



A LEARNING PACKAGE FOR SOCIAL  
AND BEHAVIOR CHANGE COMMUNICATION

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# Facilitator Preparation



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

Communication for Change (C-Change) Project  
Version 3

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# Overview

C-Change has created this learning package for facilitated, face-to-face workshops on social and behavior change communication (SBCC). The package includes a series of six modules.

The Introduction Module outlines all five steps of C-Planning (see graphic to the right). It also provides an overview of the SBCC framework and guiding principles that run through the remainder of the course.

The next five modules each focus on one distinct step of the SBCC planning process:

1. Understanding the Situation
2. Focusing & Designing
3. Creating
4. Implementing & Monitoring
5. Evaluating & Replanning

If asked, the Introduction Module is 0, so the following modules (1-5) correspond to the steps of C-Planning. The Introduction Module can be given independently. However, completing the introduction is necessary to do any of the other five modules.



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).

## For Whom is this Package Designed?

This package was designed for staff of health and development programs in medium-sized organizations. It speaks to staff with varying degrees of experience in planning or implementing SBCC programs.

The learning of the participants depends on facilitators with personal, practical experience in SBCC. Facilitators should tailor each module to the profile of their learners as well as to the time available.

## What Does it Aim to Accomplish?

This package aims to increase the number of organizations that effectively apply SBCC. It builds on what organizations already do well and emphasizes areas that need strengthening. The goal is to see more organizations do the following:

- use theory and models to guide decisions (Introduction Module)
- design programs based on evidence and analysis (Modules 1 and 2)
- set clear program targets and communication objectives that may go beyond individual behaviors (Module 2)
- develop interventions and materials systematically and creatively (Module 3)

- effectively manage implementation and program monitoring (Module 4)
- use research consistently to name, monitor, and measure outcomes (Module 5)

### Supplemental Guidance to Further Focus Trainings

If learners are interested in focusing their experience on applying theories and models to SBCC, supplemental or additional exercises are included throughout the facilitator guides.

Currently there is a lack of clarity on how theories and models support and improve SBCC programs, and a lack of knowledge and understanding on how to apply theoretical concepts to SBCC. As a result, the facilitator guides contain supplemental guidance to provide facilitators with the tools to tailor trainings to address these gaps.

If learners apply the principles and tools offered here, their communication will be of higher quality and more effective. This learning package builds on what organizations and programs already do well, and emphasizes areas that need strengthening.

### How to Use this Package

The *C-Modules* are designed so that the *Facilitator's Guide* sessions correspond with the *Practitioner's Handbook* sessions. The *Facilitator's Guide* provides ideas on how to structure the learning process, while the *Handbook* provides participants with content on all aspects of SBCC. The *Facilitator's Guide* provides ideas on how to convey and facilitate learning among the participants. Although general timelines are given for the workshop, the *Facilitator's Guide* does not provide detail on time needed for each activity or session. It is up to the facilitator to determine the appropriate amount of time needed for the participants to grasp the concepts and complete activities based on the level of knowledge and number of participants. In addition, the *Facilitator's Guide* provides suggestions for activities based on field tested workshops using participatory facilitation processes. It is up to the facilitator to develop the materials needed for each session and activity.

The *Practitioner's Handbook* is designed to be the main source of content/input throughout this course. It is also designed for practitioners to read and use outside of this workshop, and therefore contains more content than will be taught during the workshop. Please tell the participants that the *Handbook* is divided into modules corresponding to the steps of C-Planning. Continually show participants where they are in the *Handbook* so that they leave the course intimately familiar with it *and more likely to use it* as a practical reference in their on-site SBCC efforts.

### Tailoring Trainings on the Application of Theory, Social Mobilization, and Advocacy

The *C-Modules* contain supplemental content for facilitators to focus their training on the application of theory, social mobilization, and advocacy. This content is integrated throughout the *Practitioner's Handbook* in the form of "Corners." These corners provide additional information, and the facilitator can tailor the *C-Modules* training to focus on one or all of these areas.

Throughout the facilitator's guide, there are activities and guidance for the facilitator on application of theory. This guide contains supplemental activities (i.e., modified or expanded activities) for the facilitator to incorporate into the training. All of this content (i.e., activities and guidance to

facilitator and handouts) is denoted in **blue text** throughout the facilitator guides. For example, to tailor a training on the application of theory, a facilitator will find guidance in Module 0, Session 1 at the appropriate time, directing them to details on the activities that expand on the application of theory.

Although there is no specific guidance on adapting a training to focus on SBCC for advocacy and social mobilization, facilitators can review how the Theory Corners are incorporated into the activities for participants, and be inspired to adapt the training in a similar fashion for trainings focusing on SBCC for advocacy and SBCC for social mobilization.

All documents mentioned above can be downloaded from: <http://www.c-changeprogram.org/focus-areas/capacity-strengthening/SBCC-Toolkit>.

# The Learning Approach

This package:

- Is built around practical SBCC tools
- Encourages teaching through actual field examples
- Motivates participants to apply what they learn to their own programs
- Assesses participants' learning as it unfolds so facilitators can make adjustments along the way
- Links workshop-based learning to on-site support and e-learning

This entire course uses an approach in which facilitators and participants contribute in different—but equally important—ways to the learning.

In each session, facilitators are responsible for:

- providing the participants with relevant SBCC content—concepts and examples
- setting up learning exercises that give participants ample time to grapple with ideas, debate the content, and practice new skills

A key feature of the *C-Modules*' approach, a dialogue approach, is the 4-A Model.<sup>TM</sup>

The model describes a learning cycle with four phases. These ensure participants:

- Explore new ideas or skills through the lens of their previous experiences (**Anchor**)
- Add new ideas, guidelines, and skills to what they already know (**Add**)
- Connect new input to their day-to-day work (**Apply**)
- Bring their learning out the door with them—well beyond the walls of the workshop (**Away**)

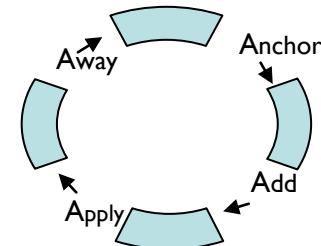
See "More about the Learning Approach" in the Appendix.

Throughout the *C-Modules*, the participants are asked to work in groups. There are several group types:

- Plenary
- Small groups (across project teams in pairs, trios, etc.)
- Project team groups represented with the icon



See the *Facilitator's Guide* for a description of project team assignments recommended at the end of each module. These assignments are a chance for participants to show what they have learned, to exchange feedback, and to learn from other's work.



# Possible Workshop Schedules

## 1/2 The Two-Part Option

This *Facilitator's Guide* is based on a two-part workshop schedule in which participants work together for nine to 10 days, return to their sites, and then gather again for three to five days to focus specifically on monitoring and evaluation (M&E). See the next page for a detailed schedule on the first nine days of this option.

Modules	Minimum Number of Days Needed
Precourse preparation through emails, telephone, and site visits	Flexible
Introduction Module	1
Module 1: Understanding the Situation	2-2 1/2
Module 2: Focusing and Designing	2 1/2
Module 3: Creating	2-2 1/2
Module 4: Implementing and Monitoring	1 1/2 (not including monitoring)
On-site application of Modules 1 – 4 and preparation for Module 5	9-10 (total from above)
Module 5: Evaluating and Replanning	4-5 (including monitoring from Module 4 and all of Module 5)
Post-course on-site support through emails, telephone, and/or site visits	Flexible

The actual time needed for success of the training depends on: the size and experience of the group and the style and input of the facilitator.

Each session revolves around one major concept or skill set and each module ends with a tool that, when applied and completed, turns into product. Please use our time estimates for each session as a rough guide. We recommend no more than two sessions for each morning or afternoon so that the participants can adequately complete each learning tool.

## Example Workshop Schedule—The First Workshop of the Two-Part Option

	DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE
Morning	Introduction to SBCC	<b>SBCC Step 1: Understanding the Situation</b>	Step 1 continued...	<b>SBCC Step 2: Focusing and Designing</b>	Step 2 continued...
Afternoon	Introduction continued...	Step 1 continued...	Team Sharing 1: <i>Situational Analysis</i>	Step 2 continued...	Step 2 continued...

	DAY SIX—half day	DAY SEVEN	DAY EIGHT	DAY NINE	DAY TEN—half day
Morning	Team Sharing 2: <i>Communication Strategy</i>  Midpoint course feedback	<b>SBCC Step 3: Creating</b>	Step 3 continued...	<b>SBCC Step 4: Implementing and Monitoring</b>	<b>Closing</b> Final feedback <ul style="list-style-type: none"> <li>• M&amp;E workshop</li> <li>• Final assignments for certification</li> </ul>
Afternoon	OFF	Step 3 continued...	Team Sharing 3: <i>Creative Brief and Storyboard</i>	Final Team Sharing: <i>Draft Work Plans</i>	

## Example Workshop Schedule—Final Workshop of the Two-Part Option

	DAY ONE	DAY TWO	DAY THREE	DAY FOUR
Morning	Highlights of participants' work from Modules 1 – 4	Step 4 continued...	Step 5 continued...	Team Sharing 5— <i>M&amp;E Plan</i>
Afternoon	<b>Step 4: Monitoring</b>	<b>Step 5: Evaluating and Replanning</b>	Step 5 continued...	Preparation for ongoing on-site work in SBCC

### Integrating M&E across the Modules

You'll find the bulk of M&E concepts and tools in the end of Module 4 and in Module 5 so that they can be taught in a standalone workshop, if needed. M&E is an area to think about throughout C-Planning. You are encouraged to highlight key M&E concepts throughout the two-part option of this course and refer participants to useful M&E tools throughout the modules. For example, at the end of Module 2, refer participants to tools for designing baseline evaluations; at the end of Module 4, refer participants to tools to monitor your interventions.



If you are following the two-part option, you should briefly address monitoring at the end of Module 4, but make sure to review it again, and also where it appears in previous modules once participants gather for Module 5.



If you lead the course using a three-part option, participants can delve into the M&E content in greater depth throughout. For example, you might fully explore issues of baseline research in Module 2 so that participants can return to their sites to design and conduct baseline research before coming back for the next part of the course.



## The Three-Part Option

Whenever possible, encourage an additional break between Modules 2 and 3 of this course to allow for data-driven design work by participants on-site. This option is most likely to build competencies by letting learners apply what they are learning over time, in their real settings, and with access to real data. Here's how it might look:

Modules	Minimum Number of Days Needed
Introduction Module	1
Module 1: Understanding the Situation	2 ½
Module 2: Focusing & Designing	2 ½
Flexible Break: On-site application of what has been learned and collection of data to drive decisions in Modules 3 – 4	
Module 3: Creating	2-2 ½
Module 4: Implementing & Monitoring	2
Flexible break: On-site implementation of SBCC efforts and collection of monitoring data to bring into Module 5	
Module 5: Evaluating & Replanning	4-5
Flexible: On-site support and assessment of learning	

## Online Learning

C-Change partner, Ohio University, developed a set of online modules to substitute for, or to complement, each workshop module. Online learning may be self-directed or facilitated. Learners who want basic knowledge or a refresher in SBCC may prefer the self-directed online course only. Learners with an interest in studying SBCC issues more in-depth may prefer the facilitated online course.

Please visit <http://www.ouwb.ohiou.edu/c-change> to obtain more information and directions for accessing the courses. Participants must have access to a reliable Internet connection to successfully complete the online modules.

The e-learning modules parallel the workshop modules so that a facilitator may create a learning package that uses ALL OPTIONS. The following are just three ideas to accomplish that. The possibilities are endless.

Option: Going online from start to finish

Precourse exchanges with learners	Introduction Module and Module 1 done online	Modules 2 and 3 done face-to-face	Modules 4 and 5 completed online
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Option: Going online in the middle

Precourse exchanges with learners	Introduction Module and Module 1 workshops	Modules 2–4 done online	Review of Modules 2–4 and Module 5 workshop
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Option: Closing the course online

Precourse exchanges with learners	Introduction Module and Module 1 as face-to-face workshops	On-site learning and data collection	Module 2	Additional modules could be done online and through on-site support.
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# Connecting with Participants Before and After the Workshops

## Before the Start of the Workshop

Ask all participants to bring research data and examples of materials from their own programs as well as examples of what is and isn't working in their current SBCC-related work. Explain that they will use the data and examples during the workshop to keep the learning relevant to real-life experiences.

Before, between, and after the face-to-face workshops, consider options for online learning, as described on the previous page.

Ask them to complete a short survey of their interests and needs. See the *Facilitator's Guide* appendix for a template of a participant preworkshop survey. The better the facilitator understands his/her work before the workshop, the more effectively s/he can tailor the learning to his/her strengths and needs. Use the C-Change SBCC Capacity Assessment Tool for a comprehensive review of the SBCC competencies of an organization: <http://c-changeprogram.org/resources/sbcc-capacity-assessment-tool>.

## After the Final Workshop

Make a plan to support participants in their use of these SBCC tools in their real-world setting. Have all (or some) of the participants send samples of their work at each step of the process. This can be done in the form of assignments that qualify participants for certificates of completion and application of the *C-Modules*. It usually helps the learners to make direct connections between the course content and their actual work. It also increases the facilitator's understanding of how SBCC plays out in a range of circumstances and how much learners have grasped.

# Evaluating the Workshop

Three levels of evaluation are suggested for this course (Vella 1998):

1. Reaction—participant feedback, such as what they found most useful and why
2. Learning—to what extent participants developed new knowledge and competencies *during the course*
3. Transfer—to what extent participants use what they've learned in their own work settings

**Reaction Level:** In the appendix is a sample checklist to assess participants' reaction to the Introduction Module of the course. To use the checklist for other modules, the facilitator should substitute the session names in bold, depending on the module. Feel free to edit questions as needed.

**Learning Level:** The most effective way to evaluate learning in this course is to examine the products of participants' work at the close of each module. In the *Facilitator's Guide*, each module closes with a team assignment to show evidence of learning. In addition, C-Change developed the SBCC Capacity Assessment Tool for individuals to help assess the SBCC knowledge and competencies of individuals as well as the success of a specific C-Module training. A final score is broken down by competency to show whether and in what areas an individual has increased his or her SBCC knowledge and skills during training. The score also serves to indicate which competencies require further training or capacity strengthening. A scoring sheet, with a pre- and post-assessment of the individual's knowledge of SBCC, is used in conjunction with the tool. It can be downloaded at <http://www.c-changeprogram.org/resources/sbcc-capacity-assessment-tool>.

In the appendix is a checklist to evaluate the products of each team's assignments.

**Transfer (Application) Level:** A higher level of evaluation happens after the workshop, when participants are back with their programs—hopefully using what they learned during the course. Facilitators should set up a process to review each participant's SBCC work after the course as evidence of transfer, possibly as a requirement for a certificate.

## Legend

	This <i>Facilitator's Guide</i> is based on a two-part workshop schedule in which participants work together for nine days, return to their sites, and then gather again for three days to focus specifically on M&E (Module 5). This icon indicates there is additional information for the two-part option.
	For those who are able, the <i>C-Modules</i> can be conducted in three parts (see facilitator's preparation for some ideas on scheduling). This option is most likely to build competencies by letting learners apply what they are learning over time, in their real settings, and with access to real data. This icon indicates there is additional information for the three-part option.
	This icon indicates established project teams should work together. For all other groups, please ensure that the project teams are mixed.
<b>Bolded Text</b>	Throughout the <i>Facilitator's Guide</i> , text that is <b>bold</b> refers to the name of sections, graphics, or checklists in the <i>Practitioner's Handbook</i> .
Blue text	Text that is in <b>blue</b> are sessions and activities that are adapted or added to allow a facilitator to focus a training on applying theories and models for SBCC programs.