C-Modules

UNDERSTANDING THE SITUATION

MODULE

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A LEARNING PACKAGE FOR SOCIAL AND BEHAVIOR CHANGE COMMUNICATION

FACILITATOR'S GUIDE

USAID FROM THE AMERICAN PEOPLE

C-CHANGE COMMUNICATION FOR CHANGE

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

Communication for Change (C-Change) Project
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Closing of Module 1/Preview of Module 2

In the two-part option for this course there isn't sufficient time to teach all the aspects of completing formative research, so they haven't been included it in the proposed schedule.

You may refer participants to their *Handbook* and draw on the research-related content of this module when participants return for a workshop on M&E.

Objectives

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

- examined the multiple causes and effects of a problem before deciding how to address it
- analyzed a situation by looking at who is most directly affected and who is influencing them—directly or indirectly
- described the context of the situation with at least two groups of people in mind
- identified areas where you need more data to fully understand the situation
- identified potential partners whose involvement would be essential to successfully address this situation

Recommended Graphics, Worksheets, Checklists, and Templates for This Module

Graphics	Worksheets, Checklists, and Templates		
• The First Step of a Planning Process for SBCC—Understanding the Situation • Example Problem Tree: HIV and AIDS in Southern Africa • Example People Analysis: HIV and AIDS in Southern Africa • Unpacking the Socio-Ecological Model for Change • Where Formative Research Fits into SBCC	• Worksheet: Problem Tree • Worksheet: People Analysis • Worksheet: A Gender Perspective • Worksheet: Context Analysis	• Worksheet: Existing Research Inventory • Worksheet: Formative Research Gaps and How to Fill Them • Worksheet: Draft Research Plan	• Worksheet: Matrix of Partners, Allies, and Gatekeepers • Worksheet: Summary of Your Analysis • Worksheet: What Is Your Theory of Change?

Opening

1. Start today and every morning with the report team leading a session about **Yesterday's Learning**. Make sure this time is used to clarify confusing or "hanging" issues from the content presented yesterday. Plan for an estimated 30 minutes per day for this session.

2. Post and review the objectives for Module 1 and how the two-day schedule will accomplish these objectives.

3. Assign volunteer roles for the day (i.e., timekeeper, report team, and logistics support team).

The goal of Yesterday's Learning is to get the team to think critically about the previous day's content and to bring that challenge to their colleagues. For example, in the field test of this course with SAT (Southern African AIDS Trust), one team enacted a radio show that reported highlights of yesterday's sessions to listeners far and wide. They included a call-in portion on their show through which other participants could present questions and comments.

Module 1, Session 1: What is Meant by Understanding the Situation?

1. Review with the participants **what is meant by understanding the situation** in the *Handbook*.

2. Look at the C-Planning graphic, paying special attention to this first step: Understanding the Situation and the **South Africa example: using a situation analysis to determine SBCC strategies.**

3. Have participants break into two groups and exchange ideas on the question:
   - *How can you make sure that you do **not** have the right information needed to develop a new program?*

4. Record answers in front of the group. After there are no new responses, review the list with the group. Then ask the participants to review the responses they just provided and ask:
   - *How can you make sure that you have the right information needed to develop a new program?*

   With participants, formulate positive suggestions that counter the negative responses.

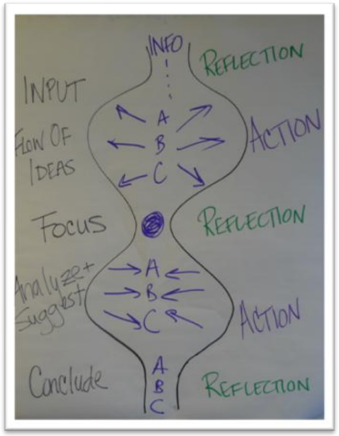
5. Have participants vote on the feasible answers.

If you want to go more in-depth into using theory and concepts in this session, please review the **Supplemental Facilitator's Guide on the Application of SBCC Theories and Concepts** for ideas on how to use the theory corner.

There are many ways to have participants gain input from what's written in the *Handbook*. Here are a few ideas, which you could vary over the course:

1. Invite the group to read silently and note what they'd like to ask about or comment on.
2. Invite volunteers to read the text aloud while others follow along and circle what stands out to them.
3. Create a visualized presentation in which you pull key text from the *Handbook* and indicate to the participants where the full text is in their *Handbook*.
4. After the reading, participants may share questions or comments in small groups or directly in the plenary.

This course follows cycles of reflection and action. For example, the participants often move from an action cycle—where they generate ideas to reflect on concepts in small groups or in plenary—to project teams to take action with the concept. It might be useful to explain this learning cycle to participants. Groups generally enjoy the rhythm of the action-reflection-action cycle.



Module 1, Session 2: Layers of Causes and Effects

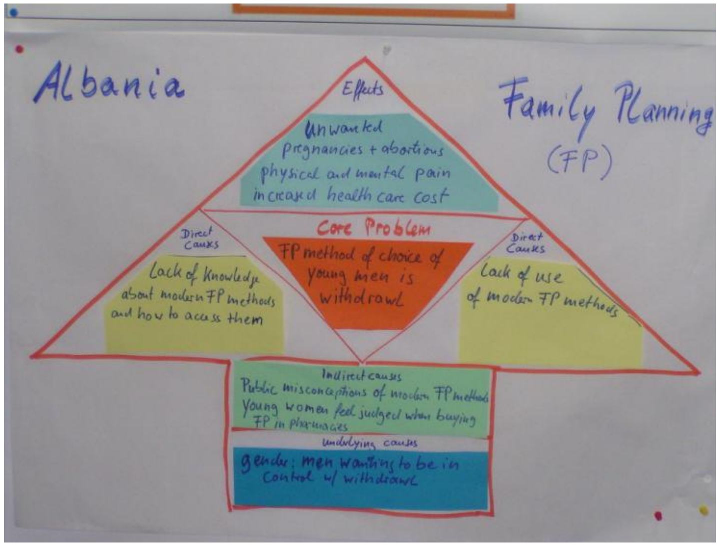
1. Explain that there are many ways to analyze a situation before designing a communication effort. A problem tree, as described in the *Handbook*, is one tool that is particularly valuable**.**
2. Read the description of a problem tree in the *Practitioner's Handbook.*
3. Take the participants through the **example: problem tree**. After reviewing the example ask the participants:
   - *What strikes you about the description of the core problem, effects, and causes?*
   - *What, if anything, would you say is missing from this analysis?*
4. Have participants form project teams and complete a problem tree for the group project selected earlier.

   Participants can use the "Problem Tree" worksheet for their work.

You might want to actively coach the teams by visiting them while they work and provide input—without making decisions for them, of course.

For example, you might help them identify a core problem that belongs in the core of the tree and help them dig further as they go deeper into the levels of causes.

Find an additional example of a problem tree used in the workshop with the Southern African AIDS Trust. You may use the example on Family Planning in Albania, or one of your own.



Module 1, Session 3: People Analysis

In both this session and the following one, participants will analyze the situation by taking a closer look at C-Change's Socio-Ecological Model for Change presented in the Introduction Module.

1. Review the description of people analysis in the *Handbook.*

2. Review the **example: people analysis: HIV and AIDS in Southern Africa**, identifying the people most affected by the problem, as well as those who influence them (directly and indirectly). Ask participants:
   - *What are your questions?*

3. Once all the questions are answered, have the participants form project teams and conduct a people analysis as follows:
   - *define the people who are most affected by the problem you are addressing*
   - *define, also, those who influence them directly and indirectly*

   Participants can use the "People Analysis" worksheet for their work.

   Clarify for participants that they might have several groups of people in each category, as illustrated by the example in the *Handbook*. Have them note all the people who influence the situation—directly or indirectly.

The entire *Practitioner's Handbook* is designed to honor gender issues. You may feel that no one session is needed on this aspect of SBCC work. However, if time allows, try to include an explicit look at gender periodically. You may refer participants to "A Gender Perspective" worksheet in their *Handbook* for use on-site.

In the longer, three-part option for this workshop, you may add this activity on gender perspective. Split the room (if possible) into teams of men and women. Each team takes one of the people analyses on the wall and adds to it by completing a gender analysis worksheet.
- *How do the men's and women's analyses compare? How does this enhance your understanding of the situation?*

If you want to go more in-depth into using theory and concepts in this session, please review the **Supplemental Facilitator's Guide on the Application of SBCC Theories and Concepts** for ideas on how to use the theory corner.

Module 1, Session 4: Context Analysis

1. Remind participants that SBCC is all about finding communication solutions for problems by analyzing them at different levels. Once it is clear who is most affected (directly and indirectly influencing), it is time to look at what their levels of information, motivation, skills, environmental context, and values or norms are. Once that is clear, practitioners can figure out which of these levels provides the best "tipping point" and gives implementers the biggest "bang for the buck" if they attempt to change it. The Socio-Ecological Model can guide participants through this process.

2. Review the section in the *Handbook* describing a context analysis and have the participants consider the examples provided. Ask the participants:
   - *What jumps out at you about the examples?*

3. In project teams, use the "Context Analysis" worksheet to further analyze *at least two* groups of people affected and people responsible for influencing the project selected.

4. After the project teams have completed the worksheet, they should develop a role-play that captures the complexity of the issues and the many levels that operate around the problem.

5. Each team presents their role-play to one other team. Suggest that they may want to use the problem tree they developed in a previous session as a backdrop for this role-play to ensure that the role-play is kept realistic at all times.

6. After each role-play, the groups should discuss the following:
   - *What strikes you about the description of this core problem, its effects, and its causes?*
   - *What, if anything, would you say is missing from this analysis?*

7. End the session by pointing out how the model shows the importance of understanding the people involved in a situation and their context by looking at the **graphic: unpacking the socio-ecological model for change.**

There are many ways to do role-plays. You may want to try one of the ideas here to make sure the role-plays challenge the participants to see the situation from a new angle:

- **Freeze frame**: A group starts to act, and the mentor freezes the action at different points to ask the viewers questions and their interpretations of the act.
- **A story with two endings**: Two groups have to come up with a positive and negative ending for the same story. These can then be compared and contrasted.
- **As the story grows**: You start a story with two actors while the rest of the group watches. Slowly you add an actor or two; these actors need to think of what they can do to change or strengthen the story. This allows some people to opt out of acting, but does make prescribed debriefing questions more difficult.
- **Rotating role-play**: Decide on a problem situation. Two or more people take on roles to address the situation. As the role-play progresses, any one of the viewers can jump in, tap one player on the shoulder, and continue the role-play. The idea is to jump in when you have a good (and realistic) idea about how to resolve the problem situation.

Source: Adapted from many sources by www.globalearning.com

Module 1, Session 5: Formative Research Gaps and How to Fill Them

1. In plenary, introduce the section in the *Handbook* on **formative research gaps and how to fill them.** Remind participants that so far the analysis has been based on impressions—on what people *think* they know. It's time to check these assumptions.

2. In project teams, have groups review their analyses (problem tree, people analysis, and context analysis). The teams should put a question mark (?) anywhere that they feel it would be useful to check assumptions against data.

   After groups have completed the review, point out that the places marked can be called "research gaps." Participants should write these down on the "Formative Research Gaps and How to Fill Them**"** worksheet.

3. In plenary, review the **example: research gaps and how to fill them.** Point out how existing research was tapped before any plans were made for new research.

4. The project teams should reform and review their own list of research gaps and highlight the ones that could be gathered through existing research on the "Existing Research Inventory" worksheet.

   After completing the research inventory, groups should review the C-Planning graphic to see where formative research fits into C-Planning. After reviewing this, they should consider if original research to fully understand the situation is needed and start to consider possible data methods.

Give participants concrete ideas on existing data sources based on their types of projects. For example with SAT, facilitators cited:

- National HIV and Syphilis Sero-Prevalence Survey in South Africa
- South Africa District Health Survey
- South African National HIV Prevalence, HIV Incidence, Behaviour ,and Communication Survey
- UNAIDS/WHO Epidemiological Fact Sheet HIV/AIDS South Africa

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In the two-part option for this course, there is not ample time to work on the remaining content related to research. Focus only on the use of existing research and refer participants to the *Handbook* for more information about conducting original research.

In the three-part option for this course, there should be enough time to do the suggested learning tasks described on the next pages.

Conducting Formative Research

1. In small groups of four, have groups imagine they are working on HIV and AIDS prevention, and the main driver of the epidemic in the country has been identified as multiple sexual partners among men and women. The communities in which the program is working are all urban, in a mostly Christian area of southern Africa.

2. Have groups develop a list of all the key questions that need to be answered through formative research. For example, programs may want to find out:
   - *Do people think it's risky to have multiple sexual partners?*
   - *How does actual practice compare to people's perception of what others are doing (i.e., social norms)?*

3. In plenary, read the section on **data methods** that provides descriptions on qualitative and quantitative research. Review the list of research questions that the groups proposed to address multiple sexual partnerships in urban communities of southern Africa. Have the same small groups discuss and present on the following questions:
   - *Which of these questions do you think would be best addressed through qualitative research? Why?*
   - *How about quantitative research? Why?*

Drafting a Research Plan

1. In plenary, review the "Draft Research Plan" worksheet.

2. Reform project teams and have them continue to dig deeper into the ongoing projects. Have the teams answer the following questions first before drafting their research plan using the worksheet.
   - *Do you need to do any original research at this point?*
   - *If so, why? If not, what existing research will suffice?*

3. Once a draft is developed, groups should discuss their research plan and decide which methods would best suit their information needs, as well as the needs of their budget. Groups should answer:
   - *How might this research also help generate baseline information to be used later in evaluating your project?*

4. Form new small groups. In the new groups review **example: using the results of your research** that highlights research on male circumcision in program communities. Have participants respond to the questions on the worksheet about how they would use the results.

Module 1, Session 6: Partners, Allies, and Gatekeepers

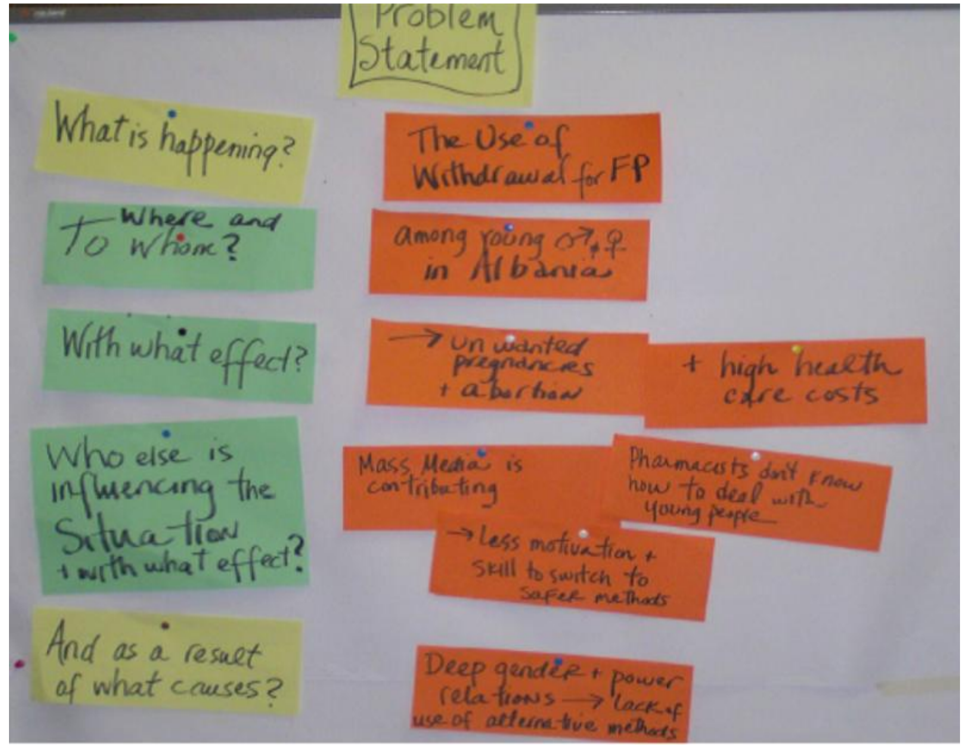
1. Form small groups, and have the groups brainstorm and list all the things they think of when they hear the following words—partner, ally, gatekeeper.

2. After a quick brainstorm, introduce the section in the *Handbook* on **partners, allies, and gatekeepers**. Remind participants that partners and allies can enable a good project idea to become a reality, even if they don't have all the resources at hand. For example, participants can link to services already offered by allies or tap into useful research held by partners.

3. Reform the same small groups where they can discuss and provide an example for the question:
   - *What has your experience been playing any of these roles—as a partner, ally, and/or gatekeeper?*

4. In plenary, choose one project team's work as an example. Together, use the "Matrix of Partners, Allies, and Gatekeepers" worksheet and brainstorm. Discuss which gatekeepers might be most critical to addressing this situation.

Module 1, Session 7: Summary of Analysis



1. Introduce the section in the *Handbook* on **summary of analysis.** Emphasize that a summary of analysis is a succinct and clear summary of the situation analysis and is the basis for the next step: focusing and designing the SBCC effort. A summary can include both a statement of the problem and a statement of changes for which the problem calls.

2. In plenary, look at the **Albania example: summary of analysis—an SBCC problem statement** and discuss:
   - *If this were the problem, what changes would you say it calls for?*

   Compare the participants' responses with the example provided in the *Handbook.*

   Remind participants that both the problem statement and the named changes are tentative; they are refined as the process unfolds.

3. Form project teams and have each group complete their own summary of analysis using the guidelines on the "Summary of Your Analysis" worksheet provided.

   Have project teams include a short list of changes to address this problem. Remind them to make sure not to limit their thinking to behavior change but to include other levels of the socio-ecological model that could provide the biggest tipping point.

Module 1, Session 8: What is the Theory of Change?

1. Tell participants that they have almost completed Step 1. The end point of step 1 of the SBCC process is the development of a theory of change. Introduce the section in the *Handbook* on **what is the theory of change?**

2. In plenary, look at the **example: theory of change** and how it lays out what is needed and how it should be addressed. Follow the **male circumcision example: theory of change for C-Change's voluntary medical male circumcision project in Nyanza, Kenya**. In small groups, think about:
   - *How is the theory of change supported by the different sessions in Step1?*
   - *Is it supported by data and SBCC theories?*

3. In project teams, complete a theory of change for the project using the "What Is Your Theory of Change" worksheet.

4. As they develop a theory of change, remind participants to check that all assumptions are supported by various data sources and SBCC theories about what will work and why, and what strategies are likely to be most effective in the short, medium, and long term. The teams can use the graphic in module 0: **the theoretical base of the socio-ecological model and concepts of selected SBCC theories** to guide their work.

Team-Sharing Assignment

Below is an outline of the team assignment for the close of Step 1. Review it in plenary for clarity and allow ample time for the groups to prepare a visual aid that they will present to their colleagues.

Final Team Sharing for Step 1: **Understanding the Situation**

Each project team will present a summary of the situation analysis and include:

- a problem tree
- people and context analyses
- research gaps
- a problem statement
- a theory of change

Start to focus in on groups and strategies for change, but don't make final decisions yet—these will evolve as you take a closer look in Step 2.

There are several techniques that can be used to give and receive feedback in a dialogue-based approach to learning. See the facilitator references listed in the appendix for ideas. The most critical aspect is to make sure that the participants provide each other both with positive feedback—naming what they like about another team's evolving project—and also offer constructive suggestions.

In this workshop, two techniques are suggested, both of which are described in the VIPP manual cited in Additional Facilitator Resources in the appendix, for feedback during team sharing assignments at the end of each module, and for smaller assignments where groups present their work throughout the modules.

1. Begin with a gallery walk during which all teams post their work while others walk around, informally, and appreciate their colleagues' work.

2. Use traffic signs to give in-depth feedback. If there is a large group, think about dividing the participants into several groups that will provide feedback to each other. For example, two groups will present and provide feedback to each other, while other groups will do the same. Ensure that a facilitator is in each of the groups.

3. Traffic signs are small cards of different colors. There are three types:
   - question marks (to indicate the need for clarification)
   - exclamation points (to indicate something you like in the work presented)
   - lightning bolts (to indicate the need for caution or a concern about the work presented)

4. The presenting team shows their work and invites feedback. Everyone (including the presenting team and the course facilitator) is welcome to post as many traffic signs as they want anywhere on the visual presentation to show the kind of feedback they have on that particular work.

5. After all the traffic signs are posted, the presenting team guides a dialogue through which people limit their feedback to the signs they posted.

   A timekeeper helps keep comments short and the whole process on track within the time allotted.

*See pages 82 and 89 (rotating plenary) in the VIPP manual cited in the appendix.