

# Module 1 Unit 4

This is a **REQUIRED READING**.

C-Change. 2012. C-Modules: A Learning Package for Social and Behavior Change Communication (SBCC): Practitioner's Handbook. Washington, DC: C-Change/FHI 360. Module 4: Implementing and Monitoring, pp. 3-4 & 7-21.[16]

Note: Please pay special attention to workplans (p. 4 and 21) and the worksheets/checklists on staffing (p. 8), co-ordination (p. 9), partnerships (p. 11) and budgeting (p. 13-15).

# IMPLEMENTING & MONITORING

MODULE

012345

A LEARNING PACKAGE FOR SOCIAL AND BEHAVIOR CHANGE COMMUNICATION

PRACTITIONER'S HANDBOOK

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

Communication for Change (C-Change) Project  
Version 3

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**WORKSHEET: Detailed Workplan**

This detailed workplan builds on the implementation plan drafted in *Step 2: Focusing and Designing*. It differs from other workplans in that it is organized around communication objectives set in Step 2 (Module 2, session 4), as well as around related interventions or activities and the supporting channels and materials planned for in Steps 2 and 3. Step 4 involves a more detailed production and distribution plan.

**Directions:** Use this worksheet to develop your workplan. Review decisions made in Step 2 and 3, then fill in the left column with your communication objectives and supporting activities or materials now. You will fill in the other columns during later sessions.

SBCC Intervention	Implementers: Lead Staff, Consultants, Volunteers, and/or Partners	Resources and Budget	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
Communication Objective #1						
Activity or Material						
Activity or Material						
Activity or Material						
Communication Objective #2						
Activity or Material						
Activity or Material						
Activity or Material						
Communication Objective #3						
Activity or Material						
Activity or Material						
Activity or Material						

**Theory Corner: Concepts of Social Norms, Gender, and Sex.**

*Social norms* are the rules that a group uses to discriminate between appropriate and inappropriate values, beliefs, attitudes, and behaviors—the “dos and don’ts” of society (Appelbaum 1970). *Social norms* may be explicit or implicit. Failure to conform to *norms* can result in social sanctions and/or social exclusion. A gender perspective as an example of *norms* was discussed in Step 1, during the situation analysis (Module 1, session 3, page12). As you develop your detailed workplan, read the following definitions of gender and reflect on how it compares to your own understanding of gender and sexuality.

**Gender** is a culture-specific construct. It refers to widely shared expectations and norms within a society about male and female behavior, characteristics, and roles. It is a social and cultural construct that differentiates women from men and defines the ways in which women and men interact with each other.

There are significant differences in what women and men can or cannot do in one society, when compared to another. However, the roles of men and women are distinct in all cultures, as is their access to productive resources and their authority to make decisions. Typically, men are held responsible for productive activities outside the home, while domains for women are reproductive and productive activities within the home. In most societies, women have limited access to and control over income, land, credit, and education (Southern African AIDS Trust 2011).

**Advocacy Corner: Working on Challenges in Implementing Media Advocacy**

The biggest barriers to a successful media advocacy are a) a muddled strategy; b) misconceptions about the extent institutions can be involved in advocacy, c) being distracted by the opposition, and d) not-staying on message. Practitioners should make sure their effort has (adapted from Cohen, Chavez, Chihimi 2010):

- Developed and communicated a clear communication strategy which is detailed enough to give directions to partners and supporters
- Clarified how public institutions, organizations, and businesses can be involved in advocacy, even though some of it may become controversial
- Ensured that advocates keep motivating and mobilizing their supporters to alert policy makers about their issue instead of being distracted by the opposition’s effort to frame the issue on their own terms
- Honed spokes person’s skill to stay on message in order to anticipate what questions advocates may receive from reporters, decision makers or the opposition

**Social Mobilization Corner: Sound Leadership for a Healthy and Effective Coalition**

Leaders have an important role in maximizing the vitality of a coalition. Leaders can maintain coalition enthusiasm and effectiveness by addressing coalition difficulties and by sharing power and leadership.

Here are some characteristics of a good leader (adapted from Cepda 2000 and Cohen et al 2010). A good leader:

- is visionary, dynamic and can mobilize others to support an issue
- knows how to create a coalition structure
- has time to devote to the issue and is committed to the issue
- recognizes the early warning signs of problems
- addresses coalition difficulties and is diplomatic
- can admit and learn from mistakes
- takes calculated risks when necessary for reaching goals
- shares power and leadership and is able to lead from behind
- brings out the best in team members and is a good facilitator
- shares the acknowledgement for successes
- knows how to maintain the vitality and enthusiasm of the coalition

**CHECKLIST: Project Staffing Plan**

**Directions:** Use this worksheet to start thinking about what your project team looks like now and whether you have the staff and skills needed to implement the SBCC program. This can help you to plan for your staffing needs.

	Yes	Partially	No	Remarks
Does the project team include people with previous experience with this type of program? (Do you have staff members who have been trained on SBCC?)				
Have team roles been assigned effectively, relative to the size of the project? (On a large project, roles should be staffed on a full-time basis. On a small project, team members should be flexible, responsive, and have the right mix of skills to perform several roles.)				
Does the project have adequately skilled staff for the chosen strategic approach of the project? (If you focus on community mobilization or advocacy, do you have the right skill set in your team?)				
Is there a good mix of experienced and more junior skills?				
Were the skill requirements for the project mapped and compared with the actual skill-levels of staff to identify shortfalls and training needs? (Is the mix between experience and junior skills appropriate? Is there backup support for key personnel? Are people with the right skills brought in at the right time?)				
Has adequate attention been given to whether the gender balance within the work team reflects the gender balance of the SBCC audience or audiences?				
Are there any partners who can help support activities?				
Other:				

Adapted from Borysowich 2008.



**WORKSHEET: SBCC Coordination**

Often SBCC programs have a specific person in charge of coordination—perhaps a member of the technical staff or an SBCC programmer or officer. This person is responsible for coordinating and facilitating all things SBCC. Sample tasks of the SBCC coordinator are listed below. You can modify these tasks to clarify you own team’s vision of what is needed for effective SBCC coordination. Review the table to see tasks for which the SBCC coordinator will be responsible.

Task	Essential	Partially Essential	Not Essential	Remarks
Link with SBCC process partners: government organizations, NGOs, and vendors				
Oversee the steps of the SBCC process				
Report on the progress and challenges faced in the SBCC process				
Select and oversee researcher(s) at various stages of the SBCC process				
Ensure that the communication strategy outline is used to guide strategic decisions				
Prepare preliminary and final creative briefs for communication experts				
Select and oversee local communication experts (e.g., graphic designers, writers, advertising/marketing/PR agencies, theater directors)				
Identify and organize capacity-strengthening events and training, as needed				
Oversee the development of SBCC materials and activities, and ensure these are in line with the overall strategy				
Identify and stay connected to stakeholders who can support the program				
Oversee all M&E activities				
Other: _____				

**Qualities of the SBCC Coordinator**

The SBCC coordinator should understand and preferably have gone through the entire SBCC planning process at least once. The person may be a communication generalist or someone with specific experience in some areas. Either way, the coordinator should understand “the big picture” of SBCC strategy development and implementation. He or she should also be effective at facilitating consensus and in liaising, supporting, and (at times) directing the variety of players involved—from stakeholders to communication experts, researchers, implementing partners, clinical providers, and commodity specialists.

**EXAMPLE: A Supervisory Tool**

Worksheet: Supervising the Work of Volunteers and Staff					Why? Gap Analysis.
Desired Performance (from scope of work)	Actual Performance		Why? Gaps**	Possible Solutions	<p>Reason: No time for meetings</p> <p>Reason: Not given enough notice</p> <p>Reason: Not know the time of the meetings</p> <p>Reason: No regularly scheduled meeting</p> <p>Reason: _____</p> <p>Reason: _____</p> <p>SOURCE: FHI Y-PEER (2006)</p>
	Method	What Is Happening			
Example: Hold two peer group meetings a month	Observation/ interviews	Many members not attending both meetings per month	No time for meetings No notice given Location not known Time not known No regularly scheduled meetings	Work with peer educator to ensure that the meetings are scheduled on a regular basis and that this is communicated to the peer group.	

\*\*To determine the Why? Gaps, please use the Why? Gap Analysis to the right.

**CHECKLIST: Successful Partnerships in SBCC**

Think about exploring whether partners can help. Are any already working on similar issues? What roles and responsibilities could they have? What coordination mechanisms should exist? What institutions work in the communities and on these issues? Once partners are identified, it is important to think about maintaining relationships with them. Below are strategies developed by the National Cancer Institute (2008) for keeping partners and donors involved during implementation.

- Periodically communicated with partners to find out how their work is progressing. Offered to help when appropriate, and showed an interest in them that mirrors the interest that you hope they take in your program.
- Involved them whenever it is reasonable and when they are interested in activities like work-planning, special events, or process evaluations. (A campaign launch is a great opportunity to work with partners to mobilize press and political attention.)
- Compensated and gave appropriate recognition to partners' work, including that of community leaders and activists, to improve morale and performance. (One way is to give partners credit in news releases and other forms of publicity and send them copies of stories that mention them and their work.)
- Provided regular program updates through formal newsletters and reports or informal calls, meetings, or emails.
- Informed partners about any changes in program activities that may have an impact on their organizations.
- Shared new materials and information (e.g., about breaking stories relevant to their organizations).
- Decided together how to measure accomplishments and notified partners of positive and negative program results, including feedback from process evaluations.
- Explored opportunities for further collaboration and continually checked on mechanisms for working together and communicating with them.
- Set criteria or guidelines to indicate when it is time to end a partnership or move to a new relationship.

**Theory Corner: Social Capital and Social Network Theories.**

*Social capital* means the *social resources* that people, partners, and networks have; these can be tapped into by SBCC programs. Identifying existing social networks in a community is a useful first step in planning SBCC activities. Many communities have women's groups that meet regularly and are deeply involved in community organizing and mobilizing on issues of priority. Programmers should also consider their implementation partners as part of an existing social network to be cultivated and nurtured. Consistent communication and collaboration among partners help to strengthen social networks, and social networks require reciprocal give-and-take relationships.

## Module 4, Session 3: Workplan: With What?

### Resources Needed for SBCC

Hopefully, cost has been kept in mind while sketching out plans for materials and activities in Steps 2 and 3. Detailed and accurate costing must happen now, before any final material production or activities begin. The template on page 12, “SBCC Budgeting Tool,” identifies major costs for typical programs. These will vary a great deal over time and across locations. While the template does not provide estimates, it can help practitioners to think through the array of possible costs associated with an SBCC program and compare these to the line items in a budget.

Following these tips will contribute to detailed and accurate costing for the implementation strategy:

- **M&E**
  - Budget for baseline and follow-up evaluations.
  - Consider all costs associated with monitoring the processes and quality of the work.
- **Distribution of materials**
  - A clear plan and budget are needed.
  - Double-check that costs of distribution have not been underestimated; this is a common occurrence.
- **Quantity**
  - Brief stakeholders and funders on the quantity of communication materials to be produced and plans for events, mass media broadcasts, and so on. Requests made later for wider distribution or broadcasting could have an impact on the budget.
- **Subcontractor agreements**
  - Make sure subcontractors clearly understand the benefits and limitations of their contracts. For example, a fixed-price contract means that the prices negotiated are fixed and cannot be changed if production costs suddenly change.
  - Make sure to communicate with subcontractors about payment expectations. For example, an agency may expect a large down payment that cannot be provided because of the limitations imposed by the procurement rules of the program or a funder.
- **Unexpected incentives**
  - Make sure to clarify with field workers (such as peer educators) exactly what incentives are available to them and avoid requests for incentives that are not in the plan.

The key is to make sure that sufficient funding is available for all elements of a strategy before beginning implementation. If additional funding is pursued, it may be helpful to use the worksheet “Plan to Organize and Approach Potential Resource Providers” on page 14. Use of this worksheet may also help decide how to scale back strategies and spend available resources in the most efficient and effective ways possible.

**Advocacy Corner: Fundraising for Activities**

While many line items for advocacy budgets are similar to communication budgets, they need to include additional fundraising related costs. This is important because advocacy efforts tend to need financial neutrality to be believable and to succeed. Financial responsibility often falls on board members and staff (Cohen et al 2010) as part of their larger advocacy duties. Resources should be defined in a broad manner including leveraging in-kind and cash resources.

**Social Mobilization Corner: Mobilizing for Non-Monetary Resources**

**Raising funds through the social mobilization of various stakeholders for an issue of concern calls for creativity.** For example invite schools and local community groups in annual events, organize community businesses to sponsor specific awareness campaigns, encourage the involvement of corporate sponsors as it should be in the interest of employers to prevent for example infectious diseases, encourage NGOs to distribute donation boxes so that private citizens can help fight the issue of concern with their own money and encourage your national or local radio to run a campaign (adapted from WHO 2000).

**What non-monetary resources partners can contribute in mobilizing support are multifold and include** (adapted from CDC n.d.): time commitment from members to work on coalition, providing access to specific target audiences including at-risk populations, assessing community needs for various intervention, making messages more credible, providing technical expertise, helping reach various distribution channels, donating advertising space, making event or meeting space available, recruiting volunteer, writing letters of support, donating printing, other services, and incentive, providing financial contribution as well as transportation, childcare and health care services.

**WORKSHEET: SBCC Budgeting Tool**

SBCC Expenses	Costs	SBCC Expenses	Costs
<p><b>Communication Research and Planning</b></p> <ul style="list-style-type: none"> <li>• Personnel salaries and benefits</li> <li>• Consultant fees</li> <li>• Training for data collection</li> <li>• Travel allowances for field work</li> <li>• Supplies</li> <li>• Data processing and analysis</li> <li>• Report writing</li> <li>• Meetings for planning</li> <li>• Other _____</li> </ul>		<p><b>Production of Broadcast Materials</b></p> <ul style="list-style-type: none"> <li>• Fees or salaries for artists, scriptwriters, producers, videographers, and technicians</li> <li>• Copywriting</li> <li>• Studio and equipment rental</li> <li>• Technical content reviewers</li> <li>• Pretesting of broadcast materials</li> <li>• Airtime</li> <li>• Distribution</li> <li>• Other _____</li> </ul>	
<p><b>Monitoring and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Development, distribution, and collection of M&amp;E data</li> <li>• Questionnaires</li> <li>• Orientation of trainers and training of field workers</li> <li>• Travel allowance for supervision and/or quality assurance of data collection</li> <li>• Compilation and analysis of data</li> <li>• Organization of feedback session(s)</li> <li>• Fees or salaries for evaluators</li> <li>• Other _____</li> </ul>		<p><b>Production of Print Materials</b></p> <ul style="list-style-type: none"> <li>• Fees or salaries for writers, artists, and designers</li> <li>• Copywriting and editing</li> <li>• Typesetting</li> <li>• Pretesting of print materials (e.g., posters, brochures, and curricula)</li> <li>• Printing and distribution</li> <li>• Other _____</li> </ul> <p><b>Special Events</b></p> <ul style="list-style-type: none"> <li>• Giveaways (e.g., stickers and t-shirts)</li> <li>• Press conferences and kick-off events</li> <li>• Honoraria for dignitaries and celebrities</li> <li>• Rental of sites, public address systems, other equipment</li> <li>• Other _____</li> </ul>	
<p><b>Ongoing Training and Capacity Development</b></p> <ul style="list-style-type: none"> <li>• Curriculum development</li> <li>• Consultant and trainer fees</li> <li>• Per diem and accommodation for participants</li> <li>• Training materials</li> <li>• Rental of training site, equipment purchase or rental</li> <li>• Other _____</li> </ul>		<p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Communication (e.g. telephone, internet, fax, postage)</li> <li>• Administrative and overhead costs</li> <li>• Other transportation</li> </ul> <hr/> <hr/> <hr/>	

Adapted from Cabañero-Verzosa (2003).

**WORKSHEET: How to Make Team Decisions on Budget Priorities**

**Directions:** Deciding on costs and a budget for an SBCC program can be a daunting task for one person. Consider working as a team to make these decisions. Following the directions below will help teams work together and make decisions on budget priorities.

**First**

- Review the worksheet “SBCC Budgeting Tool” (page 12) and each category of expenses.
- Focus on one category of expenses at a time, or divide up the work so that each team member focuses on one category.

**Second**

- Cross out any expenses that do not apply to the SBCC effort.
- Add any anticipated expenses not shown in the worksheet.

**Third**

- Estimate the actual cost for each anticipated expense. If exact amounts are available, all the better! Consult with other team members and members of other teams if the cost of something is not known. When in doubt, estimate on the high side.

**Fourth**

- Total the expenses for each category. Put a mark or star next to expenses in each of the categories considered to be the most critical.

**Fifth**

- Total the expenses across categories and compare the amounts to funds currently available for the project. If the budget is tight, continue to number six.

**Sixth**

- If the budget is tight, prioritize expenses, while keeping the overall strategy intact. Recalculate and see how the anticipated expenses compare to the budget.

Here’s where flexibility comes into play. The costs calculated influence workplans, and workplans influence anticipated costs. The only way to get workplans and budgets in sync with each other is to draft and revise them simultaneously.

**WORKSHEET: Plan to Identify and Approach Resource Providers**

**Directions:** If additional funding is needed, it is important to start mapping out organizations to be approached and the roles and responsibilities of the team in this effort. This worksheet may help to guide planning and decision-making and get the team on the same page.

Resource gaps	Potential resource provider	Provider priorities and geographic area(s) of support	Why the provider should participate in or fund the program	Maximum level of support	Application needs and deadlines	Person responsible for this resource mobilization activity

Adapted from International HIV/AIDS Alliance (2002).



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

Four aspects of implementation are critical to the success of SBCC programs: 1) sequencing and scheduling program elements; 2) timing against other events; 3) making activities mutually supportive; 4) integrating complementary programs.

**Sequencing** is the order in which activities are implemented or scheduled *within* a program. The job is similar to that of a cook who has to make sure all parts of a meal are ready to be served at the right time. For example, it requires asking this kind of question: will planned interpersonal support materials be ready in time for the campaign launch?

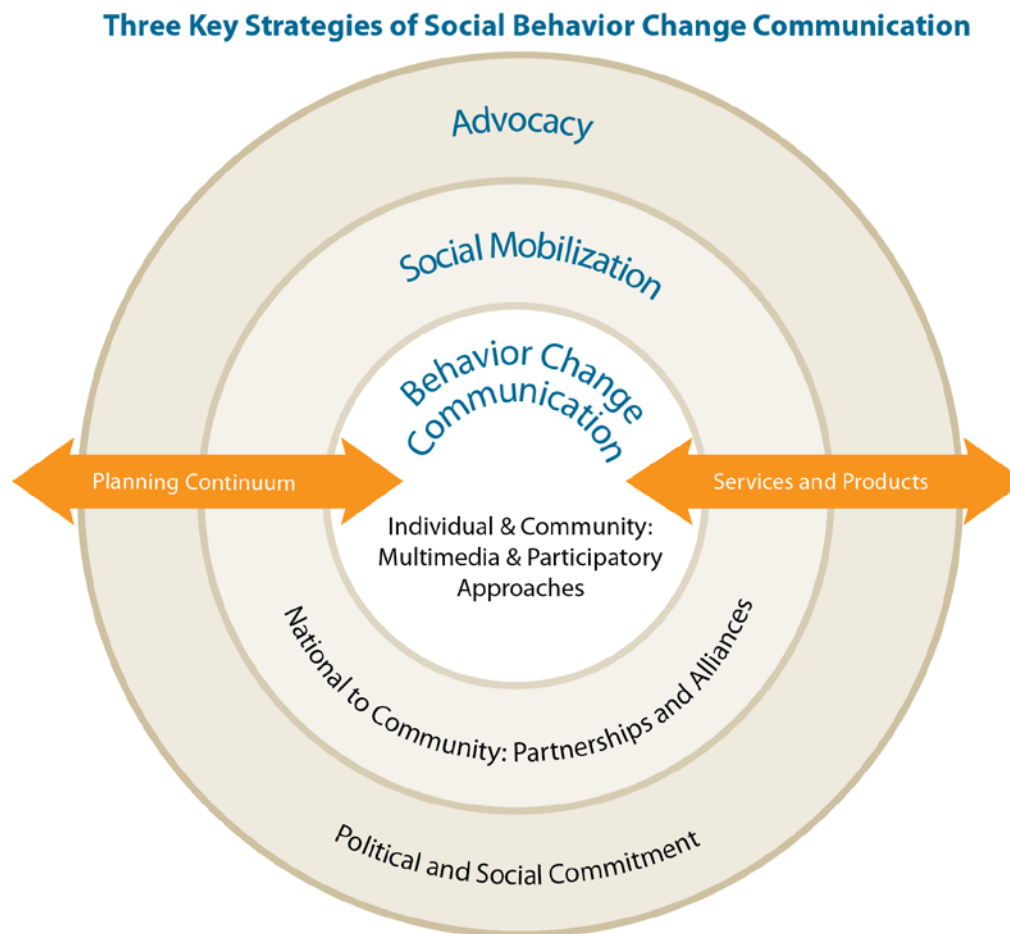
**Timing** is the scheduling of program activities in relation to events outside of the program that are happening in the community, region, or country. No program is implemented in a vacuum. Ahead of time, think about unrelated events, such as holidays, celebrations, school or university schedules, and political events that could compete for time and the attention of audience(s), broadcast space, or facilities.

**Synergy** is the added benefit obtained from bringing together activities and/or materials that enhance each other. For example, if a program has worked with faculty and administrators to mobilize a campus against the spread of HIV, then a peer education program with first-year female students on HIV prevention is likely to get more attention and support. It is best if programs look for efforts that can reinforce each other, anticipate the best schedule for each, and check that the channels selected promote the same messages in a concerted fashion. The **Integrated Model for Social Change** in Step 2, (Module 2, Appendix, page 54) advocates synergy. It suggests that complementary and coordinated activities can serve as a *catalyst or stimulus* for *community dialogue* and lead to *collective action*.

Another form of synergy occurs when a program's SBCC efforts support those of other programs underway or planned. Here are two examples: A program might provide commodities such as rapid HIV test kits that support another program's activities on National VCT Day. On National VCT Day, another program might provide staff to ensure that counseling services meet the demand and are of the needed quality. In this way, more potential clients will be seen who are more likely to access services in the future.

**GRAPHIC: Three Key Strategies of SBCC**

The graphic, illustrates the importance of planning to ensure availability of necessary products and services. **SBCC should always be linked to services or to products** that people can access. If these are not in place, SBCC efforts remain toothless and communication activities may not have significant impact. For more information on these key SBCC strategies, review Module 0, session 4, page 18.



SOURCE: Adapted from McKee, N. Social Mobilization and Social Marketing in Developing Communities (1992)

**WORKSHEET: How to Make Team Decisions on Sequence, Timing, and Synergy**

Directions:

Create separate cards to represent each of your program’s key SBCC activities or materials.

Spread these cards out on a clear space so that all team members can easily reach them.

Sort the cards representing activities and materials in the **sequence** that makes most sense.

Create cards to represent important events or dates that would influence the **timing** of implementation.

Create cards for **commodities or services** that must be available for an activity or material to be successful.

As a full team, discuss what you see in terms of sequence, timing, and synergy.

SBCC  
Activity/Material

SBCC  
Activity/Material

SBCC  
Activity/Material

SBCC  
Activity/Material

SBCC  
Activity/Material

Important Event/Date

Important Event/Date

Supportive Commodity  
or Service

Supportive Commodity  
or Service

**Reflection Questions**

- ✧ What do you see now, in terms of sequence, timing, and synergy across the materials or activities of your SBCC effort?
- ✧ What would you like to do or find out before finalizing this workplan?

## Module 4, Session 5: Putting it All Together

A workplan—a map of everything a program plans to do during implementation—can provide guidance for the whole team and the program’s partners. The strongest SBCC workplans are developed jointly by team members and representatives of partner organizations and donors. Ideally, all program staff is involved in the process, since they are expected to carry out the workplan and often have valuable contributions to make.

With realistic cost estimates and complete workplans in hand, SBCC programs are ready to produce the materials that have been pretested and revised. The worksheet “Template to Track Distribution Points and Production Needs” on page 19 can be used to help finalize production costs and determine how many materials to produce.

Ultimately, indicators are added to the workplan as a basis for monitoring and evaluating progress. Sessions 6 and 7, pages 22-29 offers more information on monitoring.

The following should be kept in mind during the creation of all workplans:

- Implementation of a vision requires leadership.
- Leadership involves great flexibility.

In short, SBCC programs should be ready to change plans and stop unproductive activities when necessary. Having the courage to change course because of the results of monitoring and midterm evaluation is essential.

Several steps need to be taken to create a quality product, before handing over files to a printer or radio producer.

Once a decision is made on the quantity of materials, a good printer or other producer is selected through a competitive bid.

The contractor selected needs a detailed understanding of the expectations for the product, including the choice of paper and color quality for print materials or specific sound or video quality. Files provided to producers also need to be compatible with their software.

**WORKSHEET: Template to Track Distribution Points and Production Needs (per Material or Activity)**

**Directions:** Knowing how many materials to produce and distribute, their cost, and where they will go is key. Use the following worksheet to plan distribution and start setting up a system to monitor it and the cost and quality of materials and activities.

**EXAMPLE**

<b>Name of Material:</b> <i>Positive Living</i> brochure		
Distribution points	Target (# to be distributed)	Notes
1. Clinic waiting rooms	2,000 brochures	10 clinics x 200 brochures
2. PLHIV networks	3,000 brochures	3 networks x 50 members x 20 brochures
3. Community events	1,400 brochures	7 events x 200 brochures
		Total number for distribution at this phase = 6,400
		Total cost to produce this number = US\$3,200 (.10/page x 5 pages x 6,400)

**YOUR EXAMPLE**

Material Name		
Distribution points	Target (# to be distributed)	Notes
1.		
2.		
3.		
4.		
		Total number for distribution at this phase =
		Total cost to produce this number =