

# 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**

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# Overview

This module describes the fourth step of C-Planning for social and behavior change communication (SBCC). Anyone participating in this module should already have the basic SBCC principles and framework presented in the Introduction Module. In order to complete the implementation tools in this module, it would be ideal for participants to also have a pretested set of materials and activities.

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### Session 4-1: Turning Plans into Action

**Clarity and confidence in your plans** are the first keys to effective implementation. Before taking this step, check that your team has clarity of vision and confidence that the plans you've made *will* make a significant difference. These days, there is no room for sloppiness—the human costs are too high. Implementation calls for rigorous attention to timely delivery, cost-effectiveness, and quality production.

In this fourth step of C-Planning, plans turn into action! These pages walk you through the columns of a draft workplan as illustrated on the worksheet. In the workplan format we've chosen, activities are tied to objectives, a time frame is given, and budget and responsibilities are allocated. As with all tools of this course, experiment with the format and see what works best for you and your team.

## STEP 4: IMPLEMENTING AND MONITORING

### GRAPHIC: The Fourth Step of a Planning Process for SBCC – Implementing & Monitoring



**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).

## STEP 4: IMPLEMENTING AND MONITORING

### WORKSHEET: Detailed Workplan

This builds on the Implementation Plan you drafted in Step 2. It is different from workplans you might be familiar with, in that it organizes the work around the Communication Objectives you set in Step 2 and the related materials/activities you planned for in Step 3. Later in Module Four, you'll find a more detailed production/distribution plan.

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

## STEP 4: IMPLEMENTING AND MONITORING

### WORKSHEET: Concepts of Gender and Sex

Don't forget we discussed a gender perspective in Module 1 during your situation analysis. You can refer back to this session if you need to remind yourself or for more information as we explore gender further.

Excerpted from “*Mainstreaming gender in the response to AIDS in Southern Africa*,” from the Southern African AIDS Training Program.<sup>1</sup>

Gender 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.

Gender is a culture-specific construct. There are significant differences in what women and men can or cannot do in one society when compared to another. However, in all cultures the roles of men and women are distinct, as are their access to productive resources and their authority to make decision. Typically, men are held responsible for the productive activities outside the home while the domain for women are the reproductive and productive activities within the home. In most societies women have limited access to income, land, credit and education, and limited control over these resources.

### Reflection Questions

- *How do these definitions compare to your own previous understanding of gender and sexuality?*

Examine the following checklist of gender issues. Consider *how we have—or will—address gender in...*

*...Planning and Design of our SBCC effort?*

*...Implementation?*

*...Monitoring/Evaluation?*

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<sup>1</sup> South African AIDS Trust. 2001. *Mainstreaming gender in response to AIDS in Southern Africa*. Presentation given at the Southern African AIDS Training Program, Johannesburg.

## STEP 4: IMPLEMENTING AND MONITORING

### CHECKLIST: Gender Issues in Planning, Implementation, and Evaluation<sup>2</sup>

**Directions:** Use this checklist to continue thinking about gender issues and guide planning for implementation.

#### Planning & Design

Opportunities occur during the planning/design phase of any program to address gender issues. For example, the program's objectives should aim to achieve greater gender equality and address the needs and priorities of both men and women. Make sure that objectives with the greatest gender equality impact are not relegated to the bottom of the list. Examples of ways to address gender in setting the goals and objectives include:

- Better and more equal access to and control over health services by women and men
- Better and more equal access to and control over community and social support services by women and men, and
- Changing images of women and men to encourage more equitable relationships

Gender can also be addressed by looking at program resources. For example: *Are there equal number of male and female technical advisors to the program?* Gender might also influence the identification of partners, allies, and gatekeepers. *Have we included a diverse set of voices and viewpoints among those with whom we are working?*

#### Implementation

As we see in this module, implementation actually involves implementation of activities as well as management of the overall program. In both cases, a gender-focused framework can be used. Here are three strategies to promote the equal participation of women and men:

- Make sure the timing, location, and duration allows for both men and women to participate equally;
- If women cannot speak freely in mixed groups, organize separate meetings or meet afterward with female staff; and
- Organize suitable material arrangements for women (travel, childcare).

Examples of ways to address gender in implementation are to make sure the implementation plan raises visibility of gender issues at the community, institutional, and policy levels; and conduct activities that support ongoing advocacy work on gender issues within the country.

#### Monitoring & Evaluation

A gender-focused M&E plan compares anticipated and actual outcomes of the program have a gender perspective. Be sure to account for differences between men and women in baseline, midline, and endline data. A few ways you can ensure a gender perspective:

- Develop a systematic monitoring plan that can trace process and quality of activities for both men and women;
- Review M&E tools to make sure that they invite and document gender differences; and
- Ensure that there are verifiable indicators that focus on the benefit of the program to women, men, and youth (including changes in gender based initiatives or gender roles that contribute to better health).

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<sup>2</sup> Adapted from: South African AIDS Trust. 2001.

### Session 4-2: Workplan: Who? Partnerships and Staffing

The essential part of any workplan names which individuals will do the work. Strong SBCC programs come from strong teams. These teams can be comprised of staff, consultants, volunteers, and partners. The key is to share ownership and involvement, while being clear about who gets the final word—and holds ultimate accountability—for each piece.

If you haven't done so already, this is a good time for your team to make sure you have the right mix of people needed to turn plans into action:

- *What specific qualifications and competencies do you need for your strategic approach (e.g., mass media, community mobilization, and advocacy)?*
- *How well trained is staff in the various aspects of their work and in what areas do they have practical experience?*
- *In what areas might you need to call on consultants?*

On the following pages are **a series of checklists and worksheets for project staffing and for SBCC coordination** that can help you make decisions.

Some SBCC efforts have found strength in the careful selection and management of volunteer networks. One of the greatest challenges to the effective use of volunteers is their supervision. In this session, there is an **example: a supervisory tool** which has proved useful in one country's SBCC efforts.

Even the strongest of internal teams—staff, consultants, and volunteers—are dependent on others to implement a powerful program. This is particularly true if your organization cannot address all three main strategies (advocacy, social mobilization, or BCC) alone. SBCC programs can't work in isolation; they call for participation of partners in the design, development, implementation, and monitoring and evaluation of programs. If your team has formally set up partnerships with others, you will need to work hard to maintain good relationships. Frequent two-way communication is essential to productive partnerships. If partners hear from you only when you need something or you hear from partners only if problems arise, the relationship will suffer. This session has **checklists with some guidelines for managing SBCC programs, holding successful partnerships, as well as successful relationships with donors.**

SBCC is, by its nature, a collaborative effort. Therefore, implementation also requires skills in facilitation and motivation of staff as well as partners. SBCC team leaders are most effective when they bring out the best in team members and challenge them to take initiative. One of the biggest challenges to this approach is to overcome our fears that empowering others will diminish our own authority. It is helpful to begin implementation by setting a climate of collaborative decision-making. This can be done through participatory team-building exercises in which all have a voice in setting expectations. When teams are tasked with a set of activities, it is useful to work together to set clear plans and clear criteria for achieving them.

## STEP 4: IMPLEMENTING AND MONITORING

### CHECKLIST: Project Staffing Plan<sup>3</sup>

**Directions:** Use this worksheet to start thinking about what your project team looks like now and if you have the staff and skills to implement your SBCC program. This worksheet will guide you in planning your staffing needs.

	Yes	No	Remarks
Does the project team include people with previous experience of this type of program? (e.g., do you have people who have been trained on SBCC on staff?)			
Have team roles been assigned effectively relative to the size of the project? (e.g., 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 in the team.)			
Does the project have adequately skilled staff for the chosen strategic approach of the project? (e.g., 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? (e.g., is the mix between experience and junior skills appropriate; is there backup for key personnel; and are people with the right skills brought in at the right time?)			
Has adequate attention been given to the way the gender balance within the work team reflects the gender balance of the SBCC audience/s?			
Other:			

<sup>3</sup> Borysowich, Craig. 2008, *Project staffing plan checklist*. EAI Community. <http://it.toolbox.com/blogs/enterprise-solutions/project-staffing-plan-checklist-25337>

## STEP 4: IMPLEMENTING AND MONITORING

### WORKSHEET: SBCC Coordination

Often SBCC programs have a specific person in charge of coordinating SBCC. Whether technical staff, an SBCC programmer, or an SBCC officer, this person is responsible for coordinating and facilitating all things SBCC. Sample tasks of the SBCC coordinator are listed below. Edit these tasks to clarify you own team's vision of what is needed for effective SBCC coordination.

- 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, such as graphic designers, writers, advertising/marketing/PR agencies, theater directors, etc.
- Identify and organize (as needed) capacity-building events/training
- Oversee the development of SBCC materials and activities, and ensure it is in line with the overall strategy
- Identify and stay connected to stakeholders who can support your program
- Oversee all program monitoring and evaluation

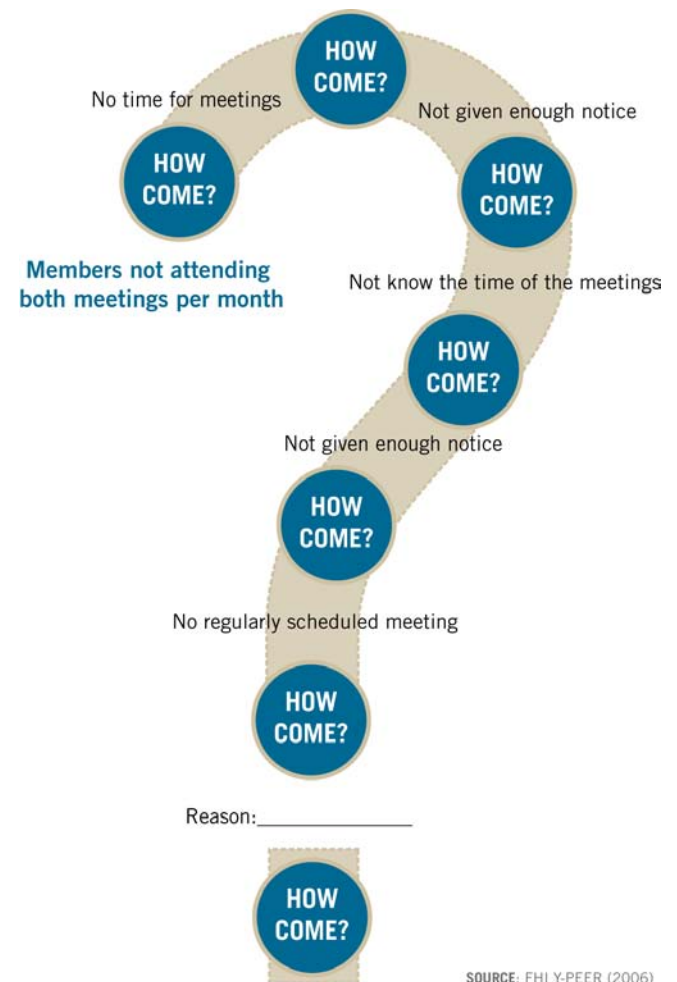
### Qualities of the SBCC Coordinator

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

## STEP 4: IMPLEMENTING AND MONITORING

### EXAMPLE: A Supervisory Tool<sup>4</sup>

Worksheet: Supervising the Work of Volunteers and Staff				
Desired Performance (From Scope of Work)	Actual Performance		"How Come?" Gap**	Possible Solutions
	Method *			
<i>Example: Hold two peer group meetings a month</i>	<i>Observation/ Interviews</i>	<i>Many members not attending both meetings per month</i>	<ul style="list-style-type: none"> <li>• No time for meetings</li> <li>• No notice given</li> <li>• Location not known</li> <li>• Time not known</li> <li>• No regularly scheduled meetings</li> </ul>	<i>Work with peer educator to ensure that the meetings are scheduled on a regular basis and that this is communicated to the peer group.</i>
<p>*For listing out the methods please categorize by Observation, Interviews, and/or Records for how this was verified</p> <p>**To determine the "How Come? Gaps," please use the "How Come? Gap Analysis"</p>				



<sup>4</sup> FHI Y-PEER. 2006. Performance Improvement: A Resource for Youth Peer education Manager. Youth Peer Education Toolkit. <http://www.fhi.org/NR/rdonlyres/eegzejwh556pyosky4ofygir5movetmchc5hggfuuo567yensje6gibydtu5cd7iqwoex3etjnucl/Performanceeny1.pdf>

## STEP 4: IMPLEMENTING AND MONITORING

### CHECKLIST: Successful Partnerships in SBCC<sup>5</sup>

To keep partners and donors involved:

- Periodically call to find out how your partners' work is progressing. Offer to help when appropriate and show an interest in them that mirrors the interest you hope they take in your program.
- Involve them whenever it is reasonable (and when they are interested) in your activities, such as work-planning, special events, or process evaluations. (e.g., a campaign launch is a great opportunity to mobilize press and political attention together with partners.)
- Compensation and appropriate recognition of partners involved, including community leaders and activists, improves morale and performance. One way is to give partners credit in your news releases and in other publicity. If you generate a story that mentions them, send them a copy.
- Give them regular updates on the program either formally through newsletters or reports or informally through calls, meetings, or emails.
- Tell partners about any changes in program activities that may impact their organization.
- Share new materials and information (e.g., about breaking stories relevant to their organization).
- Decide together how to measure accomplishments and notify partners of program results, whether positive or negative including feedback from process evaluation.
- Explore opportunities for further collaboration and continually check in about mechanisms for communicating/working together.
- Set criteria or guidelines to indicate when it is time to complete the partnership

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<sup>5</sup>National Cancer Institute. 2001. *Making health communication programs work. A planner's guide*. National Institutes of Health. [http://www.cancer.gov/PDF/41f04dd8-495a-4444-a258-1334b1d864f7/Pink\\_Book.pdf](http://www.cancer.gov/PDF/41f04dd8-495a-4444-a258-1334b1d864f7/Pink_Book.pdf)

### Session 4-3: Workplan: With What?

#### Resources Needed for SBCC

Hopefully, you have kept cost in mind while sketching out your plans for materials and activities in Steps 2 and 3. Detailed, accurate costing must happen now before any final material production or activities begin. Following is a template that identifies major costs for typical SBCC programs. We have not tried to estimate costs, because these vary so much over time and across locales. But, this template can help you to think through the array of possible costs associated with SBCC and check it against the line items of your budget.

Here are some planning tips to help make this happen:

- **Monitoring and Evaluations:** Budget for baseline *and* follow-up evaluation. Consider all costs associated with monitoring the processes *and* quality of your work.
- **Distribution:** Dissemination of materials needs a clear plan and budget. Double check that you have not underestimated costs of distribution, as this is quite common.
- **Quantity:** Brief stakeholders/funders on the extent of materials production/mass media broadcasting, events, etc. They may make requests later on for wider distribution or broadcasting that could impact on your budget.
- **Subcontractor Agreements:** Make sure you and your subcontractors clearly understand the benefits and limitations of your contracts. For example, a fixed price contract means that prices negotiated in the contract are fixed; they cannot be changed if production costs suddenly change. Also, make sure you and your subcontractors communicate about payment expectations. For example, an agency may expect a large down-payment that you are unable to provide due to limitations imposed by your funders.
- **Unexpected Incentives:** Make sure to clarify with field workers (such as peer educators) exactly what incentives there are for their work and avoid requests that were not planned for.

The key is to make sure that you have funding for all elements of a strategy before beginning implementation. If you pursue additional funding, it may be helpful to use the **worksheet: Plan to Organize and Approach Potential Resource Providers**. The worksheet might prove helpful or help you decide where to scale back your strategy so that available resources are used most efficiently and effectively.

## STEP 4: IMPLEMENTING AND MONITORING

### WORKSHEET: SBCC Budgeting Tool<sup>6</sup>

SBCC Expenses	Costs	SBCC Expenses	Costs
<b>Communication Research and Planning</b> <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>• <b>Other:</b></li> </ul>		<b>Production of Broadcast Materials</b> <ul style="list-style-type: none"> <li>• Fees/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>• <b>Other:</b></li> </ul>	
<b>Monitoring and Evaluation</b> <ul style="list-style-type: none"> <li>• Development, distribution, and collection of M&amp;E</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/salaries for evaluators</li> <li>• <b>Other:</b></li> </ul>		<b>Production of Print Materials</b> <ul style="list-style-type: none"> <li>• Fees/salaries for writers, artists, and designers</li> <li>• Copywriting and editing</li> <li>• Typesetting</li> <li>• Pretesting of print materials, (e.g., posters, brochures, curricula)</li> <li>• Printing and distribution</li> <li>• <b>Other:</b></li> </ul>	
<b>Ongoing Training and Capacity Development</b> <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>• Hiring of training site, equipment purchase or rental</li> <li>• <b>Other:</b></li> </ul>		<b>Special Event</b> <ul style="list-style-type: none"> <li>• Giveaways—for example, stickers and t-shirts</li> <li>• Press conferences and kick-off events</li> <li>• Honoraria for dignitaries, celebrities</li> <li>• Hiring of sites, public address systems, other equipment</li> <li>• <b>Other:</b></li> </ul>	
		<b>Other</b> <ul style="list-style-type: none"> <li>• Communication—telephone, Internet, fax, and postage</li> <li>• Administrative and overhead costs</li> <li>• Other transportation</li> </ul>	

<sup>6</sup> Adapted from: INFO Project Center for Communication, Johns Hopkins Bloomberg School of Public Health, January 2008 • Issue No. 16, Cabañero-Verzosa 2003 (3),

## STEP 4: IMPLEMENTING AND MONITORING

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

#### Step One:

- Each member of the team reviews the worksheet: **SBCC budgeting tool** provided. Focus on each category of expenses one at a time.
- You may work together or divide up so that each person focuses on one category of expenses.

#### Step Two:

- Cross out any expenses that do not apply to your SBCC effort.
- Add any expenses that you expect to incur which are NOT on the tool.

#### Step Three:

- Estimate the actual cost for each of your anticipated expenses. If you have access to exact amounts, all the better! Consult with other team members as well as members from other teams if you don't know how much something will cost. When in doubt, estimate on the high side.

#### Step Four:

- Total the expenses for each category, and put a star next to those expenses in that category which you consider most critical.

#### Step Five:

- Total the expenses across categories and see how that compares to money currently available for the project. If the budget is tight, continue to Step Six.

#### Step Six:

- Prioritize expenses while keeping your overall strategy intact. Then, recalculate and see how the anticipated expenses compare to your budget.

Here's where the flexibility we spoke of earlier comes into play.

- The costs calculated in the previous section influence your workplans, and your workplans influence your anticipated costs.
- The only way to get them in sync with each other is to draft and revise them simultaneously.

## STEP 4: IMPLEMENTING AND MONITORING

### WORKSHEET: Plan to Identify and Approach Resource Providers<sup>7</sup>

**Directions:** If you are intending to seek additional funding for your project, it is important to start mapping out who you will approach and roles and responsibilities of the team. Use this worksheet to guide your planning, decision making, and to get your team on the same page.

<b>Resource gaps in your program</b>	<b>Potential resource provider</b>	<b>Their program priorities and geographic area(s) of support</b>	<b>Why should resource provider participate in/fund your program</b>	<b>Maximum level of support</b>	<b>Application needs and deadline</b>	<b>Person responsible for resource mobilization in your program</b>

<sup>7</sup>International HIV/AIDS Alliance. *Raising funds and mobilizing resources for HIV/AIDS work: A toolkit to support NGOs/CBOs*. (Hove, UK: International HIV/AIDS Alliance, 2002).

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

Four aspects of implementation are critical to success:

1. Sequencing 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. Your 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 same time. For example, you might ask: *Will interpersonal support materials be ready for use in time to correspond with a campaign launch?*

By “**timing**” we mean the scheduling of activities within your project in relation to events happening in the community, region, or country outside of your project. Remember that your program is not implemented in a vacuum. Think ahead of time about other unrelated events, such as holidays, celebrations, school or university schedules, or political events that could compete for time, the attention of your target audience(s), broadcast space, or space/facilities.

**Synergy** is the added benefit you get from activities or materials which enhance each other. For example, if you have worked with faculty and administrators to mobilize a campus against the spread of HIV, then your new mentoring program with first-year female students is likely to get more attention and support. Look for efforts that reinforce each other and, with this in mind, anticipate the best schedule for each. Check that channels actually promote the same messages in a concerted fashion.

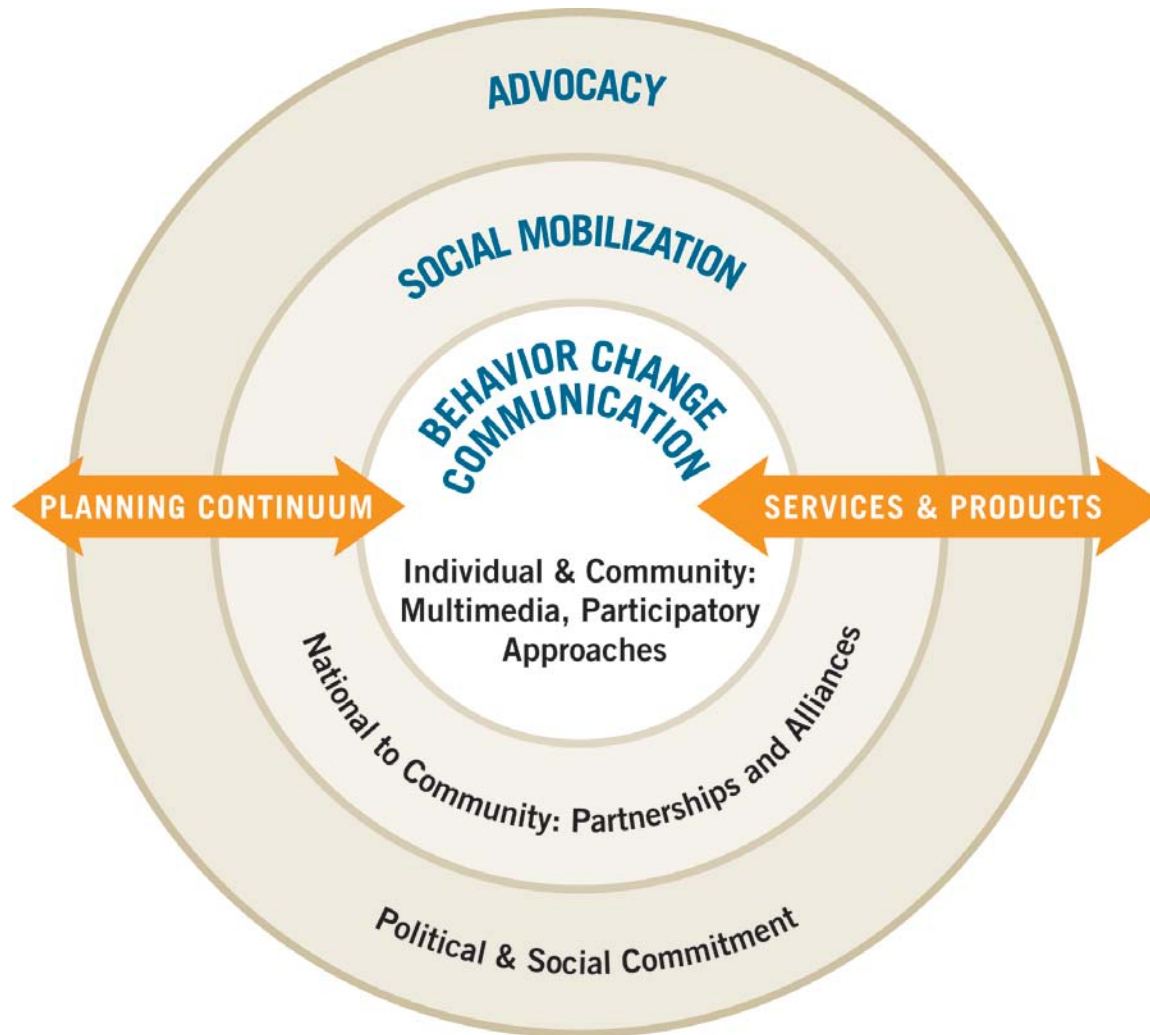
Another form of **synergy** happens between your own SBCC efforts and other programs that may be underway or planned by others.

Here are two examples:

- Other programs might provide **commodities** to support your efforts. For example, rapid test kits might be made available for National VCT Day.
- Others programs might ensure that needed **services are of quality and can meet demand**. For example, if there is enough staff to provide quality counseling during VCT day, potential clients will be seen and will be more likely to access services in the future.

The graphic on the next page of the **Three Key Strategies of SBCC** illustrates the importance of planning to ensure availability of necessary products and services.

GRAPHIC: Three Key Strategies of SBCC



SOURCE: Adapted from McKee (1992)

## STEP 4: IMPLEMENTING AND MONITORING

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

#### Directions:

- Step One: Create separate cards representing each of your key SBCC activities or materials.
- Step Two: Spread out these cards on a clear space so that all team members can easily reach them.
- Step Three: Sort the activity/material cards in the **sequence** that makes most sense
- Step Four: Create cards of important events or dates that would influence the **timing** of implementation.
- Step Five: Create cards of **commodities or services** that would need to be available for an activity or material to be successful.
- Step Six: 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/activities of your SBCC effort?*
- *What would you like to do or find out before you could finalize this workplan?*

### Session 4-5: Putting it all Together

As you've seen on these pages, a workplan is a map of all that you plan to do during implementation. It can guide your whole team and your partners. In fact, the strongest SBCC workplans are developed jointly by team members with partner organizations and donor representatives. Ideally, all staff are involved in the process as they will be expected to carry out much of the workplan and often have valuable contributions to make.

Realistic cost estimates and complete workplans in hand, you'll be ready to produce the materials you've pretested and revised. The **Template to Track Distribution Points and Production Needs** is a tool to help you finalize production costs and determine the quantity of materials to produce.

Ultimately, you will want to add indicators into your workplan, as a basis to monitor and/or evaluate your progress. More on monitoring is offered in the final sessions of this module.

As you move the creation of a workplan—whether you use this model or any other one—keep in mind:

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

Be ready to change plans when necessary and to stop unproductive activities. Having the courage to change course due to the results of monitoring and midterm evaluation is essential for effective implementation of SBCC.

While many people think producing materials simply consists of handing over files to your printer or radio producer, production actually includes several steps in working to create a quality product.

Once you have decided on the quantity of materials, it's time to select a good printer or other producer, often done with a competitive bid.

Once selected, it helps if you explain your expectations of the product in detail, including choice of paper and color quality for print or specific sound or video quality. Also make sure that your final product file is compatible with the software your producer uses.

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

**Directions:** It is important to start know where your materials will go and start planning early for cost and number of materials to produce. Use the following worksheet to plan for the distribution of your materials and start setting up a system for process and quality monitoring of all materials and activities.

#### EXAMPLE

<b>Material Name:</b> <i>Positive Living Brochure</i>		
<b>Distribution points</b>	<b>Target (# to be distributed)</b>	<b>Notes:</b>
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 # for distribution at this phase = 6,400	
	Total cost to produce this # = \$ 3,200 USD (.10/page x 5 pages x 6,400)	

#### YOUR EXAMPLE

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

## STEP 4: IMPLEMENTING AND MONITORING

### LESOTHO EXAMPLE: Detailed Workplan

Activities for FY 2008	Q1			Q2			Q3			Q4			Implementers	Resources
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug		
<b>Objective 1: To develop the MCP Prevention Strategy</b>														
Creative Workshop	x													
Stakeholder Workshops	x							x						
MCP Communication Strategy Y2	x	x												
NAC Tech. Working Group Meetings		x		x		x		x		x		x		
Community Strategy Dev. Meeting		x		x		x		x		x				
MCP Communication Strategy Y3											x	x		
<b>Objective 2: To launch and implement the MCP regional campaign</b>														
Launch national MCP Campaign under Regional ONE LOVE banner					x	x								
Implementation of Regional and Lesotho MCP campaign					x	x	x	x	x	x	x	x		
<b>Objective 3: To develop and implement the MCP mass media campaign</b>														
Burst #1 Media Development	x	x	x	x										
<b>Burst 1 visible</b>					x	x	x	x						
Distribute MCP Insert					x	x								
Radio Talk Show on air					x	x	x	x						
Billboards & Radio PSAs					x	x	x	x						
Mainstream Media					x	x	x	x	x					
Burst #2 Media Development						x	x	x						
<b>Burst 2 visible</b>									x	x	x	x		
Distribute MCP Booklet									x	x				
Radio Talk Show on air									x	x	x	x		
Billboards, Radio & TV spots									x	x	x	x		
MCP Film										x				
Ongoing Monitoring					x		x		x		x			

### WORKSHEET: Quality in SBCC<sup>8</sup>

#### Five Tips to Strengthen the Implementation of SBCC Programs:

1. Involve audience participation at every step.
2. Learn from those who are doing the work.
3. Encourage initiative and resourcefulness among staff.
4. Demonstrate management's commitment by constantly seeking excellence in design, production processes, and services, not just in products.
5. Consistently seek quality solutions, which are often not the cheapest option.

#### Four Tips to Improve Work Systems:

Improving performance through improving work systems is another step on the way to setting a good organizational climate. It is estimated that 85% of errors are systems-related and only 15% are worker-related. It is more important to build good quality into processes than to simply inspect for bad quality. When managers and staff design work systems together, or if there is at least broad consultation, there is a better chance that new systems will be effective and adhered to. Here are four ideas for building quality into SBCC program implementation:

1. Critically review the tasks at hand and how the team tries to accomplish them.
2. Assess how tasks and work systems fit with each other.
3. Clarify responsibilities and strengthen links across teams.
4. Focus on increasing capacity, rather than only results.

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<sup>8</sup> Inspired by Mosley, Henry and Lozare, Ben. *Strategic leadership in population and reproductive health*. Presented at 2nd International Conference on Reproductive Health Management (ICRHM) Bali, Indonesia, 6-8 May, 2008

### Session 4-6: Monitoring Process and Quality

Many organizations work hard to improve the lives of the people they serve. Most do not feel they have the time, resources, or skills to measure the process and outcome of their efforts. However, funding increasingly depends on these measures. Today, stakeholders expect programs to track the day-to-day delivery of services, to use data for continuous improvement, and to document the effect a program has on audiences. And, more importantly, organizations themselves want some measure of their hard work.

Therefore, before implementation, programs must map out how they will:

- monitor the process and quality of their work, and
- do a midline evaluation to document the outcome of this work on various audiences

**Monitoring is the routine process of data collection and measurement of progress toward program objectives.** It is used to count how often, how much, and how frequently activities are carried out as well as how many participants were involved. It often involves routinely assessing service quality.

Monitoring data is used to tell the ‘plot of the story’ that is the SBCC program—it describes how things happened. Monitoring allows us to ultimately see what is and what is not working. Without this monitoring data, it is difficult to make sense of your evaluation data. If you find that you’ve achieved your outcomes, you will want to explain the process sufficiently to replicate the success; if you find that you did not achieve what you intended, you will want to study what could have been missing during implementation.

Module Five of this course includes the following sessions, which can help you to think through plans to monitor your work during implementation and to do a midline and endline to evaluate and replan your program:

- 5-1: M&E’s Place in SBCC
- 5-2: What is Monitoring and What is Evaluation?
- 5-3: Evaluation Research Design
- 5-4: Key Decisions Before Data Collection
- 5-5: M&E Indicators
- 5-6: Evaluation Research Methods
- 5-7: Linking Indicators, Methods, and Tools
- 5-8: Analysis and Use of M&E Data

## STEP 4: IMPLEMENTING AND MONITORING

### Types of Evaluation: Purpose, Questions Answered and Sample Indicators<sup>9</sup>

**How to use this tool:** Evaluation spans the life of any program. A program begins with initial research/situation analysis, progresses to monitoring, and closes with evaluation. The resulting findings help guide program design, determine whether program implementation is occurring as planned, suggest midcourse improvements, provide evidence that the program achieved its communication objectives, help guide the design of future programs, and demonstrate accountability to partners and funding agencies. The table below can help program managers consider how to measure progress towards objectives and which indicators to use. Ideally, program managers should work hand-in-hand with researchers and evaluators to identify appropriate measures and assist with measurement.

Types	Broad Purpose	Main Questions Answered	Sample Indicators
<b>Initial Research/Situation Analysis</b>	<ul style="list-style-type: none"> <li>Learn more about all aspects of the health issue, and its context.</li> <li>Help guide program design.</li> <li>Establish the baseline status of the health behaviors</li> <li>Pretest materials</li> </ul>	<ul style="list-style-type: none"> <li>What is the current situation in the country/region regarding the issue?</li> <li>What groups of people are most affected? Why?</li> <li>What current behaviors influence this aspect of health?</li> <li>What are the barriers to improvements in behavior?</li> <li>Is development of materials on the right track?</li> </ul>	<ul style="list-style-type: none"> <li>Prevalence/incidence data for the problem.</li> <li>Percentage of audience with access to services.</li> <li>Percentage of audience with exposure to various media, by type.</li> <li>Percentage of audience with a favorable/unfavorable attitude toward materials.</li> <li>Sample indicators listed below under "evaluation".</li> </ul>
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>Quantify what has been done; when, where, and how it has been done; who was reached.</li> <li>Identify how the audience is reacting to the messages.</li> <li>Identify problems and areas for adjustment as implementation process.</li> <li>Help to explain why the expected changed did (or did not) occur.</li> </ul>	<ul style="list-style-type: none"> <li>Are activities being implemented according to schedule or as planned?</li> <li>What problems have arisen during implementation?</li> <li>Which components of the program are or are not working?</li> <li>What is the audience's reaction?</li> </ul>	<ul style="list-style-type: none"> <li>Number of times messages aired on radio or television in a reference period.</li> <li>Number of materials disseminated by type, during a reference period.</li> <li>Number of audience members participating in community mobilization events.</li> <li>Percentage of audience who recall hearing or seeing a specific message.</li> </ul>
<b>Evaluation</b>			
<b>Outcome Evaluation</b>	<ul style="list-style-type: none"> <li>Measures change in outcomes (e.g. skills, knowledge, self-efficacy, attitudes, behaviors) against communication objectives. (Changes may or may not be due to the program).</li> </ul>	<ul style="list-style-type: none"> <li>Did the desired changes in outcomes take place?</li> <li>How much did knowledge, attitude, and behavior change?</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of audience who know the recommended behavior.</li> <li>Percentage of the audience with a specific attitude (favorable or unfavorable) toward the recommended behavior.</li> </ul>
<b>Impact Evaluation</b>	<ul style="list-style-type: none"> <li>Measures the extent to which program activities changed outcomes (consistent with communication objectives)</li> </ul>	<ul style="list-style-type: none"> <li>Are changes in outcomes due to the program?</li> <li>Did communities with the program have better results than the communities without?</li> <li>Did people with greater exposure experience better results than people with little or no exposure?</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of the audience who are confident they can perform the recommended behavior.</li> <li>Percentage of the audience who practice the recommended behavior.</li> </ul>

<sup>9</sup> INFO Project Center for Communication, Johns Hopkins Bloomberg School of Public Health, January 2008 • Issue No. 16

## STEP 4: IMPLEMENTING AND MONITORING

### EXAMPLE: Newsletter Monitoring Questionnaire (July 2007)<sup>10</sup>

District: \_\_\_\_\_ County: \_\_\_\_\_ Sub-County: \_\_\_\_\_

Name of Health Facility/Organization: \_\_\_\_\_ Designation of respondent: \_\_\_\_\_

<b>Receipt of Health Matters Newspapers</b>	
1. Have you ever received <i>Health matters</i> newspaper(s)?	1. Yes__ 2. No __ (Go to Q13) 3. Not sure __
2. Have you ever received <i>Health Matters</i> in following versions? (Write "Yes" or "No")	a) English.....b) local language.....
3. How do you receive the <i>Health Matters</i> for your health facility/organization?	
4. Who is in charge of such materials here?	
5. How many times have you received <i>Health Matters</i> ? (Ask according to response to Q2.) Write the number of times or "can't tell" for those who don't recall	a) English .....b) local language .....
6. When did you last receive the <i>Health Matters</i> newspaper?	a) Month.....Year..... b) Can't recall
7. What were topics of the <i>Health matters</i> newspapers you received?	1. Family planning 2. Malaria
8. How many copies of <i>Health Matters</i> do you receive?	a) English version....b) Local language. ....
<b>Utilization/Distribution of Health Matters Newspapers</b>	
9. How do you use the copies of <i>Health Matters</i> you receive here?	
10. Do you use them in any of your activities? If yes, mention the activities and how the papers are utilized.	
11. How long does it take you to distribute these copies to the target beneficiaries?	
12. Do you face any challenges when distributing or utilizing these papers?	1. Yes                      2. No
13. If yes what challenges do you face?	
14. What do you think is the best channel or system to distribute <i>Health Matters</i> newspapers to reach its target audience?	
15. Do you have any suggestions to improve on the <i>Health Matters</i> Newspaper? (Probe for content, language used, paper lay out, etc.)	

<sup>10</sup> Source: Straight Talk Uganda

## STEP 4: IMPLEMENTING AND MONITORING

### EXAMPLE: Materials Distribution Monitoring List

Name of partner, Site and Region: _____ Data Collector's Name and Title: _____								
Date: _____								
Code	Material	Type	Language	# received	Date received	# of copies still available	Location of material at site?	Used by (client or provider)
	<b>Example:</b> <i>Positive living</i>	<i>brochure</i>	<i>Portuguese</i>	<i>500</i>	<i>September 2009</i>	<i>200</i>	<i>waiting room table</i>	<i>client</i>
<b>A: Audience: Health Service Providers</b>								
A1	IPC and Counseling Skills	Manual						
A2	Adult ART Reference	Laminated sheet						
A3	Pediatric ART Reference	Laminated sheet						
<b>B: Audience: People Living with HIV/AIDS</b>								
B1	ART	Booklet						
B2	Positive Living	Booklet						
B3	Opportunistic Infections	Booklet						
B4	Stages of HIV	Leaflet						
B5	CD4 Counts	Leaflet						
B6	Risk Behaviors	Brochure						
B7	Drug Information	Booklet						
B8	ART Overview	Pocket Size booklets						
<b>C: Audience: Community and family members</b>								
C1	Caregivers' Booklet	Booklet						

## STEP 4: IMPLEMENTING AND MONITORING

### WORKSHEET: Plan to Monitor the Process and Quality of all SBCC Materials and Activities

**Material Name:**

Distribution points:	Target (# to be distributed)	Monitoring Indicators	Monitoring Methods and Tools	Implementer <i>(Who holds responsibility to ensure the monitoring is done and that data is used?)</i>
1.	#:			
2.	#:			
3.	#:			

**Activity Name:**

Distribution points:	Target (# to be distributed)	Monitoring Indicators	Monitoring Methods and Tools	Implementer <i>(Who holds responsibility to ensure the monitoring is done and that data is used?)</i>
1.	#:			
2.	#:			
3.	#:			

### Session 4-7: Using and Sharing Monitoring Data

Careful monitoring during implementation will yield valuable pointers as to what parts of your program could be improved to increase access, use, and impact. Often you may get informal feedback that something is not working properly, but need more information to make a change. Here are pointers to gather more information:

- Use focus groups to ask for more feedback if either materials are not used or activities are not well attended
- Review promotional activities to see if they are strong enough to get the word out
- Build informal feedback loops into your activities, such as letters, phone calls, emails or SMS feedback, with incentives to win something if comments are given after you have made adjustments

Try to establish ways for your audience to provide regular feedback on your activities. For example, start a game or quiz related to your program using a radio station and have people call or write in with answers and comments. This will also show you how many listeners are willing to be engaged and how much they have learned from your program thus far. Remaining questions can then be addressed in new program content.

Sometimes monitoring suggests the need for drastic change to bring a program back on track. If so, we recommend the following:

- Communicate the observation or monitoring data to the whole team
- Review your strategic design and search out the source of the issue
- Communicate with your funder for consensus and see what possible support you could receive for the reorganization or tweaking of the program

The programs with the greatest impact and most sustainability over time are often those that have been able to adjust to changing circumstances and needs of their audiences. For example, a recent study showed that the most successful gender programs were ones that used multiple approaches to assessing needs early on, and evolved to address those needs overtime<sup>11</sup>. If resources allow, a midline evaluation can be used to document outcomes to date and to synthesize monitoring data on process and quality.

Many donors like to be kept in the loop of the activities they are funding these days. Deliver on workplans and reports in a timely fashion. Ask your donor for formats and examples of periodic reports. In your report, describe how you resolved challenges in the form of lessons learned. This helps donors adjust expectations to a more realistic level. A good way to keep funders and partners involved is to invite them to field activities, send copies of draft materials for technical review early on, and present changes together with your pretesting results. If the data suggest problems, invite partners and donors to react to your own creative and realistic ideas for improving the program.

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<sup>11</sup> AIDSTAR-One. 2009. *Integrating multiple gender strategies to improve HIV and AIDS interventions: A compendium of programs in Africa*. USAID. [http://www.aidstar-one.com/sites/default/files/Gender\\_compendium\\_Final.pdf](http://www.aidstar-one.com/sites/default/files/Gender_compendium_Final.pdf)

## STEP 4: IMPLEMENTING AND MONITORING

**GRAPHIC: Where Monitoring Research Fits into SBCC**



**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).

## Additional References

These references provide additional information that will assist your work in SBCC. The entire SBCC curriculum, references cited below, and additional resources are available at <http://www.c-changeprogram.org/our-approach/capacity-strengthening/sbcc-modules>. For more resources and opportunities to strengthen capacity in SBCC, visit C-Change’s Capacity Strengthening Online Resource Center at [http://www.comminit.com/en/cchange\\_capacity.html](http://www.comminit.com/en/cchange_capacity.html).

*C-Modules’ graphics can be expanded and shown to participants through PowerPoint or on a large poster board by accessing them online.*

### Background Reading

Topic	Item
SBCC	<b>Igniting Change: Capacity Building Tools For Safe Motherhood Alliance.</b> The purpose of these tools is to foster communication and collaboration among all levels of safe motherhood stakeholders. The tools emphasize strengthening group processes, building capacity for the linkages between diverse stakeholders, and helping stakeholders work as a team to advocate for safe motherhood.
	<b>Performance Improvement: A Resource for Youth Peer Education Managers.</b> Peer educators themselves should be regularly updated in order to do their best work, as should the systems that support them. This publication provides guidance on management and monitoring peer educators.
Advocacy and/or Social Mobilization	<b>Raising Funds and Mobilizing Resources for HIV/AIDS Work – Module 5.</b> This toolkit introduces an approach to planning and carrying out resource mobilization strategically and systematically to ensure that maximum returns are gained for the least amount of effort and that NGOs/CBOs remain true to their missions.
Gender	<b>ISOFI Toolkit: Tools for Learning and Action on Gender and Sexuality.</b> This toolkit is based off of CARE staff experiences under the ISOFI project to guide staff and organizations involved in development and health to understand gender and sexuality and its relationship to reproductive health.
Research Skills/Tools	<b>A Guide for Monitoring and Evaluating Population-Health-Environment Programs.</b> This guide encourages program monitoring and evaluation (M&E) and improvements in the quality of work in the population-health environment area. It provides a comprehensive list of the most widely used M&E indicators for population-health-environment programs.
	<b>Monitoring the Declaration of Commitment on HIV/AIDS: Guidelines on Construction of Core Indicators.</b> This document provides key constituents, who are actively involved in an individual country’s response to HIV and AIDS, with essential information on core indicators that measure the effectiveness of the national response.

### Existing Curricula/Training Materials

**Monitoring HIV/AIDS Programs: A Facilitator’s Training Guide. Modules 1, 2, and 6.** This training package is designed to build skills for conducting (M&E) activities. The course consists of three core modules: Introduction to M&E; Collecting, Analyzing, and Using Monitoring Data; and Developing an M&E Workplan. It also includes additional modules designed for specific contexts, including a module on behavior change communication.