

IMPLEMENTING & MONITORING

MODULE

012345

A LEARNING PACKAGE FOR SOCIAL AND BEHAVIOR CHANGE COMMUNICATION



FACILITATOR'S GUIDE

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

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Version 2**

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Proposed Workshop Structure

Day 9	Day 10
<p>Review of Yesterday’s Learning</p> <p>Module Four Objectives</p> <p>4-1: Turning Plans into Action SBCC Workplan Overview Building Workplans on Objectives, Materials, and Activities</p> <p>4-2: Workplan: Who? Partners, Staff, Volunteers, and Audience Members</p> <p>4-3: Workplan: With What? Resources Needed for SBCC</p> <p>4-4: Workplan: When? Sequence, Timing, and Integration</p> <p>4-5: Pulling it all Together Teamwork and Coaching: Workplans</p> <p>4-6: Monitoring Process and Quality</p> <p>4-7: Using and Sharing Monitoring Data</p> <p>Final Team Sharing: Workplans Gallery Walk In-depth Feedback</p> <p>Closing of Module 4/Preview of Final Day</p>	<p>Review of Yesterday’s Learning</p> <p>Back to the principles!</p> <p>Final written feedback on course</p> <p>“Expert” panel</p> <p>Preparation for workshop Part 2: M&E</p> <p>Final assignment</p> <p>Closing circle - midday of Day 10</p> <p> If you do the 2-part version of this course, there is no time scheduled for teaching Session 6: Monitoring Process and Quality and Session 7: Using and Sharing Monitoring Data. You may refer participants to this part of their <i>Handbook</i> and to Module Five in their <i>Handbook</i>. A review of these pages and worksheets will help prepare them for Part 2 of the workshop.</p> <p> If you do the 3-part version of this course, you may have time to explore Sessions 6 and 7 of Module Four in some depth. We recommend teaching monitoring at this step because it is here—at the start of implementation—where the monitoring plans get set in a real SBCC effort.</p>

STEP 4: IMPLEMENTING AND MONITORING

Objectives:

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

- Drafted a workplan for one part of your SBCC effort
- Named at least two objectives and organized materials and activities for this draft workplan
- Proposed implementers for each objective on the workplan
- Described resources needed for each objective
- Outlined a timeline for achieving each objective

Recommended worksheets, examples and graphics:

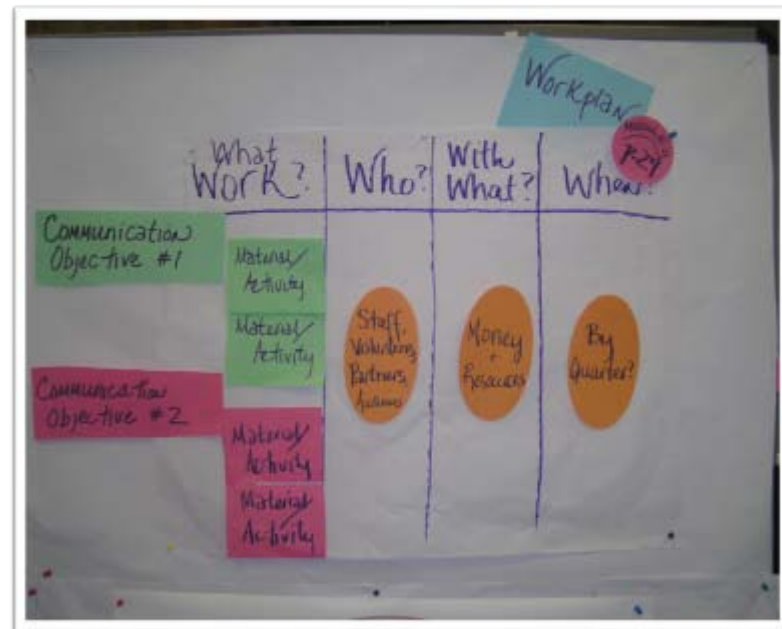
- C-Planning Graphic (Step 4, Session 1)
- Worksheet: Detailed Workplan (Session 1)
- Worksheet: Concepts of Gender and Sex (Session 1)
- Checklist: Gender Issues in Planning, Implementation and Evaluation (Session 1)
- Checklist: Project Staffing Plan (Session 2)
- Worksheet: SBCC Coordination (Session 2)
- Example: Supervisory Tool (Session 2)
- Checklist: Successful Partnerships in SBCC (Session 2)
- Worksheet: SBCC Budgeting Tool (Session 3)
- Worksheet: How to Make Team Decisions on Budget Priorities (Session 3)
- Worksheet: Plan to Identify and Approach Resource Providers (Session 3)
- Worksheet: How to Make Team Decisions on Sequence, Timing and Synergy (Session 4)
- Worksheet: Template to Track Distribution Points, and Production Needs (Session 5)
- Worksheet: Quality SBCC (Session 5)
- Worksheet: Plan to Monitor the Process and Quality of all SBCC Materials and Activities (Session 6)
- Large Graphic: Where Monitoring Research Fits into SBCC

STEP 4: IMPLEMENTING AND MONITORING

Session 4: Overview

Once again, we suggest starting this day, and every day, with the report team leading a session about **Yesterday's Learning**. Again, make sure this time is used to clarify any confusing or "hanging" issues from yesterday. We estimate 30 minutes per day for Yesterday's Learning.

- Locate Step 4 in the C-Planning Graphic and clarify the purpose of this step in the process.
- Review posted objectives for Module Four and how the schedule will accomplish these objectives. Show the workplan columns as you walk through the objectives, so they can see how the work evolves.
- Remind each other of the volunteered roles for today (i.e., a timekeeper, a report team, and a logistics support team).



Session 4-1: Turning Plans into Action

In plenary, review the overview of **turning plans into action** and its place in C-Planning. Study the overview of our SBCC **worksheet: detailed workplan**. Notice how the first column is structured around the objectives, materials, and activities named previously. This column could be referred to as “What Work?”

The remaining columns answer the following key questions:

- Who? (Partners, staff, volunteers, audience members)
- With What? (Resources available and needed to accomplish the objectives)
- When? (Estimate timeline, divided by quarter, if you find that useful)

Review the *Handbook's* description of the workplan.

As time allows, compare the parts of this workplan with the parts of a workplan with which you may already be familiar.

- *What do you see as the advantages of this format?*
- *What do you expect will be a challenge?*



At the end of this session, divide participants into project teams so that they can lay out the first column of their workplan. We suggest that they transfer communication objectives with corresponding materials and activities in the first column of their worksheet.

We suggest that each team have at least two objectives with which to work. You might support the teams with coaching. If time allows, you might invite them to share the base column of their workplan during a gallery walk, so that colleagues can see each other's work grow.

Explain that this module builds each team's workplan, column by column.

STEP 4: IMPLEMENTING AND MONITORING

Looking Through a Gender Lens

In a longer version of this course, you may now choose to examine the **worksheet: concepts of gender and sex checklist: gender issues in planning, implementation and evaluation**. Below are three learning exercises that address gender issues directly.

Gender: What does it really mean? Pair with someone of the opposite sex. Each of you writes down your own definition of gender. How would you describe gender to someone who walked in the room right now? With your partner, compare the ways you describe gender. Then, review the concepts on gender worksheet and complete the steps listed in the *Handbook*. Each pair shares one example with the plenary.

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

Gender Images and Roles Form small single-sex groups and follow the steps below¹. Check in with other groups as time allows along the way, but make sure to end the process by sharing in plenary one insight you now have about gender and SBCC.


- **Step One:** Form same-sex groups of 4-5 individuals, mixing across projects. As a group, illustrate what you understand to be an ideal man and/or an ideal woman. As a group, look at the illustration and see what it says to you about gender.
- **Step Two:** Each of you return to the change scenario worksheet in Module Two of the SBCC process. Now, review or create that change scenario looking through a gender lens. Think about the way men and women are portrayed directly or indirectly in the scenario.
- **Step Three:** Read your “change scenario” aloud to the others in the group and ask them to consider these questions:
 - *How are images of men and women portrayed in this scenario? How might your SBCC efforts affect these images?*
- **Step Four:** After each individual has presented their change scenario, discuss in your small group:
 - *What are the current gender roles in the communities in which you are working? In what ways might your work reinforce or challenge these roles? What are the potential costs and benefits of reinforcing or challenging current gender roles?*
- **Step Five:** *In plenary, share one insight about gender and SBCC gained from this small group work.*



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

¹ Kambou, Sara, Veronica Magar, Jill Gay, and Heidi Lary. *Tools for learning and action on gender and sexuality*. (Washington, DC: ICRW, 2006).

Session 4-2: Workplan: Who?

 In project teams, take a look at the **project staffing plan checklist and worksheet on SBCC coordination**. Using these lists as a reference, develop an organogram of the staffing you envision for your SBCC program. Post the organogram for other teams to see and name issues that may make the staffing structure unstable.

- *What is one way your project staffing could be strengthened?*

In plenary, study the **example: a supervisory tool and how come gap analysis**. Imagine yourself as a supervisor—now or at some point in the future.

- *What do you particularly like about this tool?*

Split the room in two groups using the **checklist: successful partnerships in SBCC**. Each group discuss the following statement: *We have partners, so we don't have to worry as much about implementation. They'll do a lot of the work for us.*

One group prepare to defend this statement and the other team argue against this statement by citing past experiences with partnerships. Then, in plenary, consider this perspective:

Partners can help with implementation, but they are unlikely to reduce your workload. Developing and maintaining partnerships is itself very labor intensive, and your role in leading, coordinating, and monitoring program operations is essential.²

In plenary, review the guidelines for successful partnerships:

- *How do the experiences you just shared confirm the importance of any of these guidelines?*



At the end of this session, divide back into project teams to develop the second column of the draft workplan. This column names *who* will do the work associated with the material or activity listed—partners, staff, volunteers and audience members. The learning tasks below may help to prepare the participants to complete this second column of their workplan.

² 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

Session 4-3: Workplan: With What?

In plenary, review the **worksheet: SBCC budget tool with** tips to make sure implementation stays within budget.

- *What other tips and examples do you consider essential for making sure implementation stays within budget?*



In project teams, use the **worksheet: how to make team-decisions on budget priorities**. Adapt the steps suggested on the worksheet in any way that works for your team. The goal is to have complete and realistic costs, and to compare these to the budget.

Review the **worksheet: plan to identify and approach resource providers** and consider where the budget you just worked on will come from.



Wander around the room visiting each team and ensuring everyone's involvement in this process. The perspective of each team member will be invaluable to this cost estimating and prioritizing process.



At the end of this session, divide back into project teams to address the third column of the draft workplan. This column names “With What?”—resources they will use to accomplish the objectives. Depending on your groups' expertise and interests, you may have them work with actual numbers and insert cost estimates into their workplan. However, we feel that learning is complete when they have acknowledged a range of possible line items associated with SBCC efforts and prioritized them.


Session 4-4: Workplan: When?

In plenary, consider the final set of columns in the proposed workplan. Read about or watch a visualized presentation of **sequence, timing, and synergy**, as described in the *Handbook*.

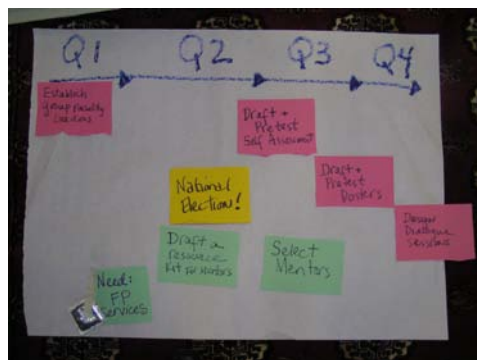
Watch the dramatization of a team actually working through the sequencing, timing, and synergy of materials/activities in an actual SBCC effort that they plan to implement (acted out by facilitators).

In plenary discuss:


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


 Each project team, use the **worksheet: how to make team decisions for sequence, timing, and synergy** and follows Steps 1-6 on the worksheet, ending with the question:

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



You may want the teams to refer back to the timelines they drafted in Module Three on a single material or activity. Either way, they should consider the realistic production estimates provided there while doing this exercise.

 At the end of this session, divide one last time into project teams to address the final set of columns in the draft workplan. This column names “When?” They will implement the materials and

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

Session 4-5: Pulling it all Together



In project teams, review the entirety of your workplan and create a visual to post for colleagues' feedback.

Ask for coaching as needed so that each part of your workplan is congruent.

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

The *Facilitator's Guide* outlines the team assignment for the close of Module Four. Review it in plenary for clarity and allow ample time for the groups to prepare a presentation to their colleagues.



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



In the **3-part option** for this course, you may delve a bit more into **Aspects of Production** before groups finalize their workplans. If so, here's an idea for an exercise to conduct with participants:

In plenary, discuss your experiences regarding the following myth:

- **Myth:** People need the information we are providing, so we will have a large number of requests for our materials.
- **Fact:** "If we print it they will come" holds true only if you are printing money. For most programs, effective promotion is critical to getting materials into the hands of those who need them. Disseminating printed products is as challenging and as important as developing them, and therefore needs a plan and budget.*



In project teams develop a production and distribution plan. Use the **worksheet: template to track distribution points and production needs** provided if it serves you.

*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

Team Sharing

Below is an outline the team assignment for the close of Module Four. 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 Four: **Implementing**

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

- Objectives, materials, and activities
- Implementers
- Resources
- Timing

In your presentation, please also include:

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

Closing of Module Four: Preview of Final Day

Clarity and Confidence



In project teams, review the workplans you have for implementation. Each participant takes a turn interviewing another team member by asking:

- *What aspect of our SBCC plans do you think will be MOST valuable in addressing the real problem at hand?*
- *What part of our plans is unclear or incomplete in your mind?*

Each project team shares an aspect of their plans that holds the most promise with the plenary, as well as one part you hope to clarify or improve upon for implementation.

Quality

Review the list of tips for quality implementation. Consider communication programs you've worked on in the past. Working in groups of three, describe one strategy that you've seen used to ensure quality.

- *Name what was effective in the leadership.*
- *Name what was effective in the teamwork.*



If you are leading the **2-part** version of this course, tomorrow would be the closing of Part 1. If so, we recommend reviewing any ongoing feedback you may have been collecting from participants and reviewing notes you have from the daily **Yesterday's Learning** sessions so that you can clarify or explore any outstanding issues within the group.

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

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

Session 4-6: Monitoring Process and Quality

What is Monitoring?

In plenary, discuss:

- *What parts of this description of monitoring are particularly useful to you?*

In small groups, describe monitoring efforts with which you've been involved in the past.

Share your discussions in plenary.

Monitoring Plans

Module Five describes and compares: initial research/situation analysis (Step 1), baseline research (Step 2), monitoring (Step 4) and evaluation (Step 5). The **table: types of evaluation: purpose, questions answered and sample indicators** provides an overview of the distinctions between each step. Note that in this course we focus specifically on monitoring process and quality. After reviewing the table, identify three strategies that you've found useful in program monitoring. Write down three questions you have about the monitoring of SBCC efforts.

As time allows, use the guidelines and tools in Module Five to name uses and users of your monitoring data, indicators, research methods, tools, and plans to analyze your monitoring data. In this session there is an **example: newsletter monitoring questionnaire and materials distribution monitoring list** and a **worksheet: plan to monitor the process and quality of all SBCC materials and activities** for you to summarize your monitoring plans. Or, you may add these plans as a column on your workplan, drafted above.

Session 4-7: Using and Sharing Monitoring Data

In small groups imagine that it is 3 months into your implementation and you have analyzed the first quarter of monitoring data. Walk through each activity in your workplan and state, as briefly as possible consider:

- *What do you hope to report in terms of the process and quality for this activity?*
- *How does this compare to what you expected to discover in the first months of monitoring?*

Briefly discuss in plenary.

In the same small groups share examples where you had to refine or adjust your programs midway when evaluations indicated that your program was not working as originally intended.

- *How was this information received by staff? Field workers? Key Groups in the community? Funders? Partners?*
- *What have you found most important about the design of midline evaluations?*
- *What do you recommend in terms of using and sharing the results?*

Briefly discuss in plenary.