Blueprint for More Sustainable Social and Behavior Change Systems

Assessing and Prioritizing Your SBC System Functions

Overview

Functions of a social and behavior change (SBC) system are the **specific tasks and activities that the system performs to support SBC interventions**, such as the effective planning, implementation, evaluation, and oversight of SBC programs. Each function plays a vital role to ensure SBC programs contribute to sustainable outcomes.

SBC system functions were generated from listening sessions held with a wide range of SBC actors. These include:

- Planning, strategy, and policy development
- Collaboration, coordination, and partnership
- Resource allocation and management

- Technical oversight
- Capacity strengthening and SBC professional development
- SBC intervention design

- SBC intervention implementation
- SBC monitoring, evaluation, research, and learning (MERL)
- [others as identified by country SBC system]

Note: Before starting this tool, review the list of attributes above and determine if there are other attributes valued by your country SBC system. If there are attributes, add them to this list above.

> **Attributes vs. Functions**
>
> **Attributes** are inherent features (characteristics or qualities) of an SBC system (see *Assess and Prioritize Your SBC System Attributes Tool*)
>
> **Functions** are specific activities, tasks, or roles that are carried out within the SBC system to achieve its objectives

PURPOSE OF THIS TOOL

This tool supports users to systematically assess their SBC systems' performance against the set of functions/sub-functions that it needs to carryout. The tool enables user to score—from 1 to 4—the level of their SBC systems' readiness to carry out these functions, while identifying SBC systems' strengths and gaps. Based on this, users will begin exploring how to strengthen and address identified gaps to prioritize the SBC system functions and sub-functions they will focus on strengthening.

Note on SBC Competencies: Based on the results of this tool and the *Develop Your SBC Blueprint Implementation and Monitoring Plan Tool*, the next step will be to conduct an assessment of competencies and develop a capacity strengthening plan. The capacity strengthening plan will directly support the implementation of the *SBC Blueprint*.

SNAPSHOT OF THIS TOOL

Step 1: For each of the delineated SBC system functions, review and reflect on the **Sub-Function Discussion and Assessment** content and complete the associated prompts

Step 2: Reflect on function scores

Step 3: Conduct a prioritization exercise to identify functions to focus on strengthening

Directions for Assessing and Prioritizing System Functions for Strengthening

STEP 1: REVIEWING SYSTEM FUNCTIONS

For each of the functions listed below:

- Review the brief description of what the function and sub-functions (tasks necessary to carryout to achieve the core function) may look like in a country.
- Discuss each of the sub-functions and score your country's performance against each description on a scale of 1 to 4:
  - 1= we are not doing this
  - 2 = we try, but we do not always do this
  - 3 = we do this most of the time
  - 4 = we always do this

Note who is currently responsible in your SBC system for assuring this sub-function.

- After reviewing and scoring each sub-function, add and calculate the score in the ***SBC System Functions Summary*** table and document initial changes or activities that can be considered to strengthen the overall function.

> ***SBC Blueprint Document***
>
> As you discuss each function, review the guiding questions on pages 35–40.

SUB-FUNCTION DISCUSSION AND ASSESSMENT

Function: Planning, strategy, and policy development

This includes the development of comprehensive SBC initiative plans, strategies, and policies. This function consists of conducting needs assessments, defining priority audiences, setting objectives and SBC-related targets, selecting appropriate channels and behavior change techniques, and designing implementation frameworks aligned with national to community-level needs. It also entails development of appropriate SBC budgets and related financial forecasting to ensure the sustained delivery of SBC strategies and plans (linked to resource allocation and management function) and supporting the scale up of evidence-based practices.

This requires engagement with non-SBC actors that may not have been adequately engaged previously in SBC initiative planning, like public finance management (PFM) and cross-sectoral agencies.

Note: This function is closely linked to the attribute of an SBC system that is "resourced." The attribute focuses on the availability of resources and that they are adequate. The function of resource allocation focuses on the practices involved in acquiring, allocating, and utilizing resources to achieve goals.

For each of the sub-functions discuss on a scale of 1 to 4 (1= we are not doing this; 2 = we try, but we do not always do this; 3 = we do this most of the time; 4 = we always do this) and provide a score.

Sub-functions	Score (1-4)	What is currently done? Who is responsible?
1. Develop, implement, and enforce SBC policies	Score: _____	
2. Develop SBC strategies and plans	Score: _____	
3. Conduct SBC needs assessments and mapping	Score: _____	
4. Develop SBC targets	Score: _____	
5. Develop SBC budgets and forecasting	Score: _____	
6. Adapt and scale best practices	Score: _____	
	TOTAL Score: _____	**Function Score (Total Score/6):** _____

Function: Collaboration, coordination, and partnerships

Collaboration, coordination, and partnership building is a crucial function of an SBC system. This involves establishing and nurturing relationships with various stakeholders, including government agencies, non-governmental organizations (NGOs), civil society organizations (CSOs), community leaders, and other key actors both within and outside of the health system. Collaboration facilitates the coordination of efforts, sharing of expertise, and leveraging of resources for more comprehensive and sustainable SBC initiatives.

For each of the sub-functions discuss on a scale of 1 to 4 (1= we are not doing this; 2 = we try, but we do not always do this; 3 = we do this most of the time; 4 = we always do this) and provide a score.

Sub-function	Score (1-4)	What is currently done? Who is responsible?
1. Identify key stakeholders	Score: _____	
2. Establish/maintain relationships	Score: _____	
3. Share objectives and vision	Score: _____	
4. Foster dialogue and engagement	Score: _____	
5. Identify areas of collaboration	Score: _____	
6. Establish routine coordination mechanisms	Score: _____	
	TOTAL Score: _____	**Function Score (Total Score/6): _____**

Function: Resource allocation and management

This includes identifying, growing, and securing the necessary resources (funding, human resources, material resources) and effectively managing and distributing these resources to support the quality implementation of SBC initiatives. Related to human capital, this function includes both the provision of adequate numbers and types of SBC-related personnel (as aligned with roles needed) and ensuring they are qualified and equipped to perform their job.

This requires engagement with non-SBC actors that may not have been adequately engaged previously in SBC initiative planning, like PFM, and cross-sectoral agencies.

For each of the sub-functions discuss on a scale of 1 to 4 (1= we are not doing this; 2 = we try, but we do not always do this; 3 = we do this most of the time; 4 = we always do this) and provide a score.

Sub-function	Score (1-4)	What is currently done? Who is responsible?
1. Identify and secure SBC funding	Score: _____	
2. Funding advocacy	Score: _____	
3. Hire and retain SBC human resources	Score: _____	
4. Provide professional development opportunities	Score: _____	
5. Identify and procure materials/supplies	Score: _____	
6. Allocate/track use of materials/supplies	Score: _____	
	TOTAL Score: _____	**Function Score (Total Score/6): _____**

Function: Technical oversight

This function entails ensuring that SBC initiatives align with and advance national priorities, as appropriate; that materials and media are of high quality, technically accurate, and culturally appropriate; and that SBC actors and institutions are delivering SBC implementation, and monitoring, evaluation, research, and learning activities according to professional and ethical standards and ensuring that evidence is the basis for initiatives.

For each of the sub-functions discuss on a scale of 1 to 4 (1= we are not doing this; 2 = we try, but we do not always do this; 3 = we do this most of the time; 4 = we always do this) and provide a score.

Sub-function	Score (1-4)	What is currently done? Who is responsible?
1. Align SBC with national priorities	Score: _____	
2. Ensure cultural/contextual appropriateness	Score: _____	
3. Ensure technical accuracy	Score: _____	
4. Advance professional/ethical standards	Score: _____	
5. Provide research oversight	Score: _____	
6. Monitor and conduct quality assurance activities	Score: _____	
	TOTAL Score: _____	**Function Score (Total Score/6):** _____

Function: Capacity strengthening and professional development

This function ensures a pipeline of trained and qualified SBC professionals performing different functions across the system, including both technical and management-related functions/competencies. At lower levels, this may include in- or pre-service training with frontline workers or other cadres directly engaging community members around SBC needs.

For each of the sub-functions discuss on a scale of 1 to 4 (1= we are not doing this; 2 = we try, but we do not always do this; 3 = we do this most of the time; 4 = we always do this) and provide a score.

Sub-function	Score (1-4)	What is currently done? Who is responsible?
1. Conduct capacity assessments	Score: _____	
2. Develop curricula and pre- and in-service training opportunities	Score: _____	
3. Strengthen SBC management and technical skills	Score: _____	
4. Mentor and coach	Score: _____	
5. Certify and accredit	Score: _____	
6. Facilitate knowledge exchange	Score: _____	
	TOTAL Score: _____	**Function Score (Total Score/6):** _____

Function: SBC intervention design

This function includes the creation and production of SBC messages, materials, media, and activities. It involves behavioral prioritization, formative research, message development, material design, and activity development. It also includes identifying and using appropriate channels per audience and change and engagement/reach objectives. Intervention examples may include advocacy, social mobilization, behavior change communication, community engagement, interpersonal communication, provider behavior change, use of behavioral economics tactics, product/service linkages and referrals (health, financial, etc.), etc.

For each of the sub-functions discuss on a scale of 1 to 4 (1= we are not doing this; 2 = we try, but we do not always do this; 3 = we do this most of the time; 4 = we always do this) and provide a score.

Sub-function	Score (1-4)	What is currently done? Who is responsible?
1. Conduct formative research	Score: _____	
2. Develop SBC strategy	Score: _____	
3. Engage/co-design with audiences	Score: _____	
4. Segment audiences	Score: _____	
5. Conduct channel selection	Score: _____	
6. Design activities/develop messaging	Score: _____	
7. Create and concept/pre-test materials, media, activities, tools	Score: _____	
8. Conduct routine performance monitoring	Score: _____	
	TOTAL Score: _____	**Function Score (Total Score/8): _____**

Function: SBC intervention implementation

This function encompasses the actual delivery of SBC interventions and involves coordinating and managing the execution of SBC strategies and activities with appropriate dosage and sequencing. It may include capacity strengthening, behavior change communication, social mobilization, community mobilization, interpersonal communication, counseling, environmental changes, and policy advocacy, among other activities. SBC program implementation also involves ensuring the quality and fidelity of interventions (linked to the technical oversight function above).

For each of the sub-functions discuss on a scale of 1 to 4 (1= we are not doing this; 2 = we try, but we do not always do this; 3 = we do this most of the time; 4 = we always do this) and provide a score.

Sub-Function	Score (1-4)	What is currently done? Who is responsible?
1. Coordinate and conduct joint planning	Score: _____	
2. Provide needed capacity strengthening	Score: _____	
3. Implement SBC activities according to strategy	Score: _____	
4. Assure quality/fidelity through regular monitoring	Score: _____	
5. Conduct relevant policy advocacy	Score: _____	
6. Use data to strengthen programming	Score: _____	
7. Develop plans for testing and potential scale up of best practices	Score: _____	
	TOTAL Score: _____	**Function Score (Total Score/7): _____**

Function: SBC monitoring, evaluation, research, and learning

This function includes systematically tracking and assessing the progress, effectiveness, and impact of SBC interventions and setting up and maintaining routine feedback and accountability mechanisms. It includes designing complexity aware MERL approaches, collecting data, analyzing resources, measuring SBC outcomes, and adjusting routinely based on findings, as well as fostering collaboration, learning, and adapting (CLA) through use of data and stakeholder and community engagement. It also includes increasing capacity for evidence generation, knowledge management activities, and disseminating learning.

For each of the sub-functions discuss on a scale of 1 to 4 (1= we are not doing this; 2 = we try, but we do not always do this; 3 = we do this most of the time; 4 = we always do this) and provide a score.

Sub-Function	Score (1-4)	What is currently done? Who is responsible?
1. Develop M&E plans, indicators, and targets	Score: _____	
2. Establish and maintain routine feedback loops and accountability cycles	Score: _____	
3. Develop and advance a research and learning agenda	Score: _____	
4. Design and collect M&E data	Score: _____	
5. Implement and monitor complexity aware research and evaluations	Score: _____	
6. Conduct data analysis	Score: _____	
7. Synthesize data and write reports	Score: _____	
8. Use data for adaptive management and inform scale up	Score: _____	
9. Report on and disseminate learning	Score: _____	
	TOTAL Score: _____	**Function Score (Total Score/9):** _____

After going through all the functions, users should summarize at what stage each function is being performed within their SBC system and identify initial ideas on **how they might strengthen each function.** List these activities, keeping in mind that these should be changes that could be completed in a 12-month period (or less). At this step, this is a brainstorm, you will prioritize activities in the next step.

SBC SYSTEM FUNCTIONS SUMMARY

Function	Total Score	Initial Ideas to Strengthen Functions
Planning, Policy, and Strategy Development		
Collaboration, Coordination, and Partnerships		
Resource Allocation and Management		
Technical Oversight		
Capacity Strengthening and Professional Development		
SBC Intervention Design		
SBC Intervention Implementation		
SBC Monitoring, Evaluation, Research, and Learning (MERL)		
Other (if identified)		

STEP 3: PRIORITIZE FUNCTIONS TO STRENGTHEN

Conduct a prioritization exercise to identify functions and activities you initially brainstormed to focus on strengthening, as part of the SBC systems strengthening activities. We recommend using the **Prioritization Matrix** below, following the directions.

For each function, users should determine which quadrant the brainstormed activity (results of Step 2) should be placed. For each activity consider:

- What do you think the impact of this activity would be? Would it be high or low impact?
- Do you think this activity would be hard or easy to achieve? Why?

Once the matrix is completed and all activities have been placed in the matrix for the reviewed functions, determine which activities you will focus on (prioritize) as part of the *Develop Your SBC Blueprint Implementation and Monitoring Plan Tool*.

Keep in mind, though we naturally want to focus on the high-impact and easy-to-accomplish tasks (upper right **(**)**), this does not negate that there may be activities in other quadrants of the matrix that are important, and these can be considered in current and future reviews.

The **Prioritization Matrix** is set up a with the following quadrants (on next page).

- Upper Left: Easy to Accomplish, Low Impact
- Upper Right: Easy to Accomplish, High Impact **(**)**
- Lower Left: Hard to Accomplish, Low Impact
- Lower Right: Hard to Accomplish, High Impact

PRIORITIZATION MATRIX

For each activity identified in Step 2, type or write it in the appropriate quadrant.

Easy to Accomplish, Low Impact	Easy to Accomplish, High Impact (**)
Hard to Accomplish, Low Impact	Hard to Accomplish, High Impact