



SBCC References and Training Curricula: Facilitator Preparation

References Cited in Facilitator Preparation

1. International HIV / AIDS Alliance. 2002. *100 Ways to Energise Groups: Games to use in Workshops, Meetings and the Community*. Brighton, England.

Games to Use in Workshops, Meetings and the Community is one of a series of resources that the Alliance is developing to encourage participation in practice. It is a compilation of energisers, icebreakers and games that can be used by anyone working with groups of people, whether in a workshop, meeting or community setting.

<http://www.aidsmap.com/en/docs/pdf/Energisers2002%28English%29.pdf>
 2. Kaner, S with Lind, L. and et. al. 2007. *Facilitator's Guide to Participatory Decision Making*. San Francisco, CA: Jossey-Bass.

This handbook provides tools to facilitate workshops in a participatory manner. It provides insights into group dynamics and group work.
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References Cited in Module 0 -- Introduction

3.	<p>King, R. 1999. <i>Sexual Behavioural Change for HIV: Where have theories taken us</i>. Geneva, Switzerland: UNAIDS.</p> <p>Provides a brief overview of theoretical models of behavioral change, review of key approaches used to stem sexual transmission of HIV, summary of successful interventions targeting specific populations at risk, and discussion of remaining challenges.</p> <p>http://www.who.int/hiv/strategic/surveillance/en/un aids_99_27.pdf</p>
4.	<p>National Cancer Institute. 2005. <i>Theory at a Glance. A Guide for Health Promotion Practice</i>. US Department of Health and Human Services, National Institutes of Health.</p> <p>Provides information and examples of influential theories of health-related behaviors, the processes of shaping behaviors, and the effects of community and environmental factors on behavior.</p> <p>http://www.nci.nih.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf</p>
5.	<p><i>Why it's Important to have a "Gender-Based Approach" for HIV and AIDS Programmes? April 2005.</i></p> <p>This fourth in a series of publications on HIV and AIDS BCC strategies responds to such questions as: What is Gender and Why is it Important for HIV and AIDS programs? How Can HIV and AIDS-related gender-based programs be developed? What are model programs?</p>
6.	<p>Policy Project. 2003. <i>Moments in Time: HIV/AIDS Advocacy Series</i>. Washington, DC: USAID.</p> <p>This manual highlights some advocacy moments of many of the HIV/AIDS global advocacy efforts from the perspective of those involved. The manual is intended to be flexible and used as a companion to other trainings.</p>

Curricula Cited in Module 0 -- Introduction

7.	<p>O'Sullivan, G.A., Yonkler, J.A., Morgan, W., and Merritt, A. 2003. <i>A Field Guide to Designing a Health Communication Strategy</i>. Baltimore, MD: Johns Hopkins Bloomberg.</p> <p>Provides practical guidance to those who are in a position to design, implement, or support a strategic health communication effort with an emphasis on developing a comprehensive, long-term approach to health communication that responds appropriately to audience needs.</p> <p>http://www.jhuccp.org/pubs/fq/02/index.shtml</p>
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8.	<p>National AIDS Coordinating Agency and African Comprehensive HIV/AIDS Partnership. <i>Behaviour Change Interventions and Communications. A learner-driven training Programme piloted in Botswana</i>. Botswana: ACHAP.</p> <p>A ten-module course includes assignments, readings, and worksheets on a full range of BCIC subtopics. Participants work through issues such as HIV/ AIDS and National Response, research tools, communication strategies, and monitoring plans. Includes assignments on gender including explanations of key concepts in gender education, gender analysis, and gender equity promotion.</p>
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Additional References for Module 0 - Introduction

9.	<p>Chen, P. 2006. <i>Planning BCC Interventions: A Practical Handbook</i>. Bangkok, Thailand: UNFPA.</p> <p>A practical handbook in response to the needs of UNFPA to help colleagues and their partners to plan and implement effective BCC strategies in support of RH, ARH and HIV/AIDS prevention.</p> <p>http://67.59.173.161/cst4/docs/bkbcchandbook.pdf</p>
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10.	<p>Global HIV Prevention Working Group. 2008. <i>(Re) Considerations for the 21st Century</i>.</p> <p>This report is based on a comprehensive review of hundreds of studies of behavior change for HIV prevention, with finding that the evidence base for behavioral HIV prevention is robust, with multiple studies documenting the effectiveness of interventions in numerous settings, among diverse populations, and throughout the course of the epidemic.</p> <p>http://www.globalhivprevention.org/pdfs/PWG_behavior%20report_FINAL.pdf</p>
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11.	<p>JHU/CCP. 2003. <i>A Field Guide to Designing a Health Communication Strategy. A Resource for Health Communication Professionals</i>.</p> <p>The purpose of this strategic communication Field Guide is to provide practical guidance to those who are in a position to design, implement, or support a strategic health communication effort. The emphasis of the guide is on developing a comprehensive, long-term approach to health communication that responds appropriately to audience needs.</p> <p>http://www.jhuccp.org/pubs/fq/02/index.shtml</p>
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Additional Curricula for Module 0 -- Introduction

12.	<p>Adapted by C-Change from World Bank Institute Training Curriculum by E. Murphy. 2009. <i>Improving the Quality of Behavior Change Interventions (BCI)</i>. World Bank.</p> <p>This workshop is adapted, with permission, from World Bank Institute training curriculum on Behavior Change Interventions, E. Murphy, PhD. 2008. It is comprised of five sessions. Sessions include: context for BCI, complex nature of human behavior, BC frameworks and tools, BCI applied to individuals/ interpersonal, and BCI applied to community with nation.</p>
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13.	<p>Basics/Healthcom. 1996. <i>A Toolbox for Building Health Communications Capacity</i>. Academy for Educational Development.</p> <p>This comprehensive toolkit is structured so that people can read and use it with out a facilitator, but it can also serve as a guide to a facilitated learning process.</p>
14.	<p>Christofides, N. Draft 2009. <i>Introduction to Social and Behaviour Change Communication</i>. Witwatersrand: South Africa.</p> <p>This draft facilitator’s guide uses a highly participatory approach - often drawing from participants, using parables, and imaginary case studies. There is a strong emphasis on gender as well as human rights and health. Behavior is not addressed directly until module 5, through a lens of advocacy, social mobilization</p>
15.	<p>International HIV / AIDS Alliance. 2001. <i>A Facilitators’ Guide to Participatory Workshops with NGO’s/CBOs responding to HIV/AIDS</i>. Brighton, England.</p> <p>To support people who facilitate participatory workshops with NGOs and CBOs responding to HIV/AIDS in developing countries. It is based on the practical experiences of the International HIV/AIDS Alliance (the Alliance).</p>
16.	<p>Linkages Project. 2004. <i>Behavior Change Communication for Improved Infant Feeding: Training of Trainers for Negotiating Sustainable Behavior Change</i>. Academy for Educational Development.</p> <p>The purpose of this course is to train community health works in behavior change communication (BCC) skills to improve infant feeding, and to train trainers of community health workers to deliver training on behavior change communication related to infant feeding.</p> <p>http://www.globalhealthcommunication.org/tool_docs/22/bcc_and_if.pdf</p>
17.	<p>Medical Care Development International and the Academy for Educational Development. 2008. <i>HIV/AIDS Capacity Building and Technical Assistance Field Training for Behavior Change Communications</i>.</p> <p>This manual is designed for use by behavior change communications trainers in Lesotho to deliver a revised BCC strategy. It is designed for a 3-day training with a 2-day refresher course after one month to prepare trainees (health care professionals, community activists, and government officials) to develop BCC interventions at the community level.</p>



SBCC References and Training Curricula: Understanding the Context

References Cited in Module 1 – Understanding the Context

18. MckEee, N., Manoncourt, E., Yoon, C., and Carnegie, R. 2000. *Involving People: Evolving Behavior*. Penang, Malaysia: Southbound Publishers and UNICEF.

Why do people behave as they do? This book provides theories and frameworks for creating an enabling environment, including policy and legislation, service provision, education systems, cultural factors, religion, socio-political factors; and, behavior and beyond - an evaluation perspective.

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19. International HIV/AIDS Alliance and International Council of AIDS Service Organizations. Without Date. *Advocacy in Action: A Toolkit to Support NGOs and CBOs Responding to HIV/AIDS*. International HIV/AIDS Alliance.

This toolkit aims to assist NGO/CBOs to gain a clear understanding of what advocacy is and how it might support their work, and provide practical assistance to undertake advocacy.

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20. Anyaegbunam, C., Mefalopulos, P., and Moetsabi, T. 2004. *Participatory Rural Communication Appraisal: A Handbook*. Rome: FAO.

This handbook describes the procedure for planning and conducting PRCA as the first step in the design of cost-effective and appropriate communication programmes, strategies and materials for development projects.

<ftp://ftp.fao.org/docrep/fao/008/y5793e/y5793e00.pdf>

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21. Soul City Institute for Health and Development Communications. 2003. *Qualitative Target Audience Formative Research for Health and Development Communication: Soul City Fieldworker Training Manual 1 – Qualitative Interviewing*. South Africa: Soul City Institute for Health and Development Communications.

Developed to support skills training in qualitative interviewing and provides instruction conducting qualitative formative audience research.

Document available by writing to Soul City Institute for Health and Development Communications.

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22. Wilson, David. 2001. *HIV/AIDS Rapid Assessment Guide*. Arlington, VA: Project Support Group, Harare, Zimbabwe and Family Health International IMPACT Project.

Consists of five prevention tools: a mapping guide, a site inventory, an ethnographic guide, a focus group guide, and rapid behavioral surveys which can be used to collect data that provide a spatial, quantitative, and qualitative overview of a project area

<http://www.fhi.org/en/HIVAIDS/pub/guide/RapidAssessmentGuide/index.htm>

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23. Chanetsa, B. (ed). 2008. *Inter-Linkages Between Culture, GBV, HIV and AIDS and Women's Rights*. SAfAIDS and Oxfam International.

This training manual explores theories on culture and its relationship with gender based violence. This training manual explores these ideas and provides a analytical model to use when considering interventions related to culture, GBV, women's rights and HIV/AIDS.

Curricula Cited in Module 1 – Understanding the Context

24. SAfAIDS. 2009. *Mainstreaming HIV,AIDS and Gender into Culture A Community Education Handbook*. Harare, Zimbabwe: SAfAIDS.

This resource is meant to support and encourage discussion about how people behave together and cope with HIV. Its purpose is bring understanding to how culture can affect the spread of HIV. Part 2 of the handbook looks specifically at how culture, gender and HIV are connected.

Additional References for Module 1 – Understanding the Context

25. National Cancer Institute. 2005. *Theory at a Glance. A Guide for Health Promotion Practice*. US Department of Health and Human Services, National Institutes of Health.

Provides information and examples of influential theories of health-related behaviors, the processes of shaping behaviors, and the effects of community and environmental factors on behavior.

<http://www.nci.nih.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf>

Additional Curricula for Module 1 – Understanding the Context

26. Christofides, N. Draft 2009. *Introduction to Social and Behaviour Change Communication*. Witwatersrand: South Africa.

This draft facilitator's guide uses a highly participatory approach - often drawing from participants, using parables, and imaginary case studies. There is a strong emphasis on gender as well as human rights and health. Behavior is not addressed directly until module 5, through a lens of advocacy, social mobilization



References Cited in Module 2 – Focusing & Designing

27. Salem, R., Bernstein, J., Sullivan, T., and Lande, R. January 2008. *Communication for Better Health. Series J, No. 56.* Baltimore, MD: INFO Project, John Hopkins Bloomberg School of Public Health.

This publication discusses how managers of family planning programs can build effective behavior change communication programs.

<http://www.populationreports.org/j56>

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28. O'Sullivan, G.A., Yonkler, J.A., et al. 2003. *A Field Guide to Designing a Health Communication Strategy.* Baltimore, MD: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs,

This guide shares a set of steps and tools to help ensure that BCC efforts are developed strategically with participation from all stakeholders. Its primary audiences are program managers in developing countries who are responsible for designing and implementing health programs, communication specialists, policymakers. and representatives of funding agencies.

<http://www.jhuccp.org/pubs/fg/02/index.shtml> -- Longer version

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29. Howard-Grabman, L., Snetro, G. *How to Mobilize Communities for Health and Social Change: A Field Guide.* Health Communication Partnership.

This guide is designed for use by health program directors and managers of community-based programs who are considering using communication mobilization at the individual, family, and community level.

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30. Zambesi, R., and Hernandez, J. 2006. *Engaging Communities in Youth Reproductive Health and HIV Projects: A Guide to Participatory Assessments.* Family Health International.

Provides guidelines for carrying out participatory assessments with young and adult community members, and to outline how these tools and methods that can be applied.

<http://www.care.org/careswork/whatwedo/health/downloads/PLAguide.pdf>

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31. Sharma, R. *An Introduction to Advocacy Training Guide.* Support for Analysts and Research in Africa (SARA), Health and Human Resources Analysis in Africa (HHRAA), USAID, Africa Bureau, Office of Sustainable Development.

Introduces the concept of advocacy and provides a framework for developing an advocacy campaign. It is designed primarily for use in training sessions, but can also be used as a self-teaching device.

<http://www.globalhealthcommunication.org/tools/15>

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32. Kernohan, V. and Mugoni, P. (Eds.). 2009. *Changing the River's Flow Series: Zimbabwean Stories of "Best Practice" in Mitigating the HIV Crisis Through a Cultural and Gender Perspective*. Oxfam International.

A collection of best practice from six CBOs in Zimbabwe who implemented innovative strategies and approaches in gender programming through a culture lens.

Curricula cited in Module 2 – Focusing & Designing

33. AfricomNet. 2006. *A Training of Trainer's Facilitation Guide on Strategic Communication and HIV and AIDS*. JHU/CCP.

This guide is designed to assist in facilitating a five-day training on Basics of HIV and AIDS Strategic Communication, HIV and AIDS Stigma and Discrimination, Research, M&E for HIV/AIDS Communication Programs, Utilization of Demographic and Health Survey's for Health Programming, Applied Skills in HIV Communication and Counseling, and Community Mobilization for Health and Development.

<http://www.africomnet.org/pub/tot/index.php>-

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34. National AIDS Coordinating Agency and African Comprehensive HIV/AIDS Partnership. *Behaviour Change Interventions and Communications. A learner-driven training Programme piloted in Botswana*. Botswana: ACHAP.

This ten-module course includes assignments, readings, and worksheets on a full range of BCIC subtopics. Participants work through issues such as HIV/ AIDS and National Response, research tools, communication strategies, and monitoring plans. Includes assignments on gender including explanations of key concepts in gender education, gender analysis, and gender equity promotion.

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35. The CORE Group. 2005. *Designing for Behavior Change*.

It is designed as six day training to build the capacity of NGO staff to plan, implement, monitor, and evaluate effective behavior change strategies

http://207.226.255.123/working_groups/DBC_Curriculum_Final_2008.pdf

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36. Weiss, W., Bolton, P. 2000. *Training in Qualitative Research Methods for PVOs and NGOs (and Counterparts)*. Baltimore, MD: Center for Refugee and Disaster Studies, The Johns Hopkins University School of Public Health.

A set of training manuals (trainer's guide and participant's manual) designed to promote the systematic use of qualitative methods by PVOs and NGOs to help plan and manage community health programs.

http://www.jhsph.edu/refugee/publications_tools/publications/qualresearchtrain.html

(Curriculum)

http://www.jhsph.edu/refugee/publications_tools/publications/qualresearch.html

(Participant Resources)

Additional References for Module 2 – Focusing & Designing

37. Mahler, H., Flanagan, D. *How to Create an Effective Communication Project*. Family Health International AIDS Control and Prevention (AIDSCAP) Project.

This handbook is designed to guide users through the development of effective behavior change communication interventions using a strategy developed by AIDSCAP..

<http://www.fhi.org/en/HIVAIDS/pub/guide/BCC+Handbooks/effectivecommunication.htm>



References Cited in Module 3 -- Creating

38. National Cancer Institute. Reprinted 2008. *Making Health Communication Programs Work*. US Department of Health and Human Services: National Institutes of Health.

This guide offers a practical overview to the health communication process and delves into the following four stages: planning and strategy development, developing and pre-testing concepts, messages, and materials; implementing the program; and assessing effectiveness/making refinements.

http://www.cancer.gov/PDF/41f04dd8-495a-4444-a258-1334b1d864f7/Pink_Book.pdf

39. Salem, R., Bernstein, J., and Sullivan, T. January 2008. *Tools for Behavior Change Communication. INFO Reports No. 16*. Baltimore, MD: INFO Project, John Hopkins Bloomberg School of Public Health.

This publication is a companion piece to “Communication for Better Health. Series J, No. 56.” This publication has a series of tools to assist with planning and developing a BCC component in family planning programs.

<http://www.populationreports.org/j56>

40. Salem, R., Bernstein, J., Sullivan, T., and Lande, R. January 2008. *Communication for Better Health. Series J, No. 56*. Baltimore, MD: INFO Project, John Hopkins Bloomberg School of Public Health.

This publication discusses how managers of family planning programs can build effective behavior change communication programs.

<http://www.populationreports.org/j56>

41. POLICY Project. 1999. *Networking for Policy Change: An Advocacy Training Manual*. Washington, DC: The Futures Group.

This manual was prepared to assist NGOs and other organizations considering working in advocacy to develop effective advocacy skills, especially in family planning and reproductive health.

42. Flanagan, D., Mahler, H., Cohen, S. *How to Conduct Effective Pretests*. Family Health International AIDS Control and Prevention (AIDSCAP) Project.

The goal of this handbook is to assist field-level planners and implementers in designing and conducting simple, effective pretests of BCC materials for HIV/AIDS prevention.

<http://www.fhi.org/en/HIVAIDS/pub/guide/BCC+Handbooks/effectivepretests.htm>

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43. Southern African AIDS Training Programme. 2001. *Mainstreaming Gender in the Response to AIDS in Southern Africa: A Guide for the Integration of Gender Issues into the Work of AIDS Service Organizations*. Harare, Zimbabwe: Southern African AIDS Training Programme

Provides tools and information for integrating gender concerns in the planning, implementation and evaluation.

Copies can be obtained by emailing info@sat.org.zw

Curricula cited in Module 3 -- Creating

44. National Cancer Institute. 2003. *Clear & Simple: Developing Effective Print Materials for Low-Literate Readers*. Washington, DC: US National Institutes of Health.

This publication provides tools and guidance to develop print materials for low literacy groups. It provides step by step guidance for the concept development, material development, pre-testing.

Additional References for Module 3 -- Creating

45. National Cancer Institute. 2005. *Theory at a Glance. A Guide for Health Promotion Practice*. US Department of Health and Human Services, National Institutes of Health.

Provides information and examples of influential theories of health-related behaviors, the processes of shaping behaviors, and the effects of community and environmental factors on behavior.

<http://www.nci.nih.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf>



SBCC References and Training Curricula: Implementing and Monitoring of SBCC

References Cited in Module 4 – Implementation and Monitoring

46. Russell, N., Gryboski, K., Vostrejs, M., and Nash-Mercado, A. 2004. *Igniting Change: Capacity Building Tools For Safe Motherhood Alliance*. Baltimore, MD: JHPIEGO.

The purpose of the 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.

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47. Y-PEER. 2006. *Performance Improvement: A Resource for Youth Peer Education Managers*. FHI.

This publication will be useful even if the organization has not identified severe or even moderate performance problems; successful managers recognize that there is always room for improvement. Likewise, peer educators themselves should be regularly updated in order to do their best work, as should the systems that support these peer educators.

<http://www.fhi.org/NR/rdonlyres/eegzejwh556pyosky4ofygir5movetmchc5hggfuuo567yensie6qjbydtu5cd7iqwoex3etjnucl/Performanceenyt1.pdf>

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48. HIV/AIDS Alliance. *Raising Funds and Mobilizing Resources for HIV/AIDS Work – Module 5*. HIV/AIDS Alliance.

This toolkit introduces an approach to planning and carrying out resource mobilisation strategically and systematically to ensure that maximum returns are gained for the least effort and that NGOs/CBOs remain true to their missions..

http://www.aidsalliance.org/graphics/NGO/documents/english/415a_Alliance_mobilising_resources.pdf

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49. Finn, T. 2007. *A Guide for Monitoring and Evaluating Population-Health-Environment Programs*. MEASURE.

The overall objective of this guide is to encourage program monitoring and evaluation and improve the quality of work in the population-health environment area. The guide provides a comprehensive listing of the most widely used M&E indicators for population-health-environment programs in developing countries.

<http://www.cpc.unc.edu/measure/tools/other-health-related-programs/me-of-phe-programs/a-guide-for-monitoring-and-evaluating-population/?searchterm=A%20Guide%20for%20Monitoring%20and%20Evaluating%20Population-Health-Environment%20Programs>

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50. UNAIDS. 2005. *Monitoring the Declaration of Commitment on HIV/AIDS: Guidelines on Construction of Core Indicators*. Washington, DC: USAID.

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.

http://data.unaids.org/Publications/IRC-pub06/jc1126-coreindicatorsmanual-2005_en.pdf

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51. Bartel, D., Byrkit, M., Kambou, S., and Mahla, D. 2007. *Inner Spaces Outer Faces Initiative (ISOFI) Toolkit: Tools for Learning and Action on Gender and Sexuality*. Washington, DC: CARE and ICRW

This toolkit is based off of experiences CARE staff under the ISOFI project. It is meant to guide staff and organizations in development and health to understand gender and sexuality and its relationship to reproductive health.

Curricula Cited in Module 4 – Implementation and Monitoring

52. MPACT Project. 2004. *Monitoring HIV/AIDS Programs: A Facilitator's Training Guide and Participant Resources*. Family Health International.

This training package is designed to build skills for conducting monitoring and evaluation (M&E) activities. Three core modules anchor the course: Introduction to M&E; Collecting, Analyzing and Using Monitoring Data; and Developing an M&E Work Plan. In addition, The course features seven program specific modules designed including one on Behavior Change Communication.

<http://www.fhi.org/en/HIVAIDS/pub/guide/meprogramguide.html>

Additional References for Module 4 – Implementation and Monitoring

53. Winch, P., Wagman, J., Malouin, R., and Mehl, F. 2000. *Qualitative Research for Improved Health Programs: A Guide to Manuals for Qualitative and Participatory Research on Child Health, Nutrition, and Reproductive Health*. Prepared by Department of International Health, Johns Hopkins University Department of Hygiene and Public Health for Support for Analysis and Research in Africa (SARA) Project, Academy for Educational Development.

This guide is designed for program managers, researchers, funders of health programs, and others who are considering using qualitative research methods to help them design more effective health programs and/or evaluate the strengths and weaknesses of existing programs.

http://globalhealthcommunication.org/tool_docs/67/qualitative_research_for_improved_health_programs_-_a_guide_.pdf

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54. USAID. 2002. *Expanded Response Guide to Core Indicators for Monitoring and Reporting on HIV/AIDS Programs*. Washington, DC: USAID.

An expanded monitoring and evaluation system to provide information on the national and USAID programs levels will be implemented, with first priority given to rapid scale-up and intensive focus countries.

<http://www.usaid.gov/policy/ads/200/200sbk.pdf>

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55. AIDSTAR-One. 2009. *Integrating Multiple Gender Strategies to Improve HIV and AIDS Interventions: A Compendium of Programs in Africa*. USAID.

This publication is a compendium of global programs' efforts to integrate various gender strategies to improve HIV and AIDS interventions.

Additional Curricula for Module 4 – Implementation and Monitoring

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56. IMPACT Project. 2004. *Monitoring HIV/AIDS Programs: A Facilitator's Training Guide and Participant Resources*. Family Health International.

This training package is designed to build skills for conducting monitoring and evaluation (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 Work Plan.

<http://www.fhi.org/en/HIVAIDS/pub/guide/meproqramguide.htm>

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57. Adapted by the CORE Group Social and Behavior Change (SBC) Workgroup. Without year. *Training in Qualitative Research Methods: Building the Capacity of PVS, NGO, and MOH Partners*.

This training manual was designed to help PVOs improve the quality of their qualitative research in order to make informed programming decisions for their child survival projects. It was developed for an 8-day training workshop.



SBCC References and Training Curricula: Research, Monitoring and Evaluation for SBCC

References Cited in Module 5 – Research, Monitoring and Evaluation

58. IMPACT Project. 2004. *Monitoring HIV/AIDS Programs: A Facilitator's Training Guide and Participant Resources*. Family Health International.

This training package is designed to build skills for conducting monitoring and evaluation (M&E) activities. Three core modules anchor the course: Introduction to M&E; Collecting, Analyzing and Using Monitoring Data; and Developing an M&E Work Plan. In addition, The course features seven program specific modules designed including one on Behavior Change Communication.

<http://www.fhi.org/en/HIVAIDS/pub/guide/meprogramguide.html>

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59. Jennifer Chapman and Amboka Wameyo, January 2001. *"Monitoring and Evaluating Advocacy: A Scoping Study"*

This Scoping Study sets out to document the various frameworks and approaches that international agencies are using to assess the value of their advocacy work. The report draws on a large body of literature as well as, where possible, on first hand interviews and discussions. The report does not attempt to evaluate the various frameworks. It sets out to draw together a body of knowledge without passing judgment on the merits or demerits of various approaches.

http://www.g-rap.org/docs/monitoring_and_evaluation/Chapman-Wameyo%202001%20M&E%20on%20Advocacy.pdf

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1. Horizons Project. 2008. *Horizons Operations Research on HIV/AIDS Toolkit*. Population Council.

In this online toolkit, you will find the tools and information you need to design a successful HIV-related operations research (OR) study, from developing the research protocol to analyzing and reporting on results.

<http://www.popcouncil.org/horizons/ORToolkit/index.htm>

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2. Ullin, P., Robinson, E., and Tolley, E. 2002. *Qualitative Methods: A field guide for Applied Research in sexual and reproductive health.*, Family Health International

A practical, "hands-on" guide for use by social scientists, public health specialists and research teams interested in using qualitative methods to study sexual and reproductive health. It covers theory, research design and methodology, data collection, data analysis, writing, and research dissemination.

http://www.fhi.org/en/RH/Pubs/booksReports/Qual_Methods.htm

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3. Pulerwitz, Julie and Gary Barker. 2007. "Measuring attitudes toward gender norms among young men in Brazil: Development and psychometric evaluation of the GEM scale," *Men and Masculinities* published online ahead of print, 18 May.

This article describes the development and psychometric evaluation of a twenty-four-item scale to measure attitudes toward gender norms among young men: the Gender-Equitable Men (GEM) Scale. Scale items on gender norms related to sexual and reproductive health, sexual relations, violence, domestic work, and homophobia are designed.

Curricula Cited in Module 5

4. Weiss, W., Bolton, P. 2000. *Training in Qualitative Research Methods for PVOs and NGOs (and Counterparts)*. Baltimore, MD: Center for Refugee and Disaster Studies, The Johns Hopkins University School of Public Health.

A set of training manuals (trainer's guide and participant's manual) designed to promote the systematic use of qualitative methods by PVOs and NGOs to help plan and manage community health programs.

http://www.jhsph.edu/refugee/publications_tools/publications/qualresearchtrain.html
(Curriculum)

http://www.jhsph.edu/refugee/publications_tools/publications/qualresearch.html
(Participant Resources)

Additional References for Module 5 – Research, Monitoring and Evaluation

Process and Output Level Evaluation

Outcome Level Evaluations

5. Brown, W. 2007. *Data Quality Assurance Tool for Program Level Indicators*. Washington, DC: MEASURE Evaluation, USAID.

To outline the essential parameters of data quality, to show how data quality fits within the President's Emergency Plan for AIDS Relief (Emergency Plan) system of results reporting, and to provide an overview of the Data Quality Assurance Tool for Program-Level Indicators.

<http://www.cpc.unc.edu/measure/publications/pdf/ms-07-19.pdf>

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6. Carter McNamara. 1997. *Basic Guide to Program Evaluation*.

This document provides guidance toward planning and implementing an evaluation process for for-profit or nonprofit programs -- there are many kinds of evaluations that can be applied to programs, for example, goals-based, process-based, outcomes-based, etc.

http://www.mapnp.org/library/evaluatn/fnl_eval.htm

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7. Dzewaltowski, D. and Estabrooks, P. *Applying the RE-AIM Framework to Health Behavior Interventions: How well does research translate into practice? Is demonstrating efficacy enough?*

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8. Family Health International. 2001. *Evaluating Programs for HIV/AIDS Prevention and Care in Developing Countries: A Handbook for Program Managers and Decision Makers*. FHI.
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This Handbook is dedicated to the premise that evaluation must be a critical part of the initial phases of planning effective HIV/AIDS prevention and care programs. Readers of this Handbook will find that the authors have set the stage and provided the tools for a comprehensive and strategic approach to evaluation.

<http://www.fhi.org/NR/rdonlyres/ez7svqsmatlnljiupck35ipxkbfwqr43tmidspsesufm2ptudeudeiithei2ufzwbfcsebjilt4ca/31776textR1enhv.pdf>

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9. Fink, A. 2005. *Evaluation Fundamentals: Insights into the Outcomes, Effectiveness, and Quality of Health Programs*. Thousand Oaks, California: Sage Publications.

The book contains an added emphasis on outcomes, effectiveness, and quality of evaluations. Among the topics the book covers is how to justify evaluation questions and set standards of effectiveness, design studies, and conduct ethical research. The book contains numerous examples of evaluation methods as well as evaluation reports.

<http://www.sagepub.com/booksProdDesc.nav?prodId=Book226492&currTree=Courses&lev>

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10. Finn, T. 2007. *A Guide for Monitoring and Evaluating Population-Health-Environment Programs*. MEASURE.

The overall objective of this guide is to encourage program monitoring and evaluation and improve the quality of work in the population-health environment area. To this end, the guide provides a comprehensive listing of the most widely used M&E indicators for population-health-environment programs in developing countries.

<http://www.cpc.unc.edu/measure/tools/other-health-related-programs/me-of-phe-programs/a-guide-for-monitoring-and-evaluating-population/?searchterm=A%20Guide%20for%20Monitoring%20and%20Evaluating%20Population-Health-Environment%20Programs>

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11. Hassig S, Hogle J, Weir S, Bailey P, Villinski MT, Young L. 1993. *AIDSCAP Evaluation Tools*. AIDS Control and Prevention Project (AIDSCAP), Family Health International. United States Agency for International Development.

(Note: To order this publication contact FHI directly at <http://www.fhi.org/en/RH/Pubs/orderforms.htm>)

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12. McNamara, C. 1997. *Basic Guide to Outcomes-Based Evaluation for Nonprofit Organizations with Very Limited Resources*.

This document provides guidance toward basic planning and implementation of an outcomes-based evaluation process (also called outcomes evaluation) in nonprofit organizations. This document provides basic guidance -- particularly to small nonprofits with very limited resources.

<http://www.managementhelp.org/evaluatn/outcomes.htm>

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13. MMWR. 1999. *Framework for Program Evaluation in Public Health*. Centers for Disease Control and Prevention.

The framework guides public health professionals in their use of program evaluation. It is a practical, nonprescriptive tool, designed to summarize and organize essential

elements of program evaluation.

<http://www.cdc.gov/mmwr/PDF/rr/rr4811.pdf>

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14. *Online Evaluation Resource Library*. National Science Foundation, Division of Research, Evaluation and Communication, Directorate for Education and Human Resources.

OERL's resources include instruments, plans, and reports (the tabs across the top of this page) from evaluations that have proven to be sound and representative of current evaluation practices. These resources are organized into project categories, represented by the tabs at left.

<http://oerl.sri.com>

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15. Soul City Institute for Health and Development Communications. 2003. *Qualitative Target Audience Formative Research for Health and Development Communication: Soul City Fieldworker Training Manual 2 – Qualitative Analysis and Reporting* South Africa: Soul City Institute for Health and Development Communications.

This manual was developed to support skills training in qualitative interviewing and provides instruction on how to conduct qualitative formative audience research in support of health and development communication and the production of edutainment programs.

Document available by writing to Soul City Institute for Health and Development Communications.

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16. Wong-Rieger, D, and David L. 1993. *A Hands-On Guide to Planning and Evaluation: How to plan and evaluate programs in community based organizations*.

A comprehensive guide to planning and evaluating education and prevention programs for community-based AIDS groups. The purpose of the book is to demystify structured planning and evaluation processes. It provides a step-by-step guide to planning and evaluation with sample work sheets and models.

(Copies of this document are available from the National AIDS Clearinghouse in Ottawa; telephone 613-725-3769).

Qualitative Methods

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17. USAID Center for Development Information and Evaluation. 1996. *Using Rapid Appraisal Methods. Performance Monitoring and Evaluation Tips, #5*.

What are these methods? What are their strengths and weaknesses? When are they appropriate?

http://gametlibrary.worldbank.org/FILES/223_M&E%20tips%20Using%20rapid%20appraisal%20methods.pdf

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18. USAID Center for Development Information and Evaluation. 1996. *Conducting Key Informant Interviews, Performance Monitoring and Evaluation Tips, #2.*

Rapid appraisal techniques offer systematic ways of getting such information quickly and at low cost. This Tips advises how to conduct one such method— key informant interviews.

http://www.usaid.gov/pubs/usaid_eval/pdf_docs/pnabs541.pdf

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19. USAID Center for Development Information and Evaluation. 1996. *Conducting Focus Group Interviews, Performance Monitoring and Evaluation Tips, #10.*

http://www.usaid.gov/pubs/usaid_eval/pdf_docs/pnaby233.pdf

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20. USAID Center for Development Information and Evaluation. 1996. *Using Direct Observation Techniques. Performance Monitoring and Evaluation Tips, #4*

<http://aetnec.ucsf.edu/evaluation/UseDirectObservationTechniques.pdf>

Indicators

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21. MEASURE. 2002. *Compendium of Indicators for Reproductive Health Program Evaluation.* .

The general objective of this *Compendium* is to encourage program evaluation and to improve the quality of work in this area. To this end, the *Compendium* provides a comprehensive listing of the most widely used indicators for evaluating reproductive health programs in developing countries.

<http://www.cpc.unc.edu/measure/tools/maternal-and-child-health/maternal-and-child-health/indicators-for-evaluating-rh-programs/compendium-of-indicators-for-reproductive-programs/?searchterm=Compendium%20of%20Indicators%20for%20Reproductive%20Health%20Program%20Evaluation>

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22. Bertrand, J., Magnani, R. and Rutenberg, N. 1994. *Handbook of indicators for family planning program evaluation.* Chapel Hill, NC: The Evaluation Project.

This Handbook provides a comprehensive listing of the most widely used indicators for evaluating family planning programs in developing countries. The indicators are organized according to the conceptual framework developed under the EVALUATION project.

<http://www.cpc.unc.edu/measure/tools/maternal-and-child-health/family-planning/indicators-for-family-planning-programs/handbook-of-indicators-for-family-planning-program/?searchterm=Handbook%20of%20indicators%20for%20family%20planning%20program%20evaluation>

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23. Bertrand, J. and Tsui, A. 1995. *Indicators for reproductive health program evaluation: Introduction*. Chapel Hill, NC: The EVALUATION Project.

This document serves as an introduction to and rationale for the Reproductive Health Indicators Working Group (RHIWG), which convened to develop indicators for monitoring and evaluating reproductive health programs. RHIWG members formed subcommittees, each of which developed a series of indicators for one of the following areas: safe pregnancy, HIV and other STDs, women's nutrition, breastfeeding, and adolescent reproductive health services.

<http://www.cpc.unc.edu/measure/publications/pdf/ms-95-02.pdf>

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24. Dallabetta, G., Hassig, S. 1995. *Indicators for reproductive health program evaluation: final report of the subcommittee on STD/HIV*. Chapel Hill, NC: The EVALUATION Project.

This report presents the most appropriate evaluation indicators defined to date for use in programs integrating reproductive health services and sexually transmitted disease (STD)/HIV prevention efforts. The target population for these programs is assumed to be the general population of men and women of reproductive age.

<http://www.cpc.unc.edu/measure/publications/pdf/ms-95-02b.pdf>

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25. Koblinsky, M. and McLaurin, K. 1995. *Indicators for reproductive health program evaluation: final report of the subcommittee on safe pregnancy*. Chapel Hill, NC: The EVALUATION Project.

<http://www.cpc.unc.edu/measure/publications/pdf/ms-95-02a.pdf>

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26. *Indicators for reproductive health program evaluation: final report of the subcommittee on adolescent reproductive health services*. Stewart, Lindsay; Eckert, Erin. Chapel Hill, NC: The EVALUATION Project, Carolina Population Center, University of North Carolina at Chapel Hill; 1995 Dec.

<http://www.cpc.unc.edu/measure/publications/pdf/ms-95-02e.pdf>

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27. *Indicators for reproductive health program evaluation: final report of the subcommittee on breastfeeding*. O'Gara, Chloe; Newsome, Martha H.; Viadro, Claire. Chapel Hill, NC: The EVALUATION Project, Carolina Population Center, University of North Carolina at Chapel Hill; 1995 Dec.

<http://www.cpc.unc.edu/measure/publications/pdf/ms-95-02d.pdf>

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28. *Indicators for reproductive health program evaluation: final report of the subcommittee on women's nutrition*. Galloway, Rae; Cohn, Allison. Chapel Hill, NC: The EVALUATION Project, Carolina Population Center, University of North Carolina at Chapel Hill; 1995 Dec.

<http://www.cpc.unc.edu/measure/publications/pdf/ms-95-02c.pdf>

Survey Design

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29. Horizons Project. 2008. *AIDSQuest: The HIV/AIDS Survey Library*. Population Council.

AIDSQuest is a resource for researchers and others developing HIV/AIDS-related data collection tools. Horizons has collected surveys and scales from a number of international and local organizations, and from the published literature

<http://www.popcouncil.org/horizons/AIDSquest/index.html>
Access online, no PDF. Can order CD-ROM

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30. *Survey Design Creative Research Systems*, (707) 765-1001 Skype: surveysystem info@surveysystem.com

<http://www.surveysystem.com/index.html>

The Survey System is the most complete survey software package available for all types of questionnaires and research projects from web, phone, PDA, or paper questionnaires. This exceptional survey software package is ideal for mixed-mode surveys, which combine two or more of those methods.

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31. Taylor-Powell. E. 1998. *Questionnaire Design: Asking Questions with a Purpose*. Wisconsin: University of Wisconsin.

<http://learningstore.uwex.edu/Questionnaire-Design-Asking-Questions-with-a-Purpose-P1028C0.aspx>

Analysis of Quantitative Data

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32. *Statistical Significance*. Creative Research Systems, (707) 765-1001 Skype: surveysystem, info@surveysystem.com,

This article is presented in two parts. The first part simplifies the concept of statistical significance as much as possible; so that non-technical readers can use the concept to help make decisions based on their data. The second part provides more technical readers with a fuller discussion of the exact meaning of statistical significance numbers.

<http://www.surveysystem.com/signif.htm>

available online, no pdf

Data Use

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33. International HIV/AIDS Alliance. 2001. *Documenting and communicating HIV/AIDS work: a toolkit to support NGOs/CBOs*. Brighton, UK: International HIV/AIDS Alliance.

The toolkit is designed to be used by organizations and trainers who support NGOs/CBOs. It can be used flexibly, with one or a group of NGOs/CBOs, and during training workshops or technical support visits.

http://pdf.usaid.gov/pdf_docs/PNACS578.pdf

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34. LaFond, A., Kleinau, E., Shafritz, L., et al. 2003. *Using Data to Improve Service Delivery: A Self-Evaluation Approach*. Washington, DC: Support for Analysis and Research in Africa (SARA) Project, Academy for Educational Development.

This guide will help frontline health workers use the data collected at health facilities to: Solve common problems in service delivery; and Improve their response to community needs. It is intended for doctors, nurses, and midwives in community based health centers..

http://www.globalhealthcommunication.org/tool_docs/65/using_data_to_improve_service_delivery_-_a_self-evaluation_a.pdf

35. World Health Organization. 2006. *Turning research into practice - suggested actions from case-studies of sexual and reproductive health research*. Geneva: World Health Organization.

This document is the outcome of two meetings. The first meeting reviewed case-studies and other evidence related to research utilization from the standpoint of researchers and donors, while the second meeting reviewed additional materials from the standpoint of policy-makers and sexual and reproductive health programme managers.

<http://www.who.int/reproductivehealth/publications/general/9241594837/en/index.html>

36. Segone, M. (ed). 2008. *Bridging the gap: the role of monitoring and evaluation in evidence-based policy making*. UNICEF, the World Bank and the International Development Evaluation Association.

This publication offers a number of strong contributions from senior officers in institutions dealing with evidence-based policy making. It tries to bring together the vision and lessons learned from different stakeholders on the strategic role of monitoring and evaluation in evidence-based policy making.

<http://www.who.int/pmnch/topics/mdgs/bridginggap/en/index.html>

Participatory Approaches

37. Aubel, J. 1999. *Participatory program evaluation manual: involving program stakeholders in the evaluation process*. Calverton, MD: Catholic Relief Services and Macro International.

This manual is intended as a tool for PVO staff, their NGO and government partners to use in evaluating development projects and programs. There are many ways to go about evaluating a project or program. The choice of the most appropriate approach largely depends on the goal and objectives of the evaluation as well as on the availability of human and material resources for the activity.

http://www.crdi.ca/uploads/user-S/10504133390Participatory_Program_Evaluation_Manual.pdf

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38. DeMarco, R. 2005. *Conducting a Participatory Situation Analysis of Orphans and Vulnerable Children Affected by HIV/AIDS: Guidelines and Tools*. Family Health International (FHI).

The six-chapter, 210-page guide offers sample consent forms, baseline surveys and interview guides, which can be adapted for local use. It was funded by the U.S. President's Emergency Plan for AIDS Relief through the U.S. Agency for International Development.

<http://www.fhi.org/en/HIVAIDS/pub/guide/ovcguide.htm>

Family Planning

39. Bertrand, J. and Magnani, Robert *Evaluating Family Planning Programs with Adaptations for Reproductive Health*. MEASURE.

This manual provides guidelines relevant to developing an evaluation plan for a national family planning program, where the prime emphasis is on contraceptive services. It is noted that evaluation is the application of a social science research procedure to judge and improve the ways in which social policies are forged and programs are conducted. The manual is divided into eight main chapters, in which each chapter addresses a section of the prototype evaluation plan.

<http://www.cpc.unc.edu/measure/tools/family-planning/evaluating-family-planning-programs>

40. Sullivan, T., Strachan, M., and Timmons, B. 2007. *Guide to Monitoring and Evaluating Health Information Products and Services*. Baltimore, MD: Health Information and Publications Network (HIPNET)

The Guide offers guidance and 29 indicators to measure how information products and services contribute to improving health programs. Together, the elements in the Guide can help health professionals to better evaluate the contribution of their knowledge management work to crucial health outcomes.

<http://www.infoforhealth.org/hipnet/MEGuide/MEGUIDE2007.pdf>

41. The Centers for Disease Control and Prevention. 2008 *The Handbook for Evaluating HIV Education*. Atlanta, GA: CDC.

Nine booklets are included in the *Handbook for Evaluating HIV Education*. These booklets address evaluation of HIV policy, HIV curricula, HIV staff development programs, and HIV-related student outcomes. They can be used to help assess the quality of HIV education programs at the state and local levels.

http://www.cdc.gov/HealthyYouth/publications/hiv_handbook/index.htm

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42. Burroughs, C. and Wood, F. 2000. *Measuring the Difference: Guide to Planning and Evaluating Health Information Outreach.* , National Library of Medicine.

Health information outreach programs are based on the commonly held assumption that access to information results in improved delivery of health care. The overall goals of outreach are to affect the capacity of the individual, organization, or community to effectively utilize health information resources and to address problems and barriers to accessing them.

<http://nnlm.gov/evaluation/guide/frontmatter.pdf> (front matter)

Children and Youth

43. Gage, A., Ali, D. and Suzuki, C. 2005. *A Guide for Monitoring and Evaluating Child Health Programs.* WHO, UNICEF, World Bank, MEASURE Evaluation.

Large-scale international efforts are being made to improve the health of infants and young children in several areas: the Millennium Development Goals, Roll Back Malaria, the Global Alliance for Vaccines and Immunization, and others. This guide intends to help these efforts succeed by providing information about effectively monitoring and evaluation.

[http://www.cpc.unc.edu/measure/tools/maternal-and-child-health/maternal-and-child-health/me-child-health-programs/a-guide-for-monitoring-and-evaluating-child-health/?searchterm="A%20Guide%20for%20Monitoring%20and%20Evaluating%20Child%20Health%20Programs](http://www.cpc.unc.edu/measure/tools/maternal-and-child-health/maternal-and-child-health/me-child-health-programs/a-guide-for-monitoring-and-evaluating-child-health/?searchterm=)

44. Adamchak, S. 2000. *A guide to monitoring and evaluating adolescent reproductive health programs.* Washington, DC: Family Health International.

This Guide is designed for program managers who monitor and evaluate adolescent reproductive health programs.

<http://www.fhi.org/en/Youth/YouthNet/Publications/FOCUS/ToolsGuides/index.htm>

Ethics

45. Schenk, K. and Williamson, J. 2005. *Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and Resources.* Population Council and Family Health International.

This publication aims to provide practical guidance to help program managers and researchers understand and uphold ethical standards when planning and implementing information gathering activities among children and adolescents and promote discussion of ethical issues when working with children and adolescents among people of different backgrounds and training who gather information for different purposes.

<http://www.popcouncil.org/pdfs/horizons/childrenethics.pdf>
