C-Modules

UNDERSTANDING THE SITUATION

MODULE

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A LEARNING PACKAGE FOR SOCIAL AND BEHAVIOR CHANGE COMMUNICATION

FACILITATOR'S GUIDE

USAID FROM THE AMERICAN PEOPLE

C-CHANGE COMMUNICATION FOR CHANGE

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

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Proposed Workshop Schedule

Day 2

Review of Yesterday's Learning

Module One Overview

1-1: What is meant by Understanding the Situation?

1-2: Layers of Causes and Effects

1-3: People Analysis

1-4: Context Analysis

Day 3

Review of Yesterday's Learning

1-5: Research Gaps and How to Fill Them

1-6: Partners, Allies, and Gatekeepers

1-7: Summary of Your Analysis

1-8: Team Sharing Exercise

Closing of Module One/Preview of Module Two

At the end of the second day is a team sharing exercise—see the end of the *Facilitator's Guide* for instructions on the Module One team sharing assignment.

Module One of the *Practitioner's Handbook* includes guidelines for doing initial research (i.e., research methods, research plans, and using results of research). It is here in step one of C-Planning where we recommend completing initial research if needed.

In the **2-part** option for this course there isn't sufficient time to teach all the aspects of completing initial research, so we haven't 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 worksheets, examples, and graphics for this module

- Large Graphic of C-Planning – Step 1 (Session 1)
- Large graphic of Socio-Ecological Model and Levels of Analysis (Introduction Module, Session 4)
- Large graphic of People Analysis – (Session 3)
- Poster cards of the SBCC principles (Introduction Module, Session 5)
- Traffic Signs (sets of small cards—question marks, exclamation marks, and danger signs—used to give and receive feedback during team sharing at close of module)
- Worksheet: Problem Tree (Session 2)
- Worksheet: People Analysis (Session 3)
- Worksheet: A Gender Perspective (Session 3)
- Worksheet: Context Analysis (Session 4)
- Worksheet: Research Gaps and how to Fill Them (Session 5)
- Worksheet: Existing Research Inventory (Session 5)
- Graphic: Where initial research fits into SBCC (Session 5)
- Worksheet: Data Methods(Session 5)
- Worksheet: Your Draft Research Plan (Session 5)
- Worksheet: Matrix of Partners, Allies, and Gatekeepers (Session 6)
- Worksheet: Summary of Your Analysis (Session 7)

Overview

Kick off 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 yesterday. We estimate 30 minutes per day for this session.

Review posted objectives for Module One and how the two-day schedule will accomplish these objectives.

Remind the participants of the volunteered roles for today (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 led Yesterday's Learning by enacting 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.

Session 1-1: What is Meant by "Understanding the Situation"?

Study the *Handbook*: What is meant by "Understanding the Situation"?

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

Break into small groups of three and exchange ideas on:

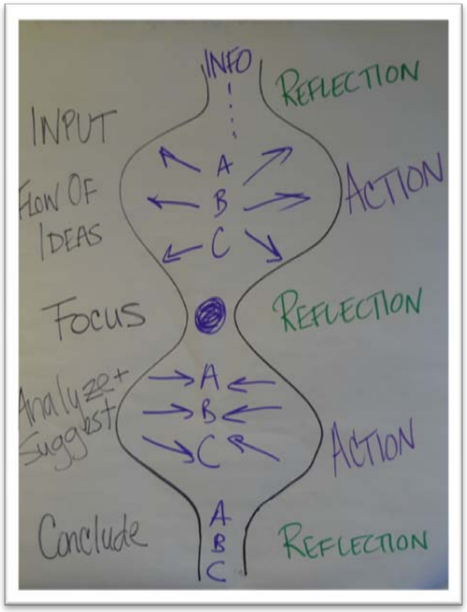
➢ *What did you find particularly useful to help you better understand the situation, people, or context for your work before you began?*

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.



Session 1-2: Layers of Causes and Effects

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 we find particularly valuable**.**

Listen to this description of a Problem Tree in the *Practitioner's Handbook.*

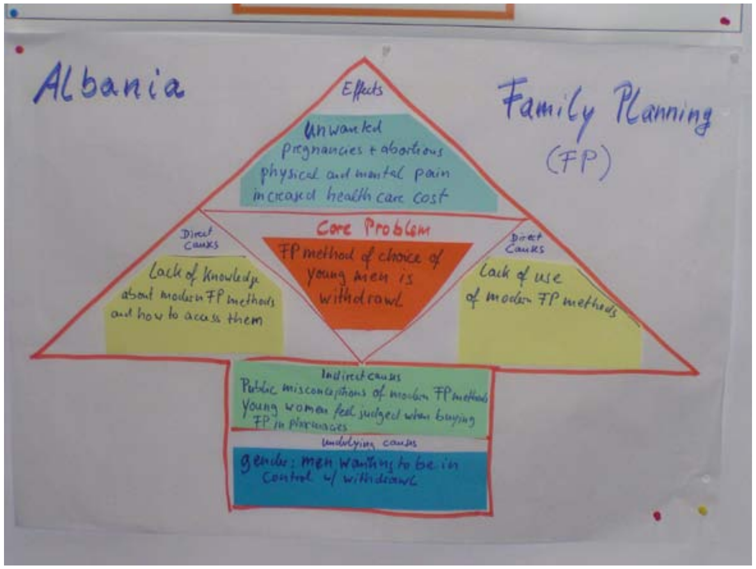
Study the **example: problem trees** as it might have looked in one or more SBCC programs.

- *What strikes you about the description of the core problem, effects, and causes?*
- *What, if anything, would you say is missing from this analysis?*

In project teams complete a Problem Tree that addresses the root (underlying) causes of the problem.

You might want to actively coach the teams by visiting them while they work and giving 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 this example on Family Planning in Albania, or one of your own.



Session 1-3: People Analysis

In both this session and the following one, we'll analyze the situation by taking a closer look at the Socio-Ecological Model presented in the Introduction Module.

Watch how the model shows the importance of understanding the people involved in a situation by looking at the **graphic: of the people analysis that shows the relationship between the Socio-Ecological Model and levels of analysis**.

Review the **example: people analysis**, identifying the people most affected by the problem, as well as those who influence them (directly and indirectly).

- *What are your questions?*

Form project teams and discuss.

- *Define the people who are most affected by the problem you are addressing.*
- *Define, also, those who influence them directly and indirectly.*

Of course, you might have several groups in each category, as illustrated by the example in the *Handbook*. Don't limit your thinking here: note all the people who you know influence the situation—directly or indirectly.

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, we recommend including an explicit look at gender periodically. You may refer participants to **worksheet: a gender perspective** in their *Handbook* for use on site**.**

In the longer, **3-part** option for this workshop, you may add this task 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 and women's analyses compare? How does this enhance your understanding of the situation?*

Session 1-4: Context Analysis

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), we can look at what their levels of information, motivation, skills, environmental context, and values or norms are. Once that is clear we can figure out which of these levels provides the best "tipping point" and gives us the biggest "bang for the buck" if we attempt to change it. You can use the Socio-Ecological Model to guide you through this process.

Review the section in the *Handbook* describing a context analysis and consider an example.

- *What jumps out at you?*

In project teams, use the **worksheet: context analysis** to further analyze <u>at least two</u> groups of people affected and people responsible for the influence.

When we're analyzing a situation, it is easy to interpret it through an academic lens only and to miss the complexity of each issue noted.

Take a walk with project your team. Talk about the different causes of the problem you've named. Develop a role play that captures the complexity of the issues and the many levels that operate around the problem.

Each team presents their role play to one other team. You may want to use the Problem Tree as a backdrop for this role play, and ensure that the role play is kept realistic at all times.

After each role play, discuss the following in small groups:

- *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?*

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 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 2 ending**s. 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 on 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

Session 1-5: Research Gaps and How to Fill Them

So far our analysis has been based on our impressions—on what we *think* we know. It's time to check these assumptions.

In plenary, read the section in the *Handbook* on **research gaps and how to fill them.** Then, review your own analysis that you already did in the:

- Problem Tree
- People Analysis
- Context Analysis

Put a question mark (?) anywhere that you feel it would be useful to check assumptions against data.

The places you've marked can be called "research gaps." Note these research gaps on the **worksheet: research gaps and how to fill them**.

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

Review your own list of research gaps and highlight the ones that could be gathered through existing research on the **worksheet: existing research inventory.**

Identify possible sources to which you would go. Share your ideas for data sources with the group.

If time allows, invite project teams to draft an "inventory of existing research" to organize any data brought into this workshop with them. Note what useful data that might be provided.

Give participants concrete ideas on existing data sources based on their types of projects. For example with SAT, we 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

In the **2-part option** for this course, there is not ample time to work on the remaining content related to research. We suggest focusing only on the use of existing research and referring participants to the *Handbook* for more information about conducting original research.

In the **3-part option** for this course, there should be enough time to do the suggested learning tasks described on the next pages.

Conducting Your Own Research

In project teams, review the C-Planning Graphic to see where original research fits into C-Planning. Consider whether you'll need original research to fully understand the situation and study possible data methods.

In small groups of four, suppose you are working in HIV and AIDS prevention and the main driver of the epidemic in your country has been identified as multiple sexual partners among men and women. The communities you plan to work in are all urban, in a mostly Christian area of Southern Africa.

List out all of the key questions you will want answered through your own research before starting to focus on and design your program. For example, you 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)?*

Hold onto your list of questions.

In plenary, read the **worksheet: data methods** that provide descriptions on qualitative and quantitative research. Go back to the list of research questions you just proposed to address multiple sexual partnerships in urban communities of Southern Africa. In the same small groups discuss:

- *Which of these questions do you think would be best addressed through qualitative research? Why?*
- *How about quantitative research? Why?*

Select two methods that you think would be most appropriate for this research on concurrent partnerships. In plenary, each team describe the methods you chose and why.

Research Plan

In plenary, the **worksheet: your draft research plan**. Then, form new small groups of 4-5 people. In your groups, draft a research plan for a case study on circumcision and HIV, using 2 worksheets in the *Handbook*. Remember the main purpose of this initial research is to understand the situation.

Continue to dig deeper into your ongoing projects. Answer the following questions first, then continue to draft your research plan as time allows.

- *Do you need to do any original research at this point?*
- *If so, why? If not, what existing research will suffice?*

Discuss your draft research plan and decide which methods would best suit your information needs, as well as the needs of your budget. Ask yourselves:

- *How might this research also help generate baseline information to be used later in evaluating your project?*

In the same small groups you started this activity with and imagine that you received the **example: using the results of your research** that highlights of research results on male circumcision in program communities. Respond to the questions on the worksheet about how you would <u>USE</u> the results.

Session 1-6: Partners, Allies, and Gatekeepers

In small groups, brainstorm and list all the things you think of when you hear the following words:

- Partner
- Ally
- Gatekeeper

➢ *What has your experience been playing any of these roles—as a partner, ally, and/or gatekeeper?*

Considering partners and allies can enable a good project idea to become reality, even if you don't have all the resources at hand. For example, you could link to services already offered by allies or tap into useful research held by partners.

In the same small groups, have each person share one short example a project you worked on that benefited from links to a partner, ally, or gatekeeper.

In plenary, choose one project's work as an example. Together, use the **worksheet: matrix of partners, allies, and gatekeepers** and brainstorm a matrix of partners, allies, and gatekeepers. Discuss which gatekeepers might be most critical to addressing this situation.

Session 1-7: Summary of your Analysis

The end point of step one of the SBCC process is a succinct and clear summary of the situation analysis. Such a summary is the basis for the next step: focusing and designing the SBCC effort.

A summary can include both:

1. a statement of the problem, and
2. a statement of changes the problem calls for

Both the problem statement and the named changes are tentative; they are refined as the process unfolds.

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

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

Compare your ideas for change with those noted in the *Handbook*.

Now, break into project teams and complete your own summary of analysis that you have been working on.

Include a problem statement, using the guidelines on the **worksheet: summary of your analysis** provided. Also include a short list of changes which you believe this problem calls for. Make sure not to confine your thinking to behavior changes, but also try to find out which level of the Socio-Ecological Model could provide the biggest tipping point (e.g., the angle that we need to start in order to create change).

Team Sharing

Below is an outline the team assignment for the close of Module One. 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 One:
Understanding the Situation

Your team will present a <u>summary of your situation analysis</u>. Include:

- a problem tree
- people and context analysis
- research gaps
- a problem statement
- strategies for change

Here, begin to focus in on groups and strategies for change but don't nail yourself down—these will evolve as you take a closer look.

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 *Facilitator Preparation* for ideas. The most critical aspect to manage as a facilitator is to make sure that the participants provide each other both with positive feedback—naming what they like about another team's evolving project—but also offer constructive suggestions.

In this workshop, we suggest using two techniques, both of which are described in the VIPP manual.

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

After the full gallery walk, divide into feedback groups, including two project teams and one course facilitator if possible.

In the pairs of teams, use small flash cards for colleagues to indicate what they like, what concerns they have, and what questions they have, if any, about the work presented.

Use Traffic Signs to give teams in-depth feedback. 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)

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

The presenting team guides a dialogue through which people limit their feedback to the cards they posted.

Closing of Module 1: Principles of SBCC

This course is structured around steps of SBCC planning.

However, all practitioners will agree that it isn't a neat, step-wise process. It is useful to always keep in mind the crosscutting principles of SBCC and to keep your eye on the bigger picture of what you are trying to accomplish.

Take a walk around the room and find someone whom you have not worked with much during the last two days. Greet them and exchange ideas about any of the SBCC principles posted around the room.

In plenary, each person name one principle that speaks to that person today.