# Social and Behavior Change (SBC) Adaptive Management Framework Toolkit

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# Background

At FHI 360, we use a socioecological lens to view the complex interplay between the individual, social, and structural factors that affect behaviors. Our social and behavior change (SBC) programming uses integrated, multi-sectoral, and participatory strategies to achieve social change and behavior change across health, gender equity and social inclusion, education, environment and conservation, democracy and governance, nutrition and food security, and other areas. This work is grounded in data and evidence, and continually generates new learning to grow our understanding of what works in SBC.

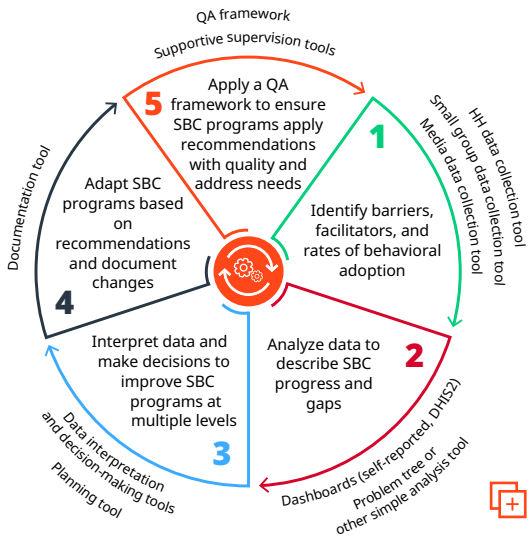
Over time, FHI 360 has deepened and refined its application of adaptive management principles, tools, and approaches — such as Collaborating, Learning, and Adapting (CLA) and Responsive Feedback (RF) — within its SBC programming. As a result of these experiences, we have developed FHI 360's SBC Adaptive Management Framework to support strategic and routine collection and use of data and learning to inform continuous program refinement and improvement. The framework was developed to respond to the particular needs and complexities of SBC programming that often seek to achieve a multitude of change objectives through implementation of multi-level strategies.

# Overview of the framework

FHI 360's SBC Adaptive Management Framework (**Figure 1**) outlines a five-step process for embedding adaptive management principles, approaches, and tools throughout an SBC project lifecycle. Each step of the framework describes when and how data should be collected and used to inform the adaptive management needs of SBC programs. Importantly, each step is designed to purposefully engage a wide array of stakeholders and all project staff to maximize inclusion in learning and adaptation activities.

**Figure 1**

FHI 360's SBC Adaptive Management Framework

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Use of the framework will support SBC practitioners to:

- Inform strategy design and evaluation, including understanding and documenting pathways to change.
- Measure project performance against performance indicators, including intermediary and outcome-level indicators.
- Understand implementation fidelity and quality across program sites.
- Identify SBC program successes and challenges.
- Identify and implement adaptive actions to meet contextual needs and/or replicate or scale up successful strategies.

## Why this toolkit?

This toolkit was developed to support SBC practitioners to apply FHI 360's SBC Adaptive Management Framework within their programming. The toolkit draws primarily on FHI 360's experience integrating the SBC Adaptive Management Framework, and its accompanying tools, within its SBC programming, but also borrows from other global adaptive management approaches and best practice guidance.

This resource can be used as a step-by-step guide to enable SBC practitioners to apply a systematic adaptive management approach throughout an SBC project lifecycle. It provides access to:

- FHI 360's SBC Adaptive Management Framework.
- Practical guidance to support application of the framework from project design through evaluation and scale-up.
- Tools, templates, and examples that may be used or contextualized to facilitate adaptive management activities.

This toolkit will continue to be updated and additional tools will be added over time based on new learning and user feedback.

*Note: This toolkit assumes that a project has already developed an Activity Monitoring, Evaluation and Learning Plan (AMELP), monitoring and evaluation (M&E) system, and tools to guide and facilitate overall project M&E needs. This toolkit does not address these areas directly as there are many existing resources that cover this topic in depth.*

## Who is this toolkit for?

This toolkit was created for use by SBC practitioners, researchers, and monitoring, evaluation, research, and learning (MERL) teams who want to apply a systematic adaptive management approach as part of their SBC programming. Users may choose to use or adapt elements of the framework and tools, with attribution, as part of an existing adaptive management approach.

## When should you use this toolkit?

This toolkit can be used throughout the project lifecycle to support purposeful, planned, and strategic use of an adaptive management approach within SBC programs. While projects will ideally use this toolkit from the start-up and design phase, users may choose to begin using the framework from whatever stage is most relevant based on where their SBC project is in its lifecycle.

## How should this toolkit be used?

The toolkit walks users through each of the five steps in the framework. The framework is intended to be used as an iterative cycle, beginning with the first step, and proceeding sequentially. However, users may choose to explore the content beginning at any step and use or adapt the most relevant resources for their program. Regardless, we encourage users to familiarize themselves with the full framework cycle to understand how each step builds on the previous ones to facilitate progressive learning.

Each step of the framework provides the following:

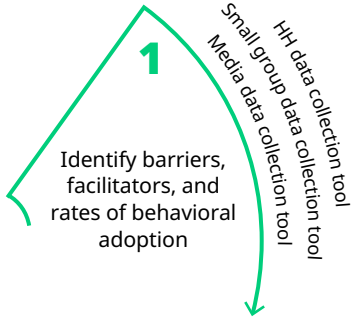
- An overview of the step and why it is important.
- Key actions or sub-tasks that should take place during that step.
- Tools and templates that can be used or adapted to support the above actions.

The toolkit also provides a case study that showcases use of the described tools and approaches within one of FHI 360's SBC programs, USAID Tulonge Afya in Tanzania.

# STEP 1

## Identify barriers, facilitators, and rates of behavioral adoption

# STEP 1:
# Identify barriers, facilitators, and rates of behavioral adoption




Step one of the framework focuses on data collection and information gathering to assess uptake of desired behaviors and to identify the barriers and facilitators of these behaviors. This step can include a variety of data collection approaches and methodologies and should incorporate gathering of robust quantitative and qualitative data. Illustratively, this might include household-level surveys, omnibus and sentinel surveys, mobile phone-based or online surveys, qualitative research, and codesign sessions with priority populations and stakeholders to understand local needs and priorities and to identify and design solutions for change. While many projects carry out these types of information gathering activities as part of design and start-up, it is equally important that this insight gathering continues throughout the project to facilitate ongoing learning and adaptive management activities and to describe overall project results.

## Why is this important?

Routine collection of timely data – aligned to a project's theory of change – across a variety of sources is essential to provide an up-to-date picture of project context, performance, and progress.

## Who should be engaged?

This step of the process should be planned and implemented jointly between program and MERL staff. Local stakeholders, including relevant government officials, local implementing partners, and priority populations should be engaged throughout this step, both in informing the design of data collection activities and tools and participating in these activities.

## Tasks to complete:

**Task 1.1. Complete a baseline assessment** that will allow you to establish, among audience segments: 1) the prevalence of priority behaviors, and 2) baseline levels of individual, social, and structural factors related to priority behaviors. This provides a starting point against which progress can be measured. Data gathered through a baseline assessment should also be analyzed in ways that are programmatically useful. For example, a barrier analysis methodology or doer/non-doer analysis may be used to identify the behavioral factors most likely to hinder or facilitate uptake of desired behaviors.

**Task 1.2. Conduct formative research, insights gathering, and co-design activities** to further inform development of the project's SBC strategy. In many contexts and for many technical areas, extensive behavioral research has been conducted. Therefore, we recommend that projects begin by gathering secondary data through desk reviews, landscape analyses, and stakeholder consultations. Identified information gaps can then be addressed through targeted primary research, insights gathering, and co-design activities with priority populations. The size and complexity of these research and insights gathering activities will often depend on project scope, budget, and time constraints. For some projects, this might include substantive qualitative research studies or multi-day co-design sessions. For others, more rapid insights gathering approaches using simple tools, such as journey maps or empathy maps, may be sufficient.

In all cases, this research and insights gathering should be driven by the project's guiding SBC framework or theory of change. Also, while formative research is typically conducted during a project's design stage, changes in project priorities or context, or emerging information gaps, may require additional research as the project progresses.

**Task 1.3. Implement routine surveys** to track progress against priority behavioral and intermediary objectives. The scope and frequency of these surveys is likely to be driven by operational considerations, such as budget, MERL resources, and staff capacity. However, we recommend that, at minimum, surveys be conducted on an annual basis, with more frequent (e.g., monthly, quarterly) collection of data tied to a core set of priority indicators.

### TIP

When selecting a core set of indicators to be tracked most regularly, it is recommended that projects prioritize those that:

1) are receiving the greatest programmatic focus,
2) are considered most critical to achieving a project's desired changes, and/or
3) are those that could be considered a proxy for success or progress against other indicators.

**Task 1.4. Collect monitoring and feedback data** from a variety of sources such as:

- National health management information systems, e.g., DHIS2
- Project activity monitoring reports
- Mass media monitoring reports
- Social media analytics tools, e.g., Facebook Insights, X Analytics
- Social listening data
- Project participant and volunteer feedback tools
- Project-supported hotlines, radio call-in shows, and other sources of audience-driven feedback and information.

Collection of this data should be purposeful, tied to project indicators, and relevant for understanding stakeholder and participant perspectives on project activities. Areas to explore when gathering participant and stakeholder feedback may include: whether activities are viewed as relevant, appealing, and valuable; whether key messages are clear and resonate with audiences; whether activities are being delivered with quality and fidelity to project strategy and plans; self-reported impacts of engagement in project activities; and what aspects of activities are appropriate and feasible for scale-up.

**Task 1.5. Conduct midline and endline evaluations** to track progress against project indicators since baseline. Midline and endline evaluations should use methodologies and data collection instruments that allow for valid comparison against the indicators and targets set at baseline. Together with routine surveys and ongoing collection of monitoring and feedback data, midline evaluations are particularly valuable in informing decision-making around potential updates to a project's SBC strategy.

In addition, midline and endline evaluations can benefit from the inclusion of qualitative information gathering to explore topics related to project operationalization and the process of implementation, fidelity to plans and strategies, changes in project context and initial underlying assumptions, and unanticipated (both positive and negative) changes stemming from project activities. Especially at endline, this type of information can provide a richer picture of project achievements, challenges and solutions, and learning to inform future programming, sustainability, and scale-up of interventions.

## Tools and templates

**Reference:** Methodology taxonomy

A summary of common research and insights gathering methodologies that SBC programs may consider using to meet data and information gathering needs.

**Template:** Doer/Non-doer analysis tables

This template can be used to structure tables presenting the results of a doer/non-doer analysis, which may be conducted following a baseline assessment.

**Template:** Journey map

This template can be used to illustrate the stages in your audience's journey to adopting a desired behavior or using a product or service, as well as the thoughts, feelings, barriers, and opportunities they experience.

**Template:** Empathy map

This template can be used to develop empathy maps, which can be useful in gaining a deeper understanding of audiences' thoughts, feelings, behaviors, and motivations.

**Template:** Mass media monitoring tool

This template can be used to capture data for monitoring mass media programming, including television, radio, and social media.

**Tool:** Participant activity feedback

This tool can be used or adapted to gather feedback from participants following their engagement in SBC activities, including workshops, community dialogues or other group-based discussions, and one-on-one interpersonal communication or counseling sessions.

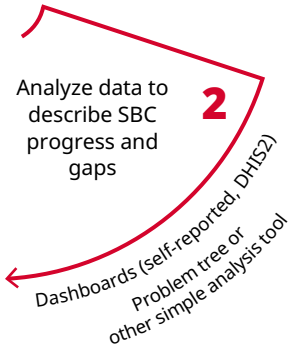
**Template:** Frequently asked questions tracker

This template can be used to systematically capture and organize frequently asked questions gathered through a range of activities, such as radio talk shows, social media posts, community events, and interpersonal communication activities.

# STEP 2

## Analyze data to describe SBC progress and gaps

# STEP 2:
# Analyze data to describe SBC progress and gaps




The second step of the framework focuses on the analysis of data, including intermediary and outcome data, that are collected routinely as part of SBC program implementation. Data analysis is where we start deriving value from the data that we collected in step one to help understand project progress and gaps.

When selecting analysis approaches and tools to use during this step, teams should consider: the research and learning questions they are seeking to answer; the skills and competencies of the team; the level of data literacy, both within the project team and among stakeholders; budget; time; and the complexity of the data. We recommend the selection of analysis approaches and tools that maximize the accessibility of results and that allow for a range of stakeholders – not just MERL staff or experts – to fully understand and apply the data for decision-making. In many cases, simple dashboards and data visualizations are sufficient to meet the needs of projects and local stakeholders.

## Why is this important?

The collection of data is just one part in the adaptive management process. Cleaning, analyzing, and presenting data in accessible and practical formats is essential to facilitate effective data-driven decision-making and continuous programmatic improvement.

## Who should be engaged?

While MERL teams will typically be responsible for cleaning and performing analysis of data, they should work together with program staff and other stakeholders to: 1) review the research and learning questions to be answered, and 2) develop dashboards, data visualizations, and other analysis tools that respond to the needs of all decision-makers.

## Tasks to complete:

**Task 2.1. Review the research and learning questions to be answered.** Ideally, research and learning questions will have been established as part of a project's AMELP and articulated within protocols or concept notes for the research and data collection activities completed in step one. Here, project staff and stakeholders should work as a team to review these questions and discuss how these questions should inform the analysis activities. This might include prioritizing certain questions to be answered on a more regular basis than others or identifying additional cross-cutting questions to be included, for example asking questions related to data quality and consistency, informed by triangulation of data across sources.

**Task 2.2. Conduct analysis of data.** Data should be analyzed – in accordance with plans – on a routine basis to support timely review and decision-making. While quantitative data will most often be analyzed by MERL teams possessing specific skills in quantitative analysis, qualitative data may be analyzed more collaboratively, with MERL staff working together with program teams to analyze and make meaning from this data.

**Task 2.3. Create data visualizations** using data dashboards, data mapping, or other tools to facilitate data interpretation and decision-making. Data visualizations can be powerful tools to help teams make meaning from data.

## TIP

Illustrative research and learning questions to consider:

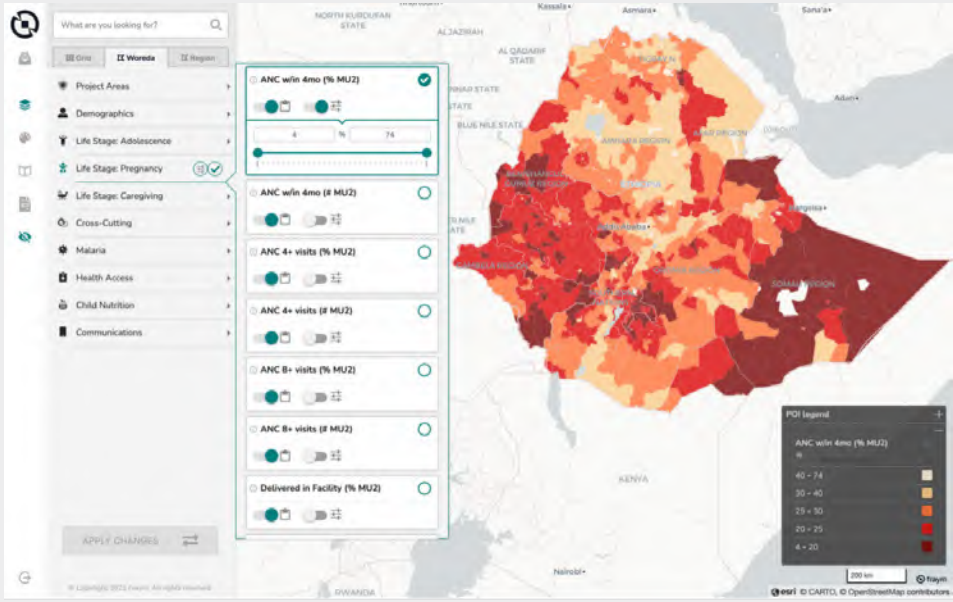
- Are our indicators moving in the right direction?
- Where are our indicators versus monthly, quarterly, annual, and/or life of project performance targets?
- Does the data indicate differences in progress by geography/ project site, audience segment, or priority behavior?
- Are there trends in the data that either confirm or contradict the project's theory of change?
- Does our project data align with other data sources (e.g., DHIS2, service delivery statistics)?
- Are there areas where additional information gathering is needed to learn from high-performing areas or to identify the source of performance gaps?
- Does our data suggest that a new approach or activity is having impact and may be ready for scale-up?

Quality data visualizations can:

- Make complex information easier to understand and interpret, allowing teams to quickly grasp patterns, trends, and insights that might be difficult to discern from raw data.
- Enable stakeholders with varying levels of data literacy to understand and engage with information, fostering stronger communication and collaboration.
- Reveal hidden patterns, correlations, and outliers within data that might not be immediately apparent from raw data, particularly when pulling data from various sources together into one visualization.
- Make it easier to compare multiple data points or indicators side by side, facilitating better understanding of relationships and differences.
- Tell a clearer and more compelling story of project progress than would be possible from reviewing a dataset or narrative text.
- Highlight data quality issues, anomalies, or inconsistencies that might require further investigation.
- Support forecasting future trends and planning strategies based on past performance.

## Use of data maps within the USAID Healthy Behaviors Activity

The FHI 360-led USAID Healthy Behaviors Activity maps hyperlocal data related to priority behaviors to inform strategic planning and allocation of resources. The example map below depicts early ANC attendance data to identify priority areas where rates of this behavior are low and to pinpoint where more intensive SBC programming may be needed.



Data dashboards can be particularly helpful in enabling SBC projects to routinely input and analyze data and generate consistent data visualizations. When deciding whether to develop a project dashboard and when designing the dashboard, projects should consider the following factors: budget, staff skills and competencies, quantity and complexity of the data being collected, and frequency of analysis and reporting. These factors should inform the scope and structure of the dashboard, as well as what platform or software it will be housed within.

If a project decides to use or develop a dashboard to support analysis and visualization of data, standard operating procedures for use of the dashboard should be developed, articulating: how data will be input into the dashboard, how data will be analyzed and visualized, how often the dashboard and visualizations will be updated, who has permissions to access the dashboard, and roles and responsibilities for dashboard users.

## Tools and Templates

→ **Tool:** Data dashboard best practices and checklist

This tool outlines a set of best practices for the development and use of data dashboards. A checklist is incorporated to support projects to assess whether their dashboard reflects these best practices and to plan for improvements, as needed.

→ **Example:** Data dashboards

Example images from quality data dashboards showcasing different data visualization options.

# STEP 3

## Interpret data and make decisions to improve SBC programs at multiple levels

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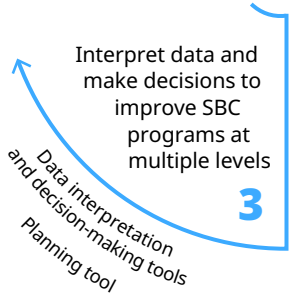



In the third step of the framework, data are reviewed by and with a diverse set of stakeholders. Projects often collect and analyze a great deal of data, but do not spend sufficient time applying the data to inform their decisions, or do not do so on a regular basis. This step in the framework seeks to address this gap, ensuring that SBC projects conduct routine data review and decision-making sessions to identify what is working, where there are opportunities for improvement, and to plan for relevant adaptive actions. When conducting these sessions, projects should seek not only to discuss the data but to explore what it means for the project and to identify, prioritize, and agree upon specific adaptive actions that should be taken in response.

## Why is this important?

Routine, collaborative data review and decision-making sessions (e.g., pause and reflects, data review meetings) are beneficial in supporting projects to: 1) better understand and visualize progress against targets, including pinpointing areas of success and/or under-performance, 2) identify the root causes of performance issues, 3) collaboratively problem-solve and identify solutions and adaptive actions to be taken in response to issues, and 4) identify successful approaches that are ready for expansion and to discuss what is needed for scale-up.

## Who should be engaged?

This step in the framework should engage a wide variety of actors, including program and MERL staff, as well as external stakeholders, such as donor and government counterparts, local partners, other implementers, and project participants. While it would not be practical for every data review and decision-making session to include all of these actors, projects should identify opportunities to elicit broad representation of different groups throughout this step in the framework. This might include core monthly or quarterly data review meetings with a smaller group of project staff and decision makers, paired with larger pause and reflect sessions that engage broader audiences on an annual basis or tied to strategic project decision points or milestones.

## Tasks to complete:

**Task 3.1. Conduct quarterly data review meetings.** These meetings should be used to examine routine data – using the analyses and visualizations completed in step 2 – and answer project research and learning questions. Emphasis during these meetings should be placed on assessing project progress against core indicators, identifying successes, and pinpointing issues for remediation. We recommend that SBC projects conduct these meetings on a quarterly basis, at minimum. However, some projects may decide more frequent meetings are necessary, particularly if there are performance concerns, ongoing programmatic issues, or emergent changes in the larger project context.

**Task 3.2. Conduct routine pause and reflect sessions.** Pause and reflect sessions offer the opportunity to take a wider view of project progress and to ask key questions about performance that can be used to inform larger adaptive actions, such as shifts in SBC strategy. We recommend that projects conduct at least one such pause and reflect session annually. Pause and reflect sessions may also be used to conduct a deep dive into a particular project topic or issue, such as discussing the results and next steps from a pilot activity, problem-solving around a consistently under-performing project site, or action planning in response to the results of a midline assessment or other evaluation. These sessions may be implemented on an as-needed basis.

### TIP

National-level pause and reflect sessions that engage influential stakeholders can foster power dynamics that may make it more challenging for local partners, community-based organizations, and project participants to freely share their perspectives on project activities and progress. To ensure all voices are heard as part of this process, projects may choose to have multiple localized pause and reflect sessions, with the reflections from these sessions fed up into a larger meeting.

**Task 3.3. Develop an action plan** that specifies the adaptive actions that will be taken. Action plans are a required output of any data review meeting or pause and reflect session. These action plans should document:

- The agreed-upon adaptive action(s) that will be implemented.
- The reason that these actions are required, e.g., to respond to a performance issue, to scale-up a successful approach, to address participant feedback on an activity.
- The timeline for the action(s) to be implemented.
- Resources needed to implement the adaptive action(s).
- Additional changes that may be required as a result of the adaptive action(s), e.g., updates to strategy documents, SBC materials, or M&E tools.
- Individuals or organizations who will be responsible, engaged, and informed of the adaptive action(s).

## Tools and Templates

**Tool:** Understanding the problem checklist

This tool can be used during data review meetings to support exploration of data and understanding of possible performance issues, the root causes of these issues, and related solutions.

**Template:** Urgent important matrix

This template can be used to prioritize tasks based on their urgency and importance. An urgent important matrix can be completed during data review meetings or pause and reflect sessions to help teams prioritize adaptive actions and allocate resources efficiently.

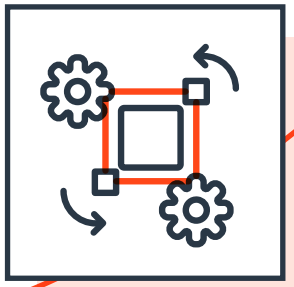
**Template:** Pause and reflect session agenda

This template can be used and adapted to develop the agenda for a pause and reflect session.

**Template:** Adaptive action plan

This template can be used to develop an action plan that specifies adaptive actions that will be taken following data review meetings or pause and reflect sessions.

# STEP 4



## Adapt SBC programs based on recommendations and document changes

# STEP 4:
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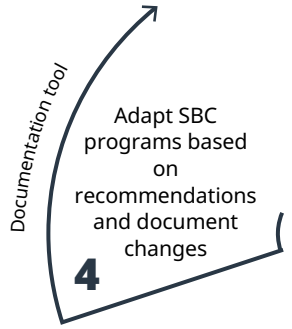



The fourth step of the framework is where planning meets action. Project teams now implement the adaptive actions agreed upon in the previous step and record these changes as part of ongoing data capture and project documentation.

## Why is this important?

Implementation of adaptive actions is vital to test new approaches, expand and scale project successes, and address project gaps. Equally critical is the documentation of these actions to inform further project learning, and to facilitate future assessment of these actions and their potential contribution to project results.

## Who should be engaged?

Implementation of adaptive actions is largely the responsibility of the program team, together with local program partners and other stakeholders. They should work with the MERL team to ensure consistent, timely documentation of these actions.

## Tasks to complete:

**Task 4.1. Implement adaptive actions according to the action plan.** The action plan developed in step 3 provides a roadmap for the adaptive actions to be taken and the roles and responsibilities of various stakeholders in this process. Program teams should work with relevant stakeholders to implement adaptive actions according to the plan.

**Task 4.2. Document actions in a tracking tool.** Projects should develop a tracking tool where adaptive actions can be documented throughout implementation. There are a variety of platforms that can be used to develop a tracking tool, such as Excel, Word, Smartsheet, or other project management software. Projects should select a platform and format that maximizes usability of the tool for the full project team.

The tracking tool should capture:

- The adaptive action implemented.
- When the action was implemented.
- In which project sites the action was implemented.
- Any challenges faced in implementing the action.

## Tools and Templates

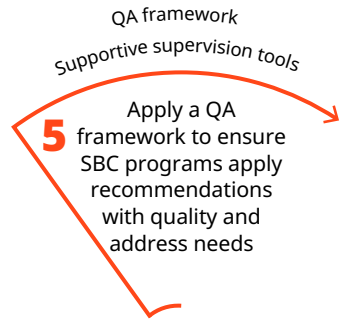
→ **Template:** Adaptive action tracker

This template can be used to document and track the status of adaptive actions identified and agreed upon in step 3.

# STEP 5

## Apply a QA framework to ensure SBC programs apply recommendations with quality and address needs

# STEP 5:
# Apply a QA framework to ensure SBC programs apply recommendations with quality and address needs




In the fifth step of the framework, implementation of adaptive actions is monitored according to predefined SBC quality assurance (QA) standards, which set expectations and benchmarks for the design and delivery of SBC interventions. In the initial implementation phase, projects may need to plan for enhanced supportive supervision, mentoring, or coaching for the initial period when new actions are being rolled out. These QA and supportive supervision activities also generate ongoing learning and data that feed back into the first step in the framework cycle.

## Why is this important?

Application of QA standards and intensified monitoring is important in ensuring that the adaptive actions are integrated into the program with quality. This can also provide additional learning to assess the outcomes and impacts of these actions, and to determine their contribution to larger project progress and results.

## Who should be engaged?

Project teams should work with relevant local stakeholders to monitor and oversee the implementation of adaptive actions. MERL teams provide a supportive role by developing tools to facilitate gathering and synthesis of information during supportive supervision.

## Tasks to complete:

**Task 5.1. Conduct monitoring visits using QA and supportive supervision tools.** As adaptive actions are rolled out and implemented, project teams should conduct monitoring visits or checks focused on assessing implementation against established QA standards and providing support and mentoring to implementing partners to address emerging needs. These monitoring visits should be embedded within the project's larger supportive supervision system. However, as noted above, more intensive visits may be required during the initial period of adaptive action roll-out.

**Task 5.2. Document observations** and feed this information back into project systems to facilitate ongoing decision-making. As with routine monitoring and supportive supervision activities, observations generated through monitoring visits should be captured in standardized tools to facilitate documentation and sharing of feedback, planning for capacity strengthening, and to inform future decision-making. In particular, this information feeds back into step one of the framework and should be used to assess the outcomes and impacts of adaptive actions and whether they should be scaled.

## Tools and Templates

→ **Tool:** Supportive supervision module

This module can be integrated within a project's larger supportive supervision system and tools to ensure that supportive supervision activities consider and reinforce adaptive management efforts.

# Case study: Application of the framework within USAID Tulonge Afya

Implemented by FHI 360 from 2017 to 2022, the USAID Tulonge Afya project was the USAID flagship SBC project in Tanzania, delivering integrated activities that addressed SBC needs across six core health areas: HIV; family planning and reproductive health; malaria; maternal, newborn, and child health; TB; and emerging infectious diseases. The project's goal was to catalyze opportunities for Tanzanians to improve their health status by transforming sociocultural norms and supporting the adoption of healthier behaviors.

The project developed two integrated, branded SBC platforms: *Naweza* targeted adults at key life stages (pregnancy and caregiving for a child aged younger than 5 years, with a focus on the first 1,000 days) and *Sitetereki* engaged youth to increase uptake of positive sexual and reproductive health behaviors. These integrated platforms were supplemented by a long-running HIV-focused campaign, *Furaha Yangu*, which addressed the needs of priority populations at higher risk of HIV and people living with HIV. From 2019-2022, the project implemented comprehensive packages of SBC activities under these platforms, including mass and social media at the national level, and mid-media, community mobilization, and interpersonal communication activities in collaboration with local CSO partners in 29 focal districts.

The complex scope of the project necessitated a strong adaptive management approach that supported routine measurement of project performance, efficient use of data for decision-making, and identification and implementation of adaptive shifts in response to learning. The SBC Adaptive Management Framework provided the roadmap and tools for this approach.

**Step 1:**

Application of the framework under USAID Tulonge Afya began in the early stages of the project, guiding formative research plans and the establishment of the project's M&E system. We used the framework to prioritize the indicators the project would track and to identify the sources from which these data would be collected. From this, throughout the life of the project, the framework guided and informed ongoing data collection and information gathering, including use of surveys at baseline, midline, and endline; quarterly sentinel surveys and annual omnibus surveys; programmatic monitoring data and participant feedback; and national HMIS and service delivery data.

**Step 2:**

USAID Tulonge Afya developed a user-friendly, highly visual data dashboard to support the compilation, analysis, and presentation of data (see **Figure 2**). The dashboard facilitated running routine reports on core indicators of interest and development of data visualizations and graphics for use in reporting and decision-making (see Step 3).


**Figure 2.**

**Example screenshot of USAID Tulonge Afya data dashboard**

**Step 3:**

Quarterly data review meetings and routine pause and reflect sessions allowed the project to make regular and timely use of the various types of data being collected. These meetings provided an opportunity for the project to work with stakeholders at different levels (community, district, regional, national) to reflect on the data captured and the story that it was telling about how the project was performing, where there were successes ready for scale, and where there were challenges in need of remediation. As part of these discussions, the project also engaged in problem solving to identify adaptive actions that needed to be taken and action planning to determine how these actions would be integrated within the program.

**Step 4:**

The project used the framework's tools to guide the implementation of adaptive actions, and to make sure that these were consistently documented to inform ongoing project learning and to provide a source of institutional memory over the life of the project. During the final year of project implementation, the information captured through application of the framework enabled the project to examine the impacts of strategic changes and adaptive actions on the project's social and behavioral objectives, something which would not have been possible had only output, midline, and endline data been available.

**Step 5:**

By linking back to implementation, the framework provided the project with QA tools to ensure that adaptive actions were integrated into ongoing program implementation with quality. Supportive supervision visits also enabled the project to provide oversight, mentoring, and coaching to communicate the need for adaptive actions and ensure they were being implemented with fidelity to plans.

## How use of service delivery data supported shifts in HIV campaign approach for greater impact

USAID Tulonge Afya was requested to support the Government of Tanzania to design and implement a mass SBC campaign focused on HIV testing and the new availability of ART after a positive diagnosis ("Test and Treat"). The project responded to these needs with an SBC campaign that utilized mass media, among other channels, to introduce the new service delivery modality and reduce HIV-related stigma. During this time, testing rates increased, and positivity yields decreased. Though the campaign was influential in attaining its initial goals, PEPFAR desired a more targeted approach that focused on promoting testing among only higher-risk audiences. Service delivery data were used to gain consensus around changes to the campaign approach with the GOT, shifting to a greater emphasis on the use of very targeted interpersonal communication. Following this shift, data showed that testing rates went down and positivity yields increased, as desired, with positivity yields higher than before the start of the SBC activity.

To read more about FHI 360's application of the SBC Adaptive Management Framework within the USAID Tulonge Afya project, read *Strengthening Social and Behavior Change Programming Through Application of an Adaptive Management Framework: A Case Study in Tanzania in the journal, Global Health: Science and Practice*, here.

# Resources

# Resource list

The below tools and resources provide additional information and guidance relevant for SBC projects seeking to integrate adaptive management principles and practices. We recognize that this list is not exhaustive and welcome suggestions for other resources to be included in future revisions of this toolkit. Please reach out via sbc@fhi360.org if you would like to share a resource for consideration.


The Curve. (n.d.). **Evidence for Decision-making: Incorporating Evidence into a Responsive Feedback Approach.** Accessible via: https://the-curve.org/wp-content/uploads/2020/04/201112_The-Curve-Evidence-for-Decision-Making_Final.pdf

The Curve. (n.d.). **The Data Curve: Smarter decisions through data.** Accessible via: https://the-curve.org/wp-content/uploads/2020/06/Data-Curve-1.pdf

The Curve. (n.d.). **A Guide to Pause and Reflect: Pragmatic Advice for Practitioners.** Accessible via: https://the-curve.org/wp-content/uploads/2020/07/The-Curve-Pause-Reflect.pdf

Johns Hopkins Center for Communication Programs. (n.d.). **The Knowledge Management Roadmap.** Accessible via: https://kmtraining.org/wp-content/uploads/2023/03/km-roadmap-poster.pdf

Office of HIV/AIDS (OHA). (2021). **Data Visualization Style Guide.** Accessible via: https://issuu.com/achafetz/docs/oha_styleguide

Ribecca, S. (n.d.). **The Data Visualisation Catalogue.** Accessible via: https://datavizcatalogue.com/index.html

UNICEF. (2021). **Developing a Systematic Adaptive Programming Approach to Support UNICEF's Strategic Plan 2022–2025.** Accessible via: https://drive.google.com/file/d/1y1AIwhcKHbR4WM59L3TtsWpNO3HeGlqr/view

USAID Learning Lab. (2023). **Data Visualization Checklist.** Accessible via: https://usaidlearninglab.org/resources/data-visualization-check-list

USAID Learning Lab. (2019). **Designing and Facilitating Learning-Focused Meetings.** Accessible via: https://usaidlearninglab.org/system/files/resource/files/designing_and_facilitating_learning_focused_meetings_final_20190326.pdf

USAID Learning Lab. (2018). **Facilitating Pause and Reflect.** Accessible via: https://usaidlearninglab.org/system/files/resource/files/cla_toolkit_adaptive_management_faciltiating_pause_and_reflect_final_508.pdf

USAID ProgramNet. (2015). **Accelerating Evaluation Use Through Infographics and Visual Design.** Accessible via: https://pdf.usaid.gov/pdf_docs/PBAAC379.pdf

# SBC Adaptive Management Framework Toolkit

For technical support and questions or to contribute tools for inclusion in the resource list, please reach out to FHI 360's **Social and Behavior Change Division** at sbc@fhi360.org