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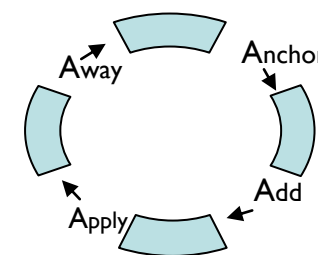
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More about the Learning Approach

One trademark of a dialogue approach is the use of action-based objectives. These objectives describe what the participants will have achieved during each module to show themselves and the facilitators what they have learned. *Each* module of the *Facilitator's Guide* has a list of objectives that the facilitator can adjust based on the time available and the particular needs or interests of each group.

Another key feature of a dialogue approach is the 4-A Model.[™] The model describes a learning cycle with four phases, to ensure that 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**)



This SBCC course is faithful to the 4-A Model[™] in many ways. Here are four tips to help make it work:

- **Invite participants to build on past experiences.** For example, in the Introduction Module, invite participants to describe work they have done in the past so that you can refer back to this work when teaching SBCC concepts and skills.
- **Offer content in small chunks.** In this course, facilitators' input can be given in any number of ways, such as visualized presentations, readings, and PowerPoints. Key content for each session is laid out succinctly in the *Practitioner's Handbook*.
- **Provide participants with many opportunities to apply each and every bit of content.** For example, suggested learning exercises are provided in the *Facilitator's Guide*. In these exercises, participants use the tools provided to apply the content of that session to their current SBCC efforts.
- **Encourage participants to pull together strands of learning before the close of each module.** For example, participants are asked to draft a complete strategy outline before ending Module Two and to complete an implementation plan before beginning Module Four. Even if this work needs to happen in the artificial environment of a workshop, it provides participants with a practical "product" of their learning to take with them to their workplaces.
- Find out more at <http://www.globalearning.com/>.

Sample Pre-Workshop Survey

Dear Participant,

You are invited to a learning event on social and behavior change communication (SBCC). In order to ensure that it best fits you and your organization's needs, please share the following information with us. Thank you! Please send responses back to: _____

| Question | Response Date: |
|--|----------------|
| Name and position: | |
| Organization and your role in it: | |
| What are your organization's current or future SBCC plans? (Please give a specific example of a communication program your organization is working on or plans to work on soon.) | |
| What health, development, audience information, and research data can you bring to the training to inform your program planning? (Please list specific examples of qualitative and/or quantitative research.) | |
| What program examples, evaluations, or material samples can you bring to the training to discuss and build on? | |
| <p>Which program components would you want to focus on most? (Please check the one of greatest interest to you from each component)</p> <p>Component 1: Understanding the Context through Situation Analysis</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collection and use of data for analysis <input type="checkbox"/> Theory or model-driven planning and design <p>Component 2: Focusing and Designing the Communication Strategy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Negotiation and strategic partnerships <input type="checkbox"/> Development of communication strategies <p>Component 3: Creating Interventions and Materials for Change</p> <ul style="list-style-type: none"> <input type="checkbox"/> Materials development | |

Component 4: Implementing and Monitoring Change Processes

- Implementation of communication strategies
- Strengthening of staff competencies
- Implementing workplans and structure
- Supervision and monitoring of the quality of SBCC service delivery

Component 5: Evaluating and Replanning

- Framework and mechanisms
- Evaluation (use of research/program assessments) to measure social and behavioral outcomes
- Utilizing and communicating results to revise the program

What else would you like to tell us about challenges you face or interests you have related to SBCC?

Thank you!

Facilitator Input Survey:

This course was field tested in several locations before being finalized. Contact us at cchangeCS@fhi360.org with your responses.

Here is a sample form you can use to document or obtain feedback for each module of this course. This form was particularly important during field testing, but can be useful anytime for facilitators or co-facilitators to capture reactions and innovations.

Module name: _____

Size and name of participant group: _____

1. Which sessions, if any, took significantly **more or less time** than estimated in the manual?
2. Which content worked particularly well? What was unclear to you and/or the participants?
3. **What notable insights came from learners** about the content or tools in this module?
4. What other **examples** did you provide that worked to illustrate key steps and principles of SBCC?
5. What **learning exercises** did you adapt or add to help participants apply what is being taught?
6. What **simpler and more exact language** did you find useful to explain key concepts to participants?

Sample Form for Feedback from Participants on the Introduction Module

Congratulations! You have just completed the SBCC module titled: Introduction to SBCC. This module included six sessions, listed in bold below. Please use your *Practitioner's Handbook* as a reminder of each session. Please circle the response that most closely reflects your experience, where 1 reflects the least and 5 reflects the most you feel about each question (questions appear horizontally).

| | |
|--|---|
| 1. SBCC Defined | |
| 1a. <i>How useful was this session for you?</i> 1 2 3 4 5 | 1b. <i>How confident are you with the information and skills taught in this session?</i> 1 2 3 4 5 |
| Why? | If applicable, what requires further clarification or practice? |
| 2. Three Characteristics of SBCC | |
| 2a. <i>How useful was this session for you?</i> 1 2 3 4 5 | 2b. <i>How confident are you with the information and skills taught in this session?</i> 1 2 3 4 5 |
| Why? | If applicable, what requires further clarification or practice? |
| 3. A Planning Process for SBCC | |
| 3a. <i>How useful was this session for you?</i> 1 2 3 4 5 | 3b. <i>How confident are you with the information and skills taught in this session?</i> 1 2 3 4 5 |
| Why? | If applicable, what requires further clarification or practice? |

| | |
|--|--|
| <p>4.A Comprehensive Model w/ Individual Knowledge/Motivation & Social/Gender Norms and Enabling Environment</p> | |
| <p>4a. How useful was this session for you? 1 2 3 4 5</p> <p>Why?</p> | <p>4b. How confident are you with the information and skills taught in this session? 1 2 3 4 5</p> <p>If applicable, what requires further clarification or practice?</p> |
| <p>5.Three key strategies for SBCC (advocacy, social mobilization, and behavior change communication)</p> | |
| <p>5a. How useful was this session for you? 1 2 3 4 5</p> <p>Why?</p> | <p>5b. How confident are you with the information and skills taught in this session? 1 2 3 4 5</p> <p>If applicable, what requires further clarification or practice?</p> |
| <p>6. Ten SBCC Principles</p> | |
| <p>6a. How useful was this session for you? 1 2 3 4 5</p> <p>Why?</p> | <p>6b. How confident are you with the information and skills taught in this session? 1 2 3 4 5</p> <p>If applicable, what requires further clarification or practice?</p> |
| <p>6c. What did you particularly like about the teaching and learning approach?</p> <p><input type="checkbox"/> Small group work</p> <p><input type="checkbox"/> Feedback you received</p> <p><input type="checkbox"/> Tools/worksheets (specify: _____)</p> <p><input type="checkbox"/> Timing/pace</p> <p><input type="checkbox"/> Examples used</p> <p><input type="checkbox"/> Facilitation style</p> <p><input type="checkbox"/> Other: _____</p> | <p>6d. What might have worked better for you?</p> <p><input type="checkbox"/> Small group work</p> <p><input type="checkbox"/> Feedback you received</p> <p><input type="checkbox"/> Tools/worksheets (specify: _____)</p> <p><input type="checkbox"/> Timing/pace</p> <p><input type="checkbox"/> Examples used</p> <p><input type="checkbox"/> Facilitation style</p> <p><input type="checkbox"/> Other: _____</p> |
| <p>What other comments or suggestions would you like to share? Please write them on the back of this page. Thank you!</p> | |

Checklist to Evaluate the Products of Each Team's Assignment at the End of Each Module

This checklist is based on the 10 cross-cutting principles of SBCC. It is an optional tool for you to use to assess and give feedback on participants' work as the course unfolds.

| Ten Criteria for Assessing the Learning | Comments/Score |
|---|----------------|
| How well did they follow a systematic approach? | |
| How much of this work was driven by research (not assumptions)? | |
| How well does this capture the social context of the problem/issue? | |
| How well does the focus stay on the audience/s? | |
| How well did theories and models guide decisions? | |
| How involved are partners and communities? | |
| How realistic are the program's communication objectives and how conscious of cost? | |
| How mutually reinforcing are the channels, activities, and materials? | |
| How motivational and action-oriented are the strategies? | |
| How high is the overall quality shown at this step of the SBCC process? | |

A Few Ideas for Openers and Closers

Openers get all participants talking and engaged in the topic. Here are four ideas for openers:

1. **Expectations:** Share your list of learning objectives as you would at the start of each module. Then divide everyone into small groups and ask them to name their personal expectations for the day/module. Each group creates a chart listing collective expectations for that group. Post lists on the wall so the facilitator can comment (i.e., what will be addressed and when). At midpoint in the module, or at any natural break, ask participants to peruse the expectations lists and check those that they feel have been met. Review the lists in plenary. This is a great reference for the facilitator throughout a module.
2. **Gallery Walk:** Most sessions in this course make use of large visuals (e.g., graphics/charts) posted by the facilitator and created by project teams. To start a day, invite all participants to walk around the room and review the postings from the previous day. They can work alone or in pairs/trios to reflect on the following questions, and then return to the large group to share:
 - *What did you find particularly useful yesterday? Why? What is unclear from yesterday?*
 - *Having "slept" on it all, what new insights do you have now about the work yesterday?*

You can also have this done by review teams for each day selected at the beginning of the workshop.

3. **Timelines:** Ask participants to individually create a quick timeline of their lives by drawing a horizontal line with the word "birth" on the far left and then adding details by noting anything they consider significant in their lives, personally or professionally. Let them know they'll explain their timeline to a few others in the room. Next, have participants share their timelines in small groups as a way for them to get to know each other. Have each group join with one other small group and have them create a collective timeline for their field of work. For example, they might all work in the area of malaria prevention. If so, their timeline would begin as far back as any of them can cite a significant event in the field of malaria prevention. Then have the groups add details to their collective timelines up through the present moment. You may have them project into the future by posing questions such as:
 - *What do you see happening in the field? What would influence the future trajectory of this field?*
4. **Training Excellence:** Ask participants to work in trios. Have them reflect on a past training in which they've participated that's in any way related to today's topic. Have the participants reflect individually on that training by posing questions such as:
 - *What do you remember about what was learned? What is one way you've used what you've learned?*
 - *What is one thing you liked about the training approach or structure?*

Working as a large group, field answers across the room, noting what implications this has for today's training (e.g., how can the group build on previous knowledge, enhance or adjust ways of working, maintain an approach/structure that people like.).

Closers integrate the day's learning and prepare participants for next steps. Here are four ideas for closers:

1. **Partner Quiz:** A good 30 minutes (or more) before the end of the day, ask participants to form pairs with someone with whom they have not worked with so far. With their learning materials in hand, have the pairs take turns creating quiz questions for each other on the day's work. The "quizzier" affirms their partner's response and adds to it or clarifies something. Then, the other person creates and poses a question. After sufficient time, the facilitator can pull the group together and field one question from each pair that the pair would like to explore further. This is a great way for you to assess learning as it happens and to see where the participants want more explanation, guidance, or practice.
2. **Team Debate:** Divide the group into two equal-sized teams (mixing fields of work as much as possible). Create a set of provocative statements related to SBCC such as, "It is essential for all SBCC programs to include advocacy, social mobilization, AND behavior change or they won't be effective." Write the statement on a chart and pose it to one team. This team then has to decide what position to take on the statement and quickly come up with an argument to defend their position that they present to the other team. You give the team points (on a scale of 1 to 4, with 4 being an excellent defense of their position). Then, it is the other team's turn, with a new statement. The team with the most points in the end wins.
3. **Secret Question:** A workshop often shakes up old ways of thinking and doing things that (hopefully!) leaves the participants with questions. Pass around a basket of index cards and ask pairs to take at least one—more if they like. Have participants or their partner secretly write a question about anything they've thought of that relates to SBCC. Ask the participants to be as clear as possible. Then read each question aloud and offer responses or reactions, while inviting others in the room to add their own. This is a great way for you to track what is unclear and what ought to be addressed at some future stage.
4. **What I Got from Today:** Draw a large quadrant on a chart with the following four words: **Know**, **Challenge**, **Change**, and **Feel**. Ask each participant to do the same on a regular sized sheet. Have each participant fill in the quadrants by responding to these four (or your own version of these four) questions:
 - **Know:** *What did you study today that confirmed something you already knew about SBCC?*
 - **Challenge:** *What challenged you today?*
 - **Change:** *What is one way you plan to change your work, based on today's learning?*
 - **Feel:** *How do you feel about what you are learning here?*

Have the participants discuss their answers in small groups. You can wander around to the groups and/or ask to collect the sheets (which are anonymous) to review in the evening.

Additional Facilitator Resources

Resources for Facilitation, Dialogue, Learning Exercises, and Learning Evaluation

Caroselli M. 1998. *Great session openers, closers, and energizers*. New York: McGraw Hill. Organized into three sections (openers, closers, and energizers), this book offers 100 ideas that can spark your own creative juices on how to design a short activity to open, close, or organize your group.

International HIV/AIDS Alliance. 2002. *100 ways to energise groups: Games to use in workshops, meetings and the community*. Brighton: Progression. This is one in a series of resources that the alliance is developing to encourage participation in practice. It is a compilation of energizers, icebreakers, and games that can be used by anyone working with groups of people, whether in a workshop, meeting, or community setting. Available at: <http://www.aidsmap.com/en/docs/pdf/Energisers2002%28English%29.pdf>

Kaner S., L. Lind, C. Toldi, S. Fisk, and D. Berger. 2007. *Facilitator's guide to participatory decision-making*. 2nd ed. San Francisco: Jossey-Bass. This handbook provides tools to facilitate workshops in a participatory manner. It provides insights into group dynamics and group work.

Salas M., H. Tillmann, N. McKee, and N. Shahzadi. 2007. *VIPP: Visualisation on participatory programmes: How to facilitate and visualise participatory group processes*. Dhaka, Bangladesh: UNICEF. This is the only text of its kind, containing all you need to know about the VIPP process, with very helpful guidelines that are generalizable to various aspects of learning-centered facilitation. Information available at <http://www.southbound.com.my/vipp>

Schwarz R. 2002. *The skilled facilitator*. Revised ed. San Francisco: Jossey-Bass. A comprehensive resource to build facilitation skills for workshops, meetings, organizational situations, and more.

McKee N, M. Salas, and H. Tillman. 1998. *Games and exercises: A manual for facilitators and trainers involved in participatory group events*. New York: UNICEF. A book full of games and exercises grouped around areas, such as team building, conflict management, gender analysis, creativity, or evaluation. Available at <http://www.unssc.org/web/images/downloads/Games%20&%20Exercises%20VIPP%20UNICEF.pdf>

Vella J., P. Berardinelli, and J. Burrow. 1998. *How do they know?* San Francisco: Jossey-Bass. This book introduces an approach to evaluation based on the premise that evaluation is useless if it fails to produce valid, accessible results. Using real-life studies for a literacy group, a nonprofit lobbying group, and a school of public health, Vella's work applies principles and concepts of popular education to the evaluation process

Vella J. 2002. *Learning to listen, learning to teach: The power of dialogue in educating adults*. Revised ed. San Fransisco: Jossey-Bass. This is a text on Dialogue Education. Reading more like a novel than a text, it offers practical, universally applicable approaches to adult learning.