team will present a <u>communication strategy</u>. Include:
- Segmentation of at least two audiences
- Desired changes by audience
- Obstacles your audiences face with regard to the changes
- Communication objectives addressing these obstacles (for at least two audience segments)
- Strategic approach—across objectives
- Draft positioning and key content ideas
- Possible channel mix for two communication objectives

Keep your attention on at least two key strategies of SBCC: behavior change, social mobilization, and/or advocacy.

Closing

1. At the end of Step 2, participants are half way through the *C-Modules*, and facilitators should conduct a quick midpoint feedback session to:
   - obtain feedback on the learning process
   - determine what SBCC skills or concepts might need to be addressed further or differently
   - give participants a structured opportunity to assess for themselves what they have taken from this course so far

2. Here are some options:
   - Have participants wander around the room and pick up one of the 10 SBCC principle cards from the floor that captures their attention. After picking a card, form small groups (with people they have not worked with much so far) and exchange ideas on the following questions:
     - *Why did this principle grab your attention now?*
     - *What's something you'd like to learn or practice related to this principle?*

   - The Human Scale (Salas, Tillmann, McKee, and Shahzadi 2007)
     - The Human Scale exercise is one useful technique. Make a line on the floor to represent a scale with markings from 0 percent to 100 percent. Ask participants to stand along the continuum to show how confident they feel with regard to a particular skill or concept that has been explored in the course so far. Your list might include, for example: a problem tree; a people analysis; the socio-ecological model; use of existing research; audience segmentation; and communication objectives.
     - After each skill or concept is named, wait until participants have placed themselves and then open up a dialogue to discuss why they chose that particular place on the continuum. A co-facilitator can take notes, quoting participants' insights into SBCC and highlighting where there is confusion or debate. The facilitators can use these notes when planning subsequent days of the workshop and invite participants to do further reading or exploration to share with the group.

You might be doing a two-part option for this course (i.e., continuing tomorrow with Step 3).

Three-part option (i.e., taking a break, during which participants return to their sites before continuing with Step 3).

If you are doing the three-part option, you would close this part of the workshop with feedback from participants, and then give assignments to participants so that they continue to work on their SBCC efforts before returning for Step 3. Either way, a midpoint evaluation is highly recommended now.

C-Modules

CREATING

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A LEARNING PACKAGE FOR SOCIAL AND BEHAVIOR CHANGE COMMUNICATION

FACILITATOR'S GUIDE

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C-CHANGE
COMMUNICATION FOR CHANGE

C-Modules: A Learning Package for Social and Behavior Change Communication (SBCC)

Communication for Change (C-Change) Project
Version 3

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C-Change is implemented by FHI 360 and its partners: CARE; Internews; Ohio University; IDEO; Center for Media Studies, India; New Concept, India; Soul City, South Africa; Social Surveys, South Africa; and Straight Talk, Uganda.

Contact information:
C-Change
FHI 360
1825 Connecticut Ave., NW, Ste. 800
Washington, D.C., 20009
USA
tel: +1.202.884.8000; fax: +1.202.464.3799
Email: cchangeCS@fhi360.org
Website: www.c-changeproject.org

Overview

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Overview

Proposed Workshop Schedule

Day 7
Step 3 Overview
3-1 Getting Ready to Create
3-2 Creative Brief
3-3 Effective Messages

For the three-part option, the participants come back for Steps 3 and 4. Please spend some time reviewing their onsite application assignments, the introduction, and Steps 1 and 2.

Day 8
Review of Yesterday's Learning
3-4 Drafting Activities and Materials
3-5 Concept Testing, Reviews, and Pretesting
3-6 Finalizing Designs and Getting Ready for Production
Closing of Step 3/Preview of Step 4

Objectives

By the end of this one half-day module, you will have:

- chosen one material or activity needed to accomplish one of your communication objectives with one of your audience segments
- drafted a creative brief for that material or activity, including a message brief (promise and support statement) that conveys tone, key content for the material, and other creative considerations
- used a storyboard technique to draft story-based materials
- drafted a plan for a material review and pretesting

Recommended Graphics, Worksheets, Checklist, and Templates for this Module

Graphics	Worksheets, Checklists, and Templates		
• The Third Step of a Planning Process for SBCC—Creating • Relationship Between the Strategy and Creative Brief	• Worksheet: What is the New Material/Activity Based on? • Worksheet: Inventory of Existing Materials and Activities • Worksheet: Analyzing Examples of SBCC Materials	• Worksheet: Creative Brief for Your Activity/Material • Worksheet: Effective Messages • Checklist: Basic Principles of Message Development	• Worksheet: Storyboard Outline • Checklist: Drafting Print Materials • Checklist: Quality Messages and Materials • Worksheet: Draft Production Timeline

Opening

1. Kick off today, and everyday, with the report team leading a session about **Yesterday's Learning.** Make sure this time is used to clarify what is confusing or "hanging" from yesterday. An estimated 30 minutes per day should be enough for this.

2. Locate Step 3 in the C-Planning graphic and clarify the purpose of this step in the process.

3. Review posted objectives for Module 3 and how the schedule will accomplish these objectives.

4. Assign volunteer roles for the day (i.e., a timekeeper, a report team, and a logistics support team).

This step works best if the facilitator has brought both his/her own examples of communication materials AND has gathered some examples from participants.

Using actual participant materials as examples to teach new concepts can be tricky. It is a challenge to preserve participants' safety in the group and affirm their work, while simultaneously using their work as learning examples for the whole group. Here are three tips to do this effectively:

1) On the day before beginning this step, inform participants that the best way to learn about material and message development is to wrap our heads around real examples. Invite volunteers to offer their examples to you the night before. Reassure them that feedback will be affirming and productive.

2) If you see a material that would work well, privately ask individuals or the team for permission to use one of their materials in the group. Explain why you'd like to choose their example.

3) If an example has been offered, make sure it's been reviewed beforehand so that you can use it to illustrate something positive (i.e., a clear audience) as well as something new (i.e., a call to action).

Module 3, Session 1: Getting Ready to Create

1. In plenary, review the description of **getting ready to create** and its place in C-Planning. Ask participants to name any type of communication product (e.g., a poster, a training manual, etc.) that they have worked on in the past that covers a health topic being addressed by this group.

   Note how, even in this room, quite a bit of time and resources have gone into the production of communication materials.

2. Introduce the "What is the New Material/Activity Based on?" worksheet and form small groups. Ask groups to review their previous work done in Steps 1 and 2 before moving on to create materials (Step 3).

3. Form project teams and complete the "Inventory of Existing Materials and Activities" worksheet. Remind participants to focus their inventory on materials that might already exist on the topic they are addressing or that cover a different topic. They can consider the following questions to guide their work:
   - *Which of these activities, tools, or materials are still in use and why?*
   - *What can you use or adapt for your purposes before reinventing the wheel?*
   - *What can be learned from others in the field?*

If you are doing the two-part option for this course, you would have opened Day 1 with a marketplace for participants to share their recent work. As part of this sharing, they may have exchanged sample materials. This inventory can serve as a reminder of projects and materials already shared.

If, however, you are doing the three-part option for this course or giving this module as a stand-alone, investing time in a marketplace exchange is highly recommended with the following goals in mind:
- Remind everyone of the wealth of experience in the room.
- Give people concrete ideas for materials they may want to use or adapt.
- "Feed" the facilitators concrete examples of materials to reference throughout this module.

Module 3, Session 2: Creative Briefs

1. In plenary, review the definition and purpose of a creative brief as described in the *Handbook*. Point to the **graphic: relationship between the strategy and creative brief** that shows the close relationship between the two processes.

2. In small groups, study the **overview of creative brief template** and discuss the following:
   - *What part of the creative brief looks especially challenging to you? Why?*

3. In the same small groups, review the **Ethiopia example: creative brief for client self-management materials**. Instruct the groups to imagine that they were tasked to draft the messages and materials described in the sample creative brief. They should discuss:
   - *What parts of the creative brief do you find particularly useful? Why?*

   Return to plenary and exchange ideas about what they found particularly useful in the example.

4. Tell participants that they are going to complete a "working backwards" exercise. They will look at existing material and guess what might have been listed in the creative brief. Have participants gather around the flipchart with the creative brief categories and display the material selected for the example (e.g., one page of a flipchart or a poster). Ask participants to say what they think goes in each category of the "Analyzing Examples of SBCC Materials" worksheet. As participants give their answers, write them down in shorthand in the appropriate boxes, moving participants along so that they do not get stuck for too long on one category.

5. At the end summarize the creative brief and ask participants if the creative brief they developed reflects the material in the example. Ask if participants can see how a creative brief can help them to evaluate existing material.

6. In project teams, select one material or activity from the strategy completed in Step 2. After teams make sure they are clear about the audience for the material/product and confident about the objective and the barriers it addresses, they are ready to create. Project teams can use the "Creative Brief for Activity/Material" worksheet.

If time allows, you may want to spend more time exploring the wide variety of possible materials and products. Encourage participants to be creative in the selection of a material type and to not always "default" to the most common posters, fliers, etc. Below are some guiding questions:
- *What will your audience really read, watch, or listen to?*
- *Where will they read, watch, or listen to it?*
- *One-time or long-term use?*
- *How will it be distributed?*

Participants really engage in the "working backwards" activity. Doing this activity in phases is highly recommended, so that you begin looking only at the first parts of the creative brief. Then you come back to the same example to examine more "subtle" aspects of the material, such as "promise, call to action, or lasting impression." It is best if you can get a variety of examples together (yours or the participants'), so that you are not solely looking at posters or other one-way communication materials.

Module 3, Session 3: Effective Messages

1. In plenary, review the middle section of the creative brief: the promise, support statement, and call to action. This part can be referred to as the message brief because it gives birth to the message that will stand out in the material, and it may often appear in a number of materials designed for a particular audience and objective.

2. Introduce the session and content on **effective messages.**

3. In plenary, ask participants to think back over the last week of their life and answer:
   - *What communication materials have you seen or heard that caught your attention? Why?*

4. In groups of three, have participants review the "Effective Messages" worksheet discussing the Seven Cs of effective communication, as outlined in the *Practitioner's Handbook*. Groups should think of the examples cited before and consider:
   - *Which of the Seven Cs appear to be honored in the example communication you named?*
   - *For example, was there a call to action? If so, what made it so memorable for you?*

5. In plenary, review the **checklist: basic principles of message development**. Ask participants to reform the same small groups of three and discuss whether their example adheres to the principles listed in the checklist.

If participants need more time to get familiar with the message brief, try the following activity. Before the workshop collect some examples of materials that have components of the message brief (e.g. posters, flipcharts, etc.). The materials you choose do not have to be perfect, in fact if they are not perfect, this may elicit more group participation. To conduct the activity:
- Project on PowerPoint or have participants gather in front of the materials.
- Ask the participants a series of questions to develop the message brief (e.g., what do you think the key promise is?). Have participants shout out their responses.
- Once some time has been spent on the material, move quickly to the next material and repeat.

If the participants would like more information on effective messages, you can provide them with the following reference. Goodman A. 2002. *Why bad ads happen to good causes: and how to ensure they won't happen to yours.* http://www.agoodmanonline.com/bad_ads_good_causes/index.html

6. In project teams, have groups work to develop a draft message for their project or refine an existing message for the material in their creative brief. Remind participants that their message is in raw form in their message brief, and working from it will enable them to refine the message. Give each project team 10 minutes to present their draft message—provide background on what their project does, who their intended audiences are, and what one message they want to communicate to their intended audiences. Participants should provide feedback using the **checklist: basic principles of message development**.

If you want to go more in-depth into using theory and concepts in this session, please review the **Supplemental Facilitator's Guide on the Application of SBCC Theories and Concepts** for ideas on how to use the theory corner.

Module 3, Session 4: Drafting Activities and Materials

1. In plenary, introduce the session and the ideas about how to use stories as outlined in the *Practitioner's Handbook*. After introducing the tips for developing a first draft, ask participants if they have any other suggestions they would like to add for activity and material development.

2. Form small groups of three. The groups should briefly share examples they can think of that describe how they have used stories to help create or structure a communication material. Have a few groups share what they discussed.

3. In plenary, review the example of a storyboard, as described in the "Storyboard Outline" worksheet. Tell participants they will practice creating a storyboard now. In the same trios as before, they will decide:
   - which person will tell a *true, personal* story about an event through which h/she became a good communicator
   - which person will write down words to capture highlights of the story in three parts: a beginning, middle (high point), and end
   - which person will illustrate the picture as h/she hears it, clarifying details as needed with the storyteller

   The work should be done quickly—perfection in picture is NOT what to look for. Have the participants capture in three pictures the essence of the story and highlight it with words. After no more than 10 minutes, invite all groups to post storyboards. The whole group listens to each story as narrated by the storyteller.

4. In plenary, ask:
   - *What was useful about the storyboard approach? What was difficult?*
   - *How might you see yourself using this approach in any number of ways in the development of communication materials?*

5. Review the **checklist: drafting materials** in plenary.

6. Form three groups. Each group will select a material (either their own or examples used in the workshop). Once the material is selected, groups should review the checklist to see which elements were adhered to in the development of this material.

If time allows, take participants through some examples of story-based materials (e.g., flipcharts, peer education guides, comic books). Facilitators will need to collect these materials before the workshop. After introducing the concept of story-based materials, explain to participants through how these materials are used.

If time allows, exchange additional tips regarding material development. You may want to use a fish bowl technique in which half the group faces the other half in two concentric circles. The outer circle rotates one person at a time, so they can glean insights from colleagues and share their own experiences. Keep the circles rotating in the opposite direction until each participant has had a chance to exchange material development tips and experiences with at least four other participants.

After reviewing the storyboard technique, you may want to emphasize a few principles for use of stories in the development of communication materials. For example, you might suggest that participants:
- establish relationships with audience members
- gather true (not fabricated) stories
- ensure that the stories are representative (that others can relate to them)
- explore a variety of uses for stories across a mix of materials/activities

If possible, offer an example of how stories were used in an actual SBCC effort.

Module 3, Session 5: Concept Testing, Reviews, and Pretesting

1. In plenary, introduce concept testing, review, and pretesting. Provide an overview of each focusing on: why test, definitions, types of testing, purpose, when to test, and with whom.

2. In small groups, have participants review a creative brief (either an example provided by the facilitator, or one from the project teams). Participants should review the brief and answer these questions:
   - *With whom might you do concept testing? When? How?*
   - *Who would you include in a stakeholder review? When? How?*
   - *With whom might you pretest draft materials? How?*

3. Present the testing guidelines and tips. Ask participants if anyone has testing experience to share. Have other participants ask them questions about their experience or anything else they would like to know about testing materials.

4. Review the **testing guidelines** and **testing tips** in plenary. Ask participants:
   - *How has your experience with testing followed or not followed these guidelines and tips?*
   - *Is there anything here that is useful for future testing?*

5. Present the content (tips and example guide) on concept testing, stakeholder reviews (tips), and pretesting (tips and example guide).

6. ![icon] Assign each project team a type of testing (if there are more than three groups, assign multiple groups to concept testing and pretesting). Have each group develop a testing plan and guide for their test or stakeholder review of a material named in the creative brief.

As this is a long session, dividing up the session into four parts is suggested.
   1. Overview
   2. Concept testing
   3. Reviews
   4. Pretesting

After presenting each section, weave in audience participation and reflection. For example after presenting the information on each type of testing, ask participants to review the sample testing guides and discuss:
   - *Which of these areas are new to you?*
   - *What has been the most challenging?*

7. After developing the guide, each group will role-play a test or review with the participants (e.g., a group that has developed a concept test guide will conduct a concept test with the other participants for their materials). After each group presents, have the group discuss:
   - *What worked well?*
   - *What suggestions do you have for the group?*
   - *What did you learn from the group?*

Participants' firsthand experience with pretesting, and certainly concept testing, is less widespread than one might expect. Therefore, volunteers should be invited to share some of their firsthand experiences with others.

One technique that works nicely for this is the "fish pond" technique, in which any member of the group is welcome to move their chair to the inside of the circle and enter into an informal conversation with colleagues about their personal experiences with pretesting or concept testing. Others in the circle listen and can move into the middle freely if a comment sparks their own memory of an experience to share. A few real stories about the value of pretesting are worth hundreds of pages of theory.
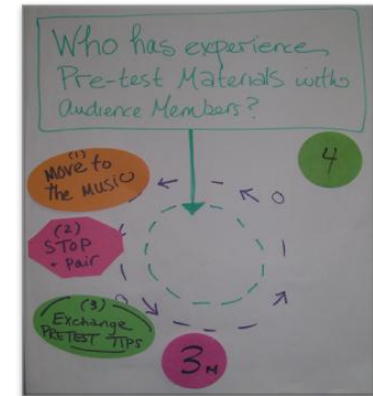
Module 3, Session 6: Finalizing Designs and Getting Ready for Production

1. Remind participants what they have already done to lead to this point in Step 3. They have worked on a creative brief that is aligned with their communication strategy, developed a message brief and content for their materials, developed storyboards, and drafted testing plans and guidelines. Introduce the final step in creating materials—**finalizing designs and getting ready for production.**

2. Form project teams to review the **checklist: quality messages and materials.** Groups should check if they have followed all the steps to develop high quality messages and materials.

3. Each project team is asked to complete their final assignment for Module 3 as described in the *Practitioner's Handbook*. Facilitators coach the teams to complete their creative brief and draft one material/product as time permits.

4. Stage a gallery walk so that all teams can celebrate each other's work, followed by a more focused feedback exchange among project teams using the traffic sign technique, as described at the close of Step 1.

In the three-part version of this course, you may also have time for project teams to work out a timeline for production and to think through distribution as well.

In project teams, select one material that you plan to create, test, revise, and produce. Sketch out an estimated timeline, using our sample timeline as a reference. Be generous—expect some delays.

In the two-part version of this course, simply refer participants to the *Practitioner's Handbook* and highlight the need to work through detailed production and distribution timelines before finalizing an implementation plan. Invite discussion on the following:
- *What questions do you have about the process or timing?*

Team-Sharing Assignment

Below is the project team assignment for the close of Module 3. Review it in plenary for clarity and allow ample time for the groups to prepare a visual aid to present to their colleagues.

Final Team Sharing for Step 3:
Creating

Your team will develop a creative brief for one material or set of materials. The creative brief will draw from the communication strategy you've already drafted.

The draft creative brief will convey:

- the goal and selected audience for the material and/or activity
- desired changes, barriers, and communication objectives
- components of the message brief: key promise, support statement, and call to action
- key content and tone
- how this material or activity fits the mix and other creative considerations

You may also share:

- plans to test your concept before drafting material
- possible storyboard for the material

IMPLEMENTING & MONITORING

MODULE

0123**4**5

A LEARNING PACKAGE FOR SOCIAL AND BEHAVIOR CHANGE COMMUNICATION

FACILITATOR'S GUIDE

USAID
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C-CHANGE
COMMUNICATION FOR CHANGE

C-Modules: A Learning Package for Social and Behavior Change Communication (SBCC)

Communication for Change (C-Change) Project
Version 3

May 2012

C-Change is implemented by FHI 360 and its partners: CARE; Internews; Ohio University; IDEO; Center for Media Studies, India; New Concept, India; Soul City, South Africa; Social Surveys, South Africa; and Straight Talk, Uganda.

Contact information:
C-Change
FHI 360
1825 Connecticut Ave., NW, Ste. 800
Washington, D.C., 20009
USA
tel: +1.202.884.8000; fax: +1.202.464.3799
Email: cchangeCS@fhi360.org
Website: www.c-changeproject.org

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Overview

Proposed Workshop Structure

Day 9	Day 10
Review of Yesterday's Learning	**Review of Yesterday's Learning**
Module 4 Objectives	**Back to the Principles!**
4-1 Turning Plans into Action	**Final Written Feedback on Course**
4-2 Work Plan: Who? Partnerships and Staffing	**"Expert" Panel**
4-3 Work Plan: With What?	**Preparation for Workshop Part 2: M&E**
4-4 Work Plan: When? Sequence, Timing, and Synergy	**Final Assignment**
4-5 Pulling it All Together	**Closing Circle–Midday of Day 10**
Final Team Sharing: Work Plans	
Closing of Module 4/Preview of Final Day	If you do the two-part version of this course, there is no time scheduled for facilitating Session 6: Monitoring Process and Quality and Session 7: Using and Sharing Monitoring Data. You may refer participants to this part of their *Handbook* and to Step 5 in their *Handbook*. A review of these pages and worksheets will help prepare them for Part 2 of the workshop.
4-6 Monitoring Process and Quality (may be combined with Module 5)	
4-7 Using and Sharing Monitoring Data	If you do the three-part version of this course, you may have time to explore Sessions 6 and 7 of Step 4 in some depth. Teaching monitoring at this step is recommended because it is here—at the start of implementation—where the monitoring plans get set in a real SBCC effort.

Objectives

By the end of this one-day module, you will have:

- drafted a workplan for one part of your SBCC effort
- named at least two objectives and organized materials and activities for this draft workplan
- proposed implementers for each objective of the workplan
- described resources needed for each objective
- outlined a timeline for achieving each objective

Recommended Graphics, Worksheets, Checklists, and Templates for this Module:

Graphics	Worksheets, Checklists, and Templates		
- The Fourth Step of a Planning Process for SBCC—Implementing and Monitoring - Three Key Strategies of SBCC - Where Monitoring Fits into SBCC	- Worksheet: Detailed Work Plan - Checklist: Gender Issues in Planning, Implementation, and Evaluation - Checklist: Project Staffing Plan - Worksheet: SBCC Coordination - Worksheet: Supervisory Tool - Checklist: Successful Partnerships in SBCC	- Worksheet: SBCC Budgeting Tool - Worksheet: How to Make Team Decisions on Budget Priorities - Worksheet: Plan to Identify and Approach Resource Providers - Worksheet: How to Make Team Decisions on Sequence, Timing, and Synergy	- Worksheet: Template to Track Distribution Points and Production Needs (per Material or Activity) - Worksheet: Quality in SBCC - Worksheet: Plan to Monitor Process and Quality of All SBCC Materials and Activities

Opening

1. Once again, start this day, and every day, with the report team leading a session about **Yesterday's Learning.** Again, make sure this time is used to clarify any confusing or "hanging" issues from previous sessions. Spend approximately 30 minutes per day for this exercise.

2. Locate Step 4 in the C-Planning graphic and clarify the purpose of this step in the process.

3. Review posted objectives for Step 4 and how the schedule will accomplish these objectives. Show the workplan columns as the objectives are explained, so participants can see how the work evolves.

4. Assign volunteer roles for the day (i.e., a timekeeper, a report team, and a logistics support team).

Module 4, Session 1: Turning Plans into Action

1. In groups of four have participants discuss:
   - *How have workplans helped you in the past?*
   - *What challenges have you faced in developing workplans?*
   - *What challenges have you faced in implementing workplans?*

2. In plenary, review **turning plans into action** and Step 4's place in C-Planning. Point out the overview of the "Detailed Work Plan" worksheet. Review the *Handbook's* description of the workplan.

3. Show how the first column is structured around the objectives, materials, and activities named previously in Steps 2 and 3. This column could be referred to as "What Works?"

4. Tell participants that Step 4 will complete the remaining columns that answer the following questions:
   - Who? (partners, staff, volunteers, audience members)
   - With What? (resources available and needed to accomplish the objectives)
   - When? (estimated timeline, divided by quarter, if participants find that useful)

5. Introduce the workplan template and ask participants to compare it to other workplans they have seen:
   - *What do you see as the advantages of this format?*
   - *What do you expect will be a challenge?*

6. Form project teams and have participants lay out the template that they will build on and complete the first column of their workplan. Suggest that they transfer communication objectives with corresponding materials and activities to the first column of their worksheet. Each team should work on at least two objectives.

If you want to go more in-depth into using theory and concepts in this session, please review the **Supplemental Facilitator's Guide on the Application of SBCC Theories and Concepts** for ideas on how to use the theory corner.

Looking Through a Gender Lens

In the three-part version of this course, examine the **checklist: gender issues in planning, implementation, and evaluation.** Below are three learning exercises that address gender issues directly.

> Several resources named at the end of this module offer exercises and readings to explore gender in much greater depth. For example, you may want this group to deal with the issue of gender and how it has played out in their own lives (see ISOFI Toolkit) in greater depth or have them examine gender in the context of HIV and AIDS programs.

1. *Gender: What does it really mean?* Pair participants with someone of the opposite sex. Each participant writes down his/her own definition of gender. Ask:
   - *How would you describe gender to someone who walked in the room right now?*

    Have partners compare the ways they describe gender. Then review the concepts on the gender checklist and complete the steps listed in the *Handbook*. Each pair shares one example with the plenary.

2. *Gender Images and Roles.* Form small, single-sex groups and follow the steps below (Kambou, Mager, Gay, and Larry 2006). Check in with other groups as time allows along the way, but make sure to end the process by having participants share in plenary one insight they now have about gender and SBCC.
   - **Step One:** Form same-sex groups of four to five individuals, mixing across projects. Have the groups illustrate what they understand to be an ideal man and/or an ideal woman. As a group, look at the illustration and see what it says about gender.
   - **Step Two:** Have participants return to the change scenario worksheet in Module 2 of the SBCC process. Now review or create that change scenario looking through a gender lens. Think about the way men and women are portrayed directly or indirectly in the scenario.
   - **Step Three:** Have participants read their "change scenario" aloud to the others in the group and ask them to consider these questions:
     - *How are images of men and women portrayed in this scenario? How might your SBCC efforts affect these images?*
   - **Step Four:** After each individual has presented their change scenario, discuss in small groups:
     - *What are the current gender roles in the communities where you work? In what ways might your work reinforce or challenge these roles? What are the potential costs and benefits of reinforcing or challenging current gender roles?*
   - **Step Five:** *In plenary, have participants share one insight about gender and SBCC gained from this small group work.*

3. In project teams, review the *Handbook's* checklist of gender issues at various phases of the program: planning, implementation, and evaluation.

Module 4, Session 2: Workplan: Who? Partnerships and Staffing

1. Introduce the session **workplan: who? partnerships and staffing**.

2. ![teams icon] Form project teams and review the **checklist: project staffing plan** and the "SBCC Coordination" worksheet. Using these lists as a reference, groups should develop an organogram of the staffing they envision for their SBCC program. Post the organogram for other teams to see and name issues that may make the staffing structure unstable.
   - *What is one way your project staffing could be strengthened?*

3. In plenary, study the **example: a supervisory tool**. Ask participants to imagine they are a supervisor—now or at some point in the future.
   - *What do you particularly like about this tool?*

4. Split the room into two groups. Hold a debate around the following statement:
   - *Partners can help with implementation, but they are unlikely to reduce your workload. Developing and maintaining partnerships is itself very labor intensive, and your role in leading, coordinating, and monitoring program operations is essential (National Cancer Institute 2001).*

   One group prepares to **defend** this statement and the other team **argues against** this statement by citing past experiences with partnerships.

5. In plenary, review the **checklist: successful partnerships in SBCC.** Discuss the following question:
   - *How do the experiences you just shared confirm the importance of any of these guidelines?*

6. ![teams icon] Form project teams to develop the second column of the draft workplan. This column names *who*—partners, staff, volunteers, and audience members—will do the work associated with the material or activity listed. The learning tasks below may help to prepare the participants to complete this second column of their workplan.

If you want to go more in-depth into using theory and concepts in this session, please review the **Supplemental Facilitator's Guide on the Application of SBCC Theories and Concepts** for ideas on how to use the theory corner.

Module 4, Session 3: Workplan: With What?

1. Introduce the session **workplan: with what?**

2. In plenary, review the "SBCC Budgeting Tool" worksheet with tips to make sure implementation stays within budget. Ask participants:
   - *What other costs do you need to consider that are not in the worksheet?*

3. In project teams, have groups use the "SBCC Budgeting Tool" worksheet to start estimating costs for the activities listed in the first column of the workplan. Once they have completed drafting the list of costs, groups should use the "How to Make Team Decisions on Budget Priorities" worksheet to make sure there are sufficient funds or to make choices about budget priorities. Emphasize that it is important that the costs for the activities and the overall budget for the project are realistic.

4. Divide the participants into two groups. Have each write down and discuss:
   - *What challenges do you face in approaching resource providers to fund activities or finding other methods of funding?*

5. Once the groups are done, have the groups switch lists. Have the groups review the others' list and provide suggestions to address each challenge.

6. After the groups are done, come back to plenary and have participants vote on the most realistic suggestions.

7. In plenary, review the "Plan to Identify and Approach Resource Providers" worksheet.

8. Form project teams and have them complete the third column of the draft workplan—"With What?" This column is the place to list resources they will use to accomplish the objectives. Depending on the groups' expertise and interests, groups may work with actual numbers and insert cost estimates into their workplan.

# Module 4, Session 4: Workplan: When? Sequence, Timing, and Synergy

1. In plenary, introduce the session **workplan: when? sequence, timing, and synergy.**

2. In plenary, demonstrate how to work through the sequencing, timing, and synergy of materials/activities in an actual SBCC effort that participants plan to implement (acted out by facilitators).

3. In plenary, discuss:
   - *What did you agree with in the team's decisions about how to time and sequence their activities?*
   - *What would you have suggested to this team in terms of timing and sequencing? Why?*

4. Form project teams and use the "How to Make Team Decisions for Sequence, Timing, and Synergy" worksheet and follow Steps 1–6 on the worksheet, ending with the question:
   - *What do you see now in terms of sequence, timing, and synergy across the materials/activities of your SBCC effort?*
   - *What would you like to do or find out before you finalize this workplan?*

5. At the end of this session, divide one last time into project teams to address the final set of columns in the draft workplan. This column names "When?" they will implement the materials and activities.
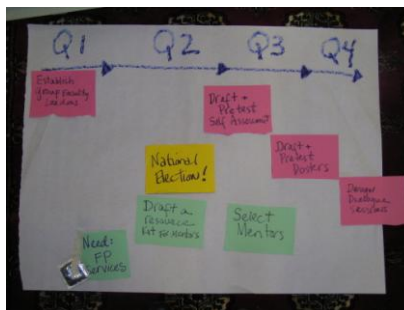
You may want the teams to refer back to the timelines they drafted in Step 3 for their estimates while doing this exercise.

The learning tasks in this step are highly recommended as a way to teach the subtleties involved in doing a realistic and effective timetable for SBCC implementation. Walk around and visit each team's work, coaching as needed. Encourage all team members to be equally involved and to create a realistic visual (see next session for details). There's no need to have teams share their work, as they will do that during the next session.

Module 4, Session 5: Putting it All Together

1. Introduce the session **putting it all together.**

2. Form project teams and have participants review and refine the entirety of their workplans and create a visual to collect colleagues' feedback.

3. In plenary, each project team posts their workplan and assigns one member to stay with the poster. Other colleagues visit other groups and ask questions about the workplan they are visiting. Traffic signs could be used again, as described in Step 1.

> If this is the close of the first part of the workshop, you may choose to give each team specific feedback on their workplan with recommendations for next steps on-site, prior to returning for Step 5. Also it might be useful to review the checklists and worksheets available in the *Handbook.*

4. After exchanging feedback, form project teams. The teams should review the workplans and feedback. Each participant takes a turn interviewing another team member by asking:
   - *What aspect of your SBCC plans do you think will be MOST valuable in addressing the real problem at hand?*
   - *What part of your plan is unclear or incomplete in your mind?*

5. Have each project team share an aspect of its plans that holds the most promise with the plenary, as well as one part it hopes to clarify or improve upon for implementation.

6. Review the list of tips for quality implementation. Have participants consider communication programs they've worked on in the past. Working in groups of three, have participants describe one strategy that they've seen used to ensure quality.
   - *Name what was effective in the leadership.*
   - *Name what was effective in the teamwork.*

If you are leading the two-part version of this course, tomorrow would be the closing of Part 1. Review any ongoing feedback you may have been collecting from participants and notes you have from the daily **Yesterday's Learning** sessions so that you can clarify or explore any outstanding issues within the group.

One technique for obtaining ongoing feedback from participants is called the "Memo Board."[1] Here is just one way you might consider using such a board:

1. Create a poster with four rows and hang it near the exit of the workshop space. The four rows should read: clarity, usefulness, pace, other.
2. Create and title a series of columns for different topics or modules of the workshop and create a scale (1 = low; 4 = high) on which participants rate their satisfaction with each of the topics, using the criteria listed above.
3. Hang an envelope with comment cards inside so participants can add anonymous comments after rating the poster.

In the three-part option for this course, you may delve a bit more into aspects of production before groups finalize their workplans. If so, here's an idea for an exercise to conduct with participants:

In plenary, discuss your experiences regarding the following myth:

- *Myth:* People need the information you are providing, so you will have a large number of requests for your materials.

- *Fact:* "If we print it, they will come" holds true only if you are printing money. For most programs, effective promotion is critical to getting materials into the hands of those who need them. Disseminating printed products is as challenging and as important as developing them, and therefore needs a plan and budget.[1]

In project teams develop a production and distribution plan. Use the "Template to Track Distribution Points and Production Needs (Per Material or Activity)" worksheet provided, if needed.

1. (National Cancer Institute 2001)

Team-Sharing Assignment

Below is an outline of the team assignment for the close of Module 4. Review it in plenary for clarity and allow ample time for the groups to prepare a visual aid that they will present to their colleagues.

Final Team Sharing for Module 4:
Implementing

Your team will develop a draft workplan for at least two communication objectives including:

- objectives, materials, and activities
- implementers
- resources
- timing

In your presentation, please also include:

- when and how you plan to pretest the materials prior to production

Module 4, Session 6: Monitoring Process and Quality

1. In plenary, discuss what monitoring means. Ask participants:
    - *What parts of this description of monitoring are particularly useful to you?*

2. Form small groups to discuss monitoring efforts participants have been involved with in the past. Share group discussions in plenary.

3. Point to the **graphic: where monitoring fits into SBCC** showing formative/situation analysis (Step 1), baseline research (Step 2), monitoring (Step 4), and evaluation (Step 5).

4. Form small groups to review and discuss the **types of evaluation: purpose, questions answered, and sample indicators** table that provides an overview of the distinctions between each step. Have groups write down three questions they have about the monitoring of SBCC efforts.

5. In project teams, have participants review the **example: newsletter monitoring questionnaire** and **materials distribution monitoring list.** Project teams should select at least one material from their project and complete the "Plan to Monitor the Process and Quality of all SBCC Materials and Activities" worksheet.

Module 4, Session 7: Using and Sharing Monitoring Data

1. Introduce the session **using and sharing monitoring data.** Ask participants if anyone has experience using monitoring data in their programs.

2. Form small groups to share examples where participants had to refine or adjust their programs midway when evaluations indicated that their program was not working as originally intended.
   - *How was this information received by staff? Field workers? Key groups in the community? Funders? Partners?*
   - *What have you found most important about the design of midline evaluations?*
   - *What do you recommend in terms of using and sharing the results?*

3. Briefly discuss in plenary.

C-Modules

EVALUATING & REPLANNING

MODULE

0 1 2 3 4 **5**

A LEARNING PACKAGE FOR SOCIAL AND BEHAVIOR CHANGE COMMUNICATION

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Overview

Proposed Workshop Schedule

Day 1
Review of Previous Workshop
5-1 M&E's Place in SBCC and a Simplified M&E Framework
5-2 What is Monitoring? What is Evaluation?
5-3 Key Decisions before Data Collection

Day 2
5-4 M&E Questions
5-5 M&E Indicators and Targets

Day 3
5-6 Evaluation Research Design
5-7 Evaluation Methods and Tools
5-8 M&E Data Quality, Analysis, and Interpretation

Day 4
5-9 Using Data to Replan
5-10 Developing an M&E Plan
Closing

Step 5 is the last in the series of C-Change courses in SBCC. This module teaches fundamental concepts and skills related to M&E. It also reinforces key concepts and skills needed for initial evaluation research and baseline assessment by showing how these early phases form the foundation for M&E. It could also be used as a free-standing module on evaluation research and M&E. Either way, it should be preceded by the Introduction Module, which lays out the basic concepts and principles of SBCC.

The draft schedule below could be used when teaching this module as a standalone lesson, as the second part of the two-part option for this full course.

For the three-part option you are encouraged to adapt the module to the particular needs of each group of participants, based on where they are in the SBCC process and whether they have already done any of the following: a situational analysis (Step 1), a baseline evaluation (Step 2), or monitoring plans (Step 4). Page 4 contains a decision tree to further help you tailor this lesson to your group.

Proposed Objectives

By the end of this module, you will have:
- drafted or refined a simplified M&E framework, naming intended users and uses of data
- sketched your evaluation research design
- confirmed SMART objectives and proposed M&E indicators
- linked your indicators to appropriate evaluation research methods and tools
- assessed ways to ensure quality of data
- created an analysis plan
- examined ways to interpret and present the M&E results

Recommended Graphics, Worksheets, Checklists, and Templates for this Module

Graphics	Worksheets, Checklists, and Templates		
• Where Research Fits into SBCC • A Simplified M&E Framework	• Worksheet: Users and Uses of M&E Data • Worksheet: Key Decisions before Data Collection • Worksheet: Selecting M&E Questions • Worksheet: Selecting Monitoring Indicators • Worksheet: Selecting Evaluation Indicators	• Worksheet: Evaluation Research Design Sketch • Checklist: Designing M&E Tools • Worksheet: Pulling it all Together—Scenarios • Worksheet: Selecting the Best M&E Methods and Tools for Your Program	• Worksheet: Data Quality Scenarios • Worksheet: Your Simplified Data Analysis Plan • Worksheet: Data Interpretation and Presentation Exercise • Worksheet: M&E Plan Template • Worksheet: Replanning Exercise

Here are a few questions to help organizations decide whether they need to undertake this program monitoring module.

a) Do you have a skilled program M&E person on staff?
b) Are there any staff members who have already been trained in M&E?
c) Will your funder be providing the evaluation of your program?
d) Are you planning on contracting with an outside agency to conduct all of your M&E activities?

a) Do you have a skilled program M&E person(s) on staff?

No

Yes: Not necessary to do the training, but you may still want other staff trained.

b) Are there any staff members who have already been trained in M&E?

No

Yes: You may choose not to do the training if their training has been recent (in the past 12 months).

c) Will your funder be providing the evaluation of your program?

No

Yes: You may not need to do training, but you may still want your staff trained so that they know what the funder is doing.

d) Are you planning on contracting with an outside agency to conduct all of your M&E activities?

No

Yes: No need to do the training, but you may still want your staff trained so that they know what the contractor is doing.

Overview

1. Begin each day with the report team leading a session about **Yesterday's Learning.** Make sure this time is used to clarify any confusing or "hanging" issues from yesterday. Estimate approximately 30 minutes per day for this exercise.

2. In plenary, study the C-Planning graphic (in *Handbook* and printed and displayed on large poster).

3. Review posted objectives for Step 5 and how the schedule will accomplish these objectives.

4. Assign volunteer roles for the day (e.g., a timekeeper, a report team, and a logistics–support team).

If you are leading this as a standalone workshop, you will want to review the Introduction Module of the *Facilitator's Guide* and *Participant's Handbook*). Step 5 assumes that you and the participants are familiar with the concepts and the approach used in the introduction.

 If you are presenting Step 5 after a break following the other modules, review the previous workshop, especially where M&E fits in and devote part of this first morning to a marketplace where participants share with each other highlights of M&E–related work in which they have engaged since the last workshop. For example, each project team could set up a space displaying research they have done for the following:

- Situational analysis (Step 1)
- Baseline evaluation (Step 2)
- Monitoring (Step 3)

Hopefully, you will have received highlights of this work from some participants prior to this workshop, so that you can tailor this module to best suit participants' M&E needs. A marketplace at the start of Step 5 will familiarize everyone with the participants' SBCC projects and will provide you with examples around which to effectively teach M&E concepts and skills. In addition to the sample projects from participants, you may want to use the examples provided in the *Handbook* or—ideally—examples from your own experience.

Module 5, Session 1: M&E's Place in SBCC and a Simplified M&E Framework

1. In plenary, introduce the content of the session **M&E's place in SBCC and simplified M&E framework**. Review the **graphic: where research fits into SBCC** and the **example: the role of M&E in SBCC**.

2. In plenary, discuss participants' past experience with M&E.

3. Review the **simplified M&E framework** in the *Handbook*. Form two groups, mixing project/country teams across the groups. Ask participants to review the different parts of this M&E framework. Then review the **graphic: a simplified M&E framework**. In small groups, decide what information can be gathered in the different parts of the framework. Debate as needed.

4. Form project teams and have them develop their own M&E framework, demonstrating what activities are completed in each of the framework steps—formative research (step 1), baseline research (step 2), monitoring (step 4), and evaluation (step 5).

5. If time allows, have the mixed teams study the glossary that has M&E terms in the *Handbook* in the additional resources section. One team can call out a term to the other team, which then tries to define it as clearly and simply as possible. The first team decides if the definition is a good one by comparing that definition to the one in the glossary and to their own experiences.

6. In plenary, have participants individually review the glossary for M&E terms (available in the additional resources section). Have participants circle anything on the glossary list that they would like explained in more detail. Hold a discussion around the terms identified.

If you want to go more in-depth into using theory and concepts in this session, please review the **Supplemental Facilitator's Guide on the Application of SBCC Theories and Concepts** for ideas on how to use the theory corner.

> A visualized presentation of the M&E framework from the *Handbook* is suggested. You can create and present signs that represent different parts of the framework for participants to follow along in their *Handbooks*. Post the signs around the room so that participants can stand below the signs during the first task of this session. During the session, invite debate to create a fun but challenging competition across teams. Make sure to review all questions at the end of the worksheet and clarify why they fit where they do.
>
> For the second session, create small cards with terms on M&E from the glossary. Distribute the terms across two groups and have them define each term in words that a layperson would understand. Use this glossary review as a way to do an on-the-spot assessment of participants' interests in the topic. It can also help to unify language for the remainder of the module.

Module 5, Session 2: What is Monitoring? What is Evaluation?

1. Have participants study the distinction between monitoring and evaluation as described in the *Handbook*. Instruct participants to find someone they do not know well. In pairs, each person should describe a program that they were involved with that was NOT adequately monitored or evaluated. After sharing their experiences, pairs should discuss:
   - *If you could go back in time, what might you have done? Why?*

2. In plenary, share:
   - *What difference could better M&E make in SBCC programs?*

3. Summarize the session **what is monitoring? what is evaluation?** Emphasize that one of the most <u>fundamental</u> principles of good monitoring and evaluation is to begin with the end in mind. That means that before doing anything else projects are clear about the ultimate uses and users of M&E data. Remind participants that this worksheet was completed in Step 4.

4. In project teams, have teams review the "Users and Uses of M&E Data" worksheet and refine and revise it based on learning from this session.

> This SBCC course is built around the assumption that participants will attend along with colleagues so that during the course they can form project teams and apply the concepts they are learning to real SBCC efforts in their organization. If this isn't the case, whenever participants are expected to break into project teams, you could have people work solo on a project they have in mind or form temporary teams with a group of participants with similar interests and have them work through a project relevant to one member.

Module 5, Session 3: Key Decisions before Data Collection

1. Introduce the session **key decisions before data collection**. Review communication objectives and how they are related to M&E and how it is important for them to be SMART.

2. Form project teams to review the communication objectives developed for their project (Step 2). Have teams trade their objectives with another group and provide feedback using the SMART checklist below.

Specific:	Does the objective specify what it aims to achieve? Does it cover only one rather than multiple activities?
Measurable	Can it be measured or counted in some way?
Attainable:	Is the objective actually doable? Can we attain it?
Realistic:	Can you realistically achieve the objectives with the resources you have?
Time-bound:	Does the objective indicate when it will be achieved?

    All project members should have revised their communication objectives prior to this step. However, if that is not the case, you will want to expand the time spent on this session so that you can coach participants in the development of SMART communication objectives. Refer to Step 2 for more guidelines and examples of how to write SMART objectives. You may offer alternatives to the SMART acronym. For example, it is also helpful to think about "A" as Attributable (i.e., Can we attribute this objective to our program?) or "R" as Relevant (i.e., Is this objective really in line with the overall strategy upon which we've decided?).

    Also, many of these questions may be challenging to answer until after participants go through the rest of the training. Participants should be encouraged to make note of questions that they cannot answer so that they can focus on filling in these gaps as the training continues.

3. In plenary, ask participants to imagine that they are tasked with developing an M&E plan for a new program to increase the use of modern contraceptive methods by married women in a defined rural area. Form small groups to respond to each of the questions outlined on the "Key Decisions before Data Collection" worksheet.

4. Form project teams once again and use the same worksheet for their project. Remind the teams that they will build on this worksheet throughout Step 5.

Module 5, Session 4: M&E Questions

1. Introduce the session **M&E questions** and the difference between monitoring questions and evaluation questions.

2. In plenary, review the example in the "Selecting M&E Questions" worksheet. Discuss how:
   - *Monitoring questions are linked with activities in the workplan.*
   - *Evaluation questions are linked with communication objectives.*

3. Have project teams review the workplans developed in Step 4 and the communication objectives developed in Step 2. Teams should complete the "Selecting M&E Questions" worksheet for their project.

> If time allows, spend additional time with participants to ensure they understand how to develop M&E questions, indicators, and targets (following session). Participants should be clear on the differences between outcome, process, and quality indicators. In past workshops the following activities have helped to reinforce these topics:
> - Quizzes
> - Game shows where participants compete

Module 5, Session 5: M&E Indicators and Targets

1. Introduce indicators and targets and how they are linked to work that is already completed.

2. In plenary, ask participants to read about indicators and targets in the *Handbook* and have them circle what they consider useful. Afterward have participants share their questions and comments.

3. In small groups, have participants review the **example: selecting indicators for SMART objectives.** Afterward have the groups discuss:
   - *Which additional indicators might you select for this? Why?*

4. Review the **example: M&E indicators for SBCC**. Study the list of examples of M&E indicators. Point out the examples of indicators for process, quality, and outcome. Ask participants to come up with one more example of an indicator in each of the three categories.

5. Reform project teams and have them complete the next two worksheets**:** "Selecting Monitoring Indicators" and "Selecting Evaluation Indicators" to:
   - draft process and quality monitoring indicators for select program activities
   - draft outcome evaluation indicators for select objectives

If you want to go more in-depth into using theory and concepts in this session, please review the **Supplemental Facilitator's Guide on the Application of SBCC Theories and Concepts** for ideas on how to use the theory corner.

Module 5, Session 6: Evaluation Research Design

1. Introduce the session **evaluation research design.**

2. In small groups, have participants review the evaluation research design options outlined in the *Handbook*. Have participants discuss:
   - *Which of these experiences is most relevant to your own?*
   - *What might be useful for your own M&E evaluation research design?*

3. Form project teams and use the "Evaluation Research Design Sketch" worksheet to draw a simple sketch of the team's proposed design, showing when data collection is planned and what design option will be used.

> At the end of each module in this course, project teams have completed a team-sharing exercise that shows the culmination of their work. Another team-sharing exercise is recommended at the close of Step 5.
>
> Nonetheless, you may want to work with each project team (i.e., coach them) as the module unfolds and invite participants to share highlights of their work at each step with other teams. This could happen in any number of ways, such as a gallery walk, where participants post their work and everyone wanders around to examine it. Rather than prepare formal reports, group members participate in a visual sharing exercise where they can ask questions as needed or share special observations with the rest of the group.

Module 5, Session 7: Evaluation Methods and Tools

1. In plenary, review the **description of evaluation methods and tools** in the *Handbook.*

2. Form four groups and assign each group one of the following—quantitative monitoring methods, qualitative monitoring methods, quantitative evaluation methods, and qualitative evaluation methods. Have each group review the description and examples provided. Ask each group to come up with additional tools to share with the plenary.

3. In plenary, review **checklist: designing M&E tools.** Ask participants if there are any additional tips for creating their own M&E tools based on their own experience or a description of an experience (good or bad).

4. After reading about research methods in the *Handbook,* the facilitator can share his/her own insights. Review the distinctions between qualitative and quantitative methods from the *Handbook* in Module 1. Study the **example: quantitative and qualitative indicators, methods, and M&E Tools.**
   - *What do you notice about the mix of quantitative and qualitative methods?*

5. Form four groups of equal size and assign one of the four program scenarios described in the "Putting it all Together—Scenarios" worksheet. Have groups review the scenario and add any missing information that they think is important. Have groups complete the chart on the worksheet for their scenario.

6. In plenary, have groups present the charts created for each scenario and tell the plenary to:
   - *discuss one insight you got from this exercise*
   - *describe one thing you'd like to understand more fully*

7. In project teams, use and complete the "Selecting the Best M&E Methods and Tools for Your Program" worksheet. Remind participants that they have already drafted the indicators in the previous session, so column 1 is already complete.

There are lots of ways to be creative with the **example: quantitative and qualitative indicators, methods, and M&E tools.** For example, give participants the indicators and have them come up with as many appropriate methods as possible. Or, cut up each side of the table and have them work in pairs or groups of three to match indicators with methods. This section needs to be adapted to your group based on the group's expertise. If they know a lot about research methods, you may want to invite panelists from the group to serve as experts who can be interviewed about research methods and who can share what they've learned that the books won't tell you!

If you have the time, include an exercise here to teach quantitative and qualitative methods from a different angle. For example, you might have participants take a long walk outside, in mixed (i.e., cross-project) trios. Each trio is given some kind of data to come back with, and a request to bring back quantitative or qualitative data. For example, one trio might be asked to get qualitative data about birds; another trio will gather quantitative data about birds. From there, they are on their own.

See what comes back. One team will likely come back with a description of what they saw, with a variety of their observations from different members of the team. The other team probably formed some kind of checklist to note how many birds they saw or how many different types. In plenary, discuss the differences between research methods in terms of purpose and discuss the ways they complement each other. Use the tools utilized by the teams as a preview of the next session's topic.

Stop between Sessions 7 and 8 to let each project team finalize and share their team assignment as described in the *Handbook*. Group two to three teams together to share their work and to give each other feedback using the stop light card technique described in Module 1. This feedback—given prior to the last session of the module—allows the team time to clarify its questions and to fill in gaps before the workshop is over. Use the team sharing as a way to affirm and encourage everyone's work, while offering concrete suggestions to each team from which all can learn.

After the team sharing, move onto Session 8, expanding or abbreviating it as time requires.

Module 5, Session 8: M&E Data Quality, Analysis, and Interpretation

1. In plenary, introduce the session **M&E data quality, analysis, and interpretation**.

2. In plenary, review the *Handbook's* **checklist**: **data quality** and have participants discuss:
   - *In your experience, which of these poses the greatest challenge?*
   - *What ideas do you have to overcome that challenge data quality?*

3. In three small groups, give each group one of the scenarios in the "Data Quality Scenarios" worksheet. All of the scenarios are missing one key element of quality assurance. Groups should review the scenario and identify the point(s) where something went wrong in maintaining the data quality. On a large chart, groups can list what could have been in place to ensure that this problem did not occur. After brainstorming strategies for their own scenario, have groups walk around the room to look at other groups' scenarios and add to their list of possible solutions. In plenary, discuss some of the similarities and differences across solutions to the different scenarios.

4. In project teams, study the **example: simplified data analysis plan** and have teams create their own using the "Your Simplified Data Analysis Plan" worksheet. Remind groups that much of this information is from previous sessions.

5. Form four small groups and assign one of the hypothetical data sets to the groups (two groups will get data set 1, and two groups will get data set 2). Each small group will assume the role of one of the potential users of M&E data listed below.
   1. **Donor:** The donor is generally pleased with its program and is considering whether to increase funding for the program. Convince the donor that the program should be expanded to additional target areas.
   2. **Implementing agency:** A country director would like to receive information about why certain decisions were made to change components of one program.
   3. **Community representatives:** The community stakeholders would like to get an update on the achievements of the organization.
   4. **Peer educators:** The peer educators involved would like to see if they are making a difference in the program.

   The small groups should develop presentations for each potential data user.

6. In plenary, share insights on the following question:
   - *What will you take away from this exercise to better interpret and present your own M&E data?*

Module 5, Session 9: Developing an M&E Plan

1. In plenary, introduce the session on **developing an M&E plan** and point out that they have developed many of its components throughout this step. Ask the participants to brainstorm the various reasons for developing an M&E plan.

2. Present the steps required to develop an M&E plan and various parts of the plan itself, and guide the participants through the "M&E Plan Template" worksheet in their *Handbook*.

3. Form project teams and have groups bring together their M&E plan based on work completed in Step 5. After filling in the template, groups should review the plan and revise it based on feedback. Groups should then complete the remaining parts of the template.

Module 5, Session 10: Using Data for Replanning

1. In plenary, review the session **using data for replanning**.

2. Form two groups – one group will discuss using monitoring data to replan while the other group will discuss using evaluation data to replan. Each group will answer the questions:
    - *How can you use this information?*
    - *What kind of data do you have? What kind of data do you need?*

3. In the same groups, study the **example: replanning of project connect** and discuss if the situation presented in the example is realistic. If not, *what would they change?*

4. Form four groups and assign each group a scenario from the "Replanning Exercise" worksheet and have them complete the chart in the worksheet.

5. In plenary, discuss participants' experiences with using data to replan.

Team-Sharing Assignment

Below is an outline of the team assignment for the close of Step 5. Review it in plenary for clarity and allow ample time for the groups to prepare a visual aid that they will present to their colleagues.

Final Team Sharing for Step 5:
Evaluation and Replanning

Your team developed a draft M&E Plan including:

- description of program
- workplan activities and SMART objectives
- communication log frame
- responsibility and roles
- data flow
- data analysis plan
- how the data will be used
- time table
- M&E Plan matrix

In your presentation, please also include:

- when and how you plan to collect the data and use the findings in your programming

Module 5, Optional Closing: The Challenges and Possibilities of M&E

1. In small groups, have participants reflect on all that they have studied with regard to evaluation research, monitoring, and evaluation.
   - *How has your view shifted, if at all, with regard to the **value** of M&E?*
   - *What challenges do you foresee?*

2. For each challenge, ask participants to name one insight they've taken from their time here that may help overcome that challenge.

3. Many programmers consider M&E "the job of the M&E specialists."
   - *What is one aspect of M&E with which you should be involved, given your current role?*

4. In plenary, return to the glossary of terms. Circle a term that you feel you understand more fully now. Share your insight with the group.

Table of Contents

More about the Learning Approach

One trademark of a dialogue approach is the use of action-based objectives. These objectives describe what the participants will have achieved during each module to show themselves and the facilitators what they have learned. **Each** module of the *Facilitator's Guide* has a list of objectives that the facilitator can adjust based on the time available and the particular needs or interests of each group.

Another key feature of a dialogue approach is the 4-A Model.™ The model describes a learning cycle with four phases, to ensure that participants:

- Explore new ideas or skills through the lens of their previous experiences **(Anchor)**
- Add new ideas, guidelines, and skills to what they already know **(Add)**
- Connect new input to their day-to-day work **(Apply)**
- Bring their learning out the door with them—well beyond the walls of the workshop **(Away)**
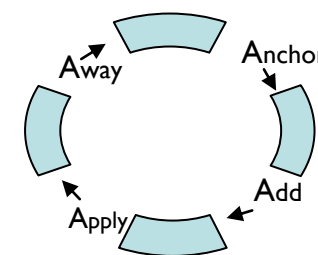
This SBCC course is faithful to the 4-A Model™ in many ways. Here are four tips to help make it work:

- **Invite participants to build on past experiences.** For example, in the Introduction Module, invite participants to describe work they have done in the past so that you can refer back to this work when teaching SBCC concepts and skills.
- **Offer content in small chunks.** In this course, facilitators' input can be given in any number of ways, such as visualized presentations, readings, and PowerPoints. Key content for each session is laid out succinctly in the *Practitioner's Handbook*.
- **Provide participants with many opportunities to apply each and every bit of content.** For example, suggested learning exercises are provided in the *Facilitator's Guide*. In these exercises, participants use the tools provided to apply the content of that session to their current SBCC efforts.
- **Encourage participants to pull together strands of learning before the close of each module.** For example, participants are asked to draft a complete strategy outline before ending Module Two and to complete an implementation plan before beginning Module Four. Even if this work needs to happen in the artificial environment of a workshop, it provides participants with a practical "product" of their learning to take with them to their workplaces.
- Find out more at **http://www.globalearning.com/.**

Sample Pre-Workshop Survey

Dear Participant,
You are invited to a learning event on social and behavior change communication (SBCC). In order to ensure that it best fits you and your organization's needs, please share the following information with us. Thank you! Please send responses back to: _____

Question	Response Date:
Name and position:	
Organization and your role in it:	
What are your organization's current or future SBCC plans? (Please give a specific example of a communication program your organization is working on or plans to work on soon.)	
What health, development, audience information, and research data can you bring to the training to inform your program planning? (Please list specific examples of qualitative and/or quantitative research.)	
What program examples, evaluations, or material samples can you bring to the training to discuss and build on?	

Which program components would you want to focus on most? (Please check the one of greatest interest to you from each component)

Component 1: Understanding the Context through Situation Analysis
- ☐ Collection and use of data for analysis
- ☐ Theory or model-driven planning and design

Component 2: Focusing and Designing the Communication Strategy
- ☐ Negotiation and strategic partnerships
- ☐ Development of communication strategies

Component 3: Creating Interventions and Materials for Change
- ☐ Materials development

Component 4: Implementing and Monitoring Change Processes
- ☐ Implementation of communication strategies
- ☐ Strengthening of staff competencies
- ☐ Implementing workplans and structure
- ☐ Supervision and monitoring of the quality of SBCC service delivery

Component 5: Evaluating and Replanning
- ☐ Framework and mechanisms
- ☐ Evaluation (use of research/program assessments) to measure social and behavioral outcomes
- ☐ Utilizing and communicating results to revise the program

What else would you like to tell us about challenges you face or interests you have related to SBCC?

Thank you!

Facilitator Input Survey:

This course was field tested in several locations before being finalized. Contact us at **cchangeCS@fhi360.org** with your responses.

Here is a sample form you can use to document or obtain feedback for each module of this course. This form was particularly important during field testing, but can be useful anytime for facilitators or co-facilitators to capture reactions and innovations.

Module name: _____

Size and name of participant group: _____

1. Which sessions, if any, took significantly **more or less time** than estimated in the manual?

2. Which content worked particularly well? What was unclear to you and/or the participants?

3. **What notable insights came from learners** about the content or tools in this module?

4. What other **examples** did you provide that worked to illustrate key steps and principles of SBCC?

5. What **learning exercises** did you adapt or add to help participants apply what is being taught?

6. What **simpler and more exact language** did you find useful to explain key concepts to participants?

Sample Form for Feedback from Participants on the Introduction Module

Congratulations! You have just completed the SBCC module titled: Introduction to SBCC. This module included six sessions, listed in bold below. Please use your *Practitioner's Handbook* as a reminder of each session. Please circle the response that most closely reflects your experience, where 1 reflects the least and 5 reflects the most you feel about each question (questions appear horizontally).

1. SBCC Defined	
1a. *How useful was this session for you?* 1 2 3 4 5 Why?	1b. *How confident are you with the information and skills taught in this session?* 1 2 3 4 5 If applicable, what requires further clarification or practice?
2. Three Characteristics of SBCC	
2a. *How useful was this session for you?* 1 2 3 4 5 Why?	2b. *How confident are you with the information and skills taught in this session?* 1 2 3 4 5 If applicable, what requires further clarification or practice?
3. A Planning Process for SBCC	
3a. *How useful was this session for you?* 1 2 3 4 5 Why?	3b. *How confident are you with the information and skills taught in this session?* 1 2 3 4 5 If applicable, what requires further clarification or practice?

4.A Comprehensive Model w/ Individual Knowledge/Motivation & Social/Gender Norms and Enabling Environment	
4a. How useful was this session for you? 1 2 3 4 5 Why?	*4b. How confident are you with the information and skills taught in this session?* 1 2 3 4 5 If applicable, what requires further clarification or practice?

5.Three key strategies for SBCC (advocacy, social mobilization, and behavior change communication)	
5a. How useful was this session for you? 1 2 3 4 5 Why?	*5b. How confident are you with the information and skills taught in this session?* 1 2 3 4 5 If applicable, what requires further clarification or practice?

6. Ten SBCC Principles	
6a. How useful was this session for you? 1 2 3 4 5 Why?	*6b. How confident are you with the information and skills taught in this session?* 1 2 3 4 5 If applicable, what requires further clarification or practice?
6c. *What did you particularly like about the teaching and learning approach?* ☐ Small group work ☐ Feedback you received ☐ Tools/worksheets (specify: _____) ☐ Timing/pace ☐ Examples used ☐ Facilitation style ☐ Other: _____	6d. *What might have worked better for you?* ☐Small group work ☐ Feedback you received ☐ Tools/worksheets (specify: _____) ☐ Timing/pace ☐ Examples used ☐ Facilitation style ☐ Other: _____
What other comments or suggestions would you like to share? Please write them on the back of this page. Thank you!	

Checklist to Evaluate the Products of Each Team's Assignment at the End of Each Module

This checklist is based on the 10 cross-cutting principles of SBCC. It is an optional tool for you to use to assess and give feedback on participants' work as the course unfolds.

Ten Criteria for Assessing the Learning	Comments/Score
How well did they follow a systematic approach?	
How much of this work was driven by research (not assumptions)?	
How well does this capture the social context of the problem/issue?	
How well does the focus stay on the audience/s?	
How well did theories and models guide decisions?	
How involved are partners and communities?	
How realistic are the program's communication objectives and how conscious of cost?	
How mutually reinforcing are the channels, activities, and materials?	
How motivational and action-oriented are the strategies?	
How high is the overall quality shown at this step of the SBCC process?	

A Few Ideas for Openers and Closers

***Openers* get all participants talking and engaged in the topic.** Here are four ideas for openers:

1. **Expectations:** Share your list of learning objectives as you would at the start of each module. Then divide everyone into small groups and ask them to name their personal expectations for the day/module. Each group creates a chart listing collective expectations for that group. Post lists on the wall so the facilitator can comment (i.e., what will be addressed and when). At midpoint in the module, or at any natural break, ask participants to peruse the expectations lists and check those that they feel have been met. Review the lists in plenary. This is a great reference for the facilitator throughout a module.

2. **Gallery Walk:** Most sessions in this course make use of large visuals (e.g., graphics/charts) posted by the facilitator and created by project teams. To start a day, invite all participants to walk around the room and review the postings from the previous day. They can work alone or in pairs/trios to reflect on the following questions, and then return to the large group to share:
   - *What did you find particularly useful yesterday? Why? What is unclear from yesterday?*
   - *Having "slept" on it all, what new insights do you have now about the work yesterday?*

   You can also have this done by review teams for each day selected at the beginning of the workshop.

3. **Timelines:** Ask participants to individually create a quick timeline of their lives by drawing a horizontal line with the word "birth" on the far left and then adding details by noting anything they consider significant in their lives, personally or professionally. Let them know they'll explain their timeline to a few others in the room. Next, have participants share their timelines in small groups as a way for them to get to know each other. Have each group join with one other small group and have them create a collective timeline for their field of work. For example, they might all work in the area of malaria prevention. If so, their timeline would begin as far back as any of them can cite a significant event in the field of malaria prevention. Then have the groups add details to their collective timelines up through the present moment. You may have them project into the future by posing questions such as:
   - *What do you see happening in the field? What would influence the future trajectory of this field?*

4. **Training Excellence:** Ask participants to work in trios. Have them reflect on a past training in which they've participated that's in any way related to today's topic. Have the participants reflect individually on that training by posing questions such as:
   - *What do you remember about what was learned? What is one way you've used what you've learned?*
   - *What is one thing you liked about the training approach or structure?*

   Working as a large group, field answers across the room, noting what implications this has for today's training (e.g., how can the group build on previous knowledge, enhance or adjust ways of working, maintain an approach/structure that people like.).

***Closers* integrate the day's learning and prepare participants for next steps.** Here are four ideas for closers:

1. **Partner Quiz:** A good 30 minutes (or more) before the end of the day, ask participants to form pairs with someone with whom they have not worked with so far. With their learning materials in hand, have the pairs take turns creating quiz questions for each other on the day's work. The "quizzer" affirms their partner's response and adds to it or clarifies something. Then, the other person creates and poses a question. After sufficient time, the facilitator can pull the group together and field one question from each pair that the pair would like to explore further. This is a great way for you to assess learning as it happens and to see where the participants want more explanation, guidance, or practice.

2. **Team Debate:** Divide the group into two equal-sized teams (mixing fields of work as much as possible). Create a set of provocative statements related to SBCC such as, "It is essential for all SBCC programs to include advocacy, social mobilization, AND behavior change or they won't be effective." Write the statement on a chart and pose it to one team. This team then has to decide what position to take on the statement and quickly come up with an argument to defend their position that they present to the other team. You give the team points (on a scale of 1 to 4, with 4 being an excellent defense of their position). Then, it is the other team's turn, with a new statement. The team with the most points in the end wins.

3. **Secret Question:** A workshop often shakes up old ways of thinking and doing things that (hopefully!) leaves the participants with questions. Pass around a basket of index cards and ask pairs to take at least one—more if they like. Have participants or their partner secretly write a question about anything they've thought of that relates to SBCC. Ask the participants to be as clear as possible. Then read each question aloud and offer responses or reactions, while inviting others in the room to add their own. This is a great way for you to track what is unclear and what ought to be addressed at some future stage.

4. **What I Got from Today:** Draw a large quadrant on a chart with the following four words: **Know**, **Challenge**, **Change**, and **Feel**. Ask each participant to do the same on a regular sized sheet. Have each participant fill in the quadrants by responding to these four (or your own version of these four) questions:
   - Know: *What did you study today that confirmed something you <u>already knew</u> about SBCC?*
   - Challenge: *What challenged you today?*
   - Change: *What is one way you plan to change your work, based on today's learning?*
   - Feel: *How do you feel about what you are learning here?*

Have the participants discuss their answers in small groups. You can wander around to the groups and/or ask to collect the sheets (which are anonymous) to review in the evening.

Additional Facilitator Resources

Resources for Facilitation, Dialogue, Learning Exercises, and Learning Evaluation
Caroselli M. 1998. *Great session openers, closers, and energizers*. New York: McGraw Hill. Organized into three sections (openers, closers, and energizers), this book offers 100 ideas that can spark your own creative juices on how to design a short activity to open, close, or organize your group.
International HIV/AIDS Alliance. 2002. *100 ways to energise groups: Games to use in workshops, meetings and the community.* Brighton: Progression. This is one in a series of resources that the alliance is developing to encourage participation in practice. It is a compilation of energizers, icebreakers, and games that can be used by anyone working with groups of people, whether in a workshop, meeting, or community setting. Available at: http://www.aidsmap.com/en/docs/pdf/Energisers2002%28English%29.pdf
Kaner S., L. Lind, C. Toldi, S. Fisk, and D. Berger. 2007. *Facilitator's guide to participatory decision-making.* 2nd ed. San Francisco: Jossey-Bass. This handbook provides tools to facilitate workshops in a participatory manner. It provides insights into group dynamics and group work.
Salas M., H. Tillmann, N. McKee, and N. Shahzadi. 2007. *VIPP: Visualisation on participatory programmes: How to facilitate and visualise participatory group processess.* Dahka, Bangladesh: UNICEF. This is the only text of its kind, containing all you need to know about the VIPP process, with very helpful guidelines that are generalizable to various aspects of learning-centered facilitation. Information available at http://www.southbound.com.my/vipp
Schwarz R. 2002. *The skilled facilitator*. Revised ed. San Francisco: Jossey-Bass. A comprehensive resource to build facilitation skills for workshops, meetings, organizational situations, and more.
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