Training workshop

Social and Behaviour Change Communication for Nutrition in Cambodia

Participant workbook

My name / ID: _____

Contents

Introduction to the workbook

Congratulations. You are participating in a training that we hope will be relevant, useful, and inspirational for you to use social and behaviour change communication (SBCC) to achieve your nutrition related objectives.

As a training participant you are likely responsible for ensuring that you and your colleagues use SBCC effectively, at national or sub-national level – or both. If so, your responsibility may include provision of SBCC capacity strengthening support, strengthening of cross-sectoral coordination, and monitoring, evaluation, and documentation of SBCC progress and impact to improve nutrition outcomes.

Your active participation in this training will hopefully improve your understanding and capacity to explain what SBCC is, how to coordinate, plan and implement SBCC, and how to monitor, evaluate, document and report on the SBCC process and impact.

This training focuses on use of SBCC to address malnutrition, but it is relevant to use of SBCC to address any issue, across all social sectors. The training content has been developed to be easily accessible and understood, using an adult learning methodology.

Participation, dialogue and application of ideas and lessons presented in this training curriculum are key to your learning and there are no 100% correct answers and no wrong questions. What is more important is that you learn and start applying the principles and steps to SBCC that are introduced in the lessons.

You are not expected to become an SBCC expert as a result of this training alone. But by participating, and by using this working book to take notes and complete the suggested tools and forms included, you will be well equipped to start using SBCC more effectively – and if you continue applying your new skills – become an expert, over time.

Enjoy learning and using your new skills to have a greater impact in your work – and to help improve nutrition outcomes for everyone.

My baseline understanding of SBCC (10 minutes)

Complete with your own keywords/notes:

Why am I participating in this training?

_____

_____

_____

What is my role and responsibility related to SBCC?

_____

_____

_____

What is SBCC?

_____

_____

_____

What is social and behaviour change?

_____

_____

_____

What are my expectations from the training?

_____

_____

_____

What will I do to participate actively in the training?

_____

_____

Module 1

Lesson 1: SBC and SBCC

Learning objective: I understand and can explain the difference between SBC and SBCC

Which is which? Match the right choice (SBC and SBCC) with the right sentence:

_____ is an inclusive, evidence-based, participatory, and creative process that addresses barriers and opportunities for positive change at different levels of society. It includes the sharing of ideas, knowledge, and co-creation of social values and using a range of communication approaches, engagement platforms, media, interpersonal channels, and tools.

_____ is a set of results, a universe of positive transformations: a mother and a father who both take responsibility for ensuring that every family member enjoys a healthy and balanced diet; a father who tries new discipline techniques; an adolescent who works to improve her mental wellbeing; a community where the acceptance of child marriage is going down; a society where children with disabilities are increasingly included; a sector where decision-makers try to better partner with the people they serve. It is also an approach to programming which seeks to address the cognitive, social, and structural determinants (factors) of these transformations. Combining the right mix of individual and community engagement, support for local action, policy improvements, services, and product delivery to enable the change.

Learning objective: I can list and explain five key principles and five key steps of an evidence based SBCC process.

Write down any keywords or ideas that explain the action you will take when it comes to:

Participation _____

Programming _____

Partnerships _____

Platforms _____

Persistence _____

Research _____

Plan _____

Co-create _____

Implement _____

Monitor _____

Lesson 3: Five systems that impact nutrition outcomes

Learning objective: I understand and can explain how five systems impact nutrition outcomes.

Complete with your own keywords/notes:

Food: _____

_____

_____

Health: _____

_____

_____

WASH: _____

_____

_____

Social protection: _____

_____

_____

Education: _____

_____

_____

Other related notes

_____

_____

_____

Learning objective: I can identify and distinguish between supply and demand-side factors that impact individual and group behaviours.
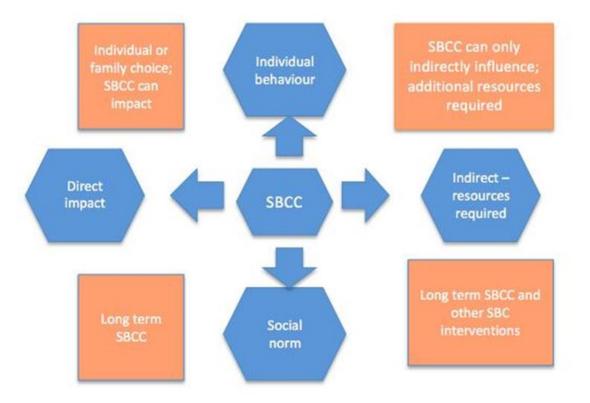
Complete the sentences by adding if it is a supply or a demand side factor:

The availability or cost of certain food items, lack of infrastructure, or distance to a health centre, is a …

_____

_____

_____

The quality of health services is a …

_____

_____

_____

Gender is a …

_____

_____

_____

Knowing the difference between demand and supply-side factors is important because …

_____

_____

Lesson 5: Classification of behaviours

Learning objective: I can classify behaviours according to their complexity, frequency of action and level of control.

Complete with your own keywords/notes:

A simple behaviour is …

_____

_____

A complex behaviour is …

_____

_____

Simple behaviours are more likely to …

_____

_____

Learning objective: I can distinguish between social norms that require long-term SBCC interventions, and practices that may change in the short or medium-term (1–5 years).

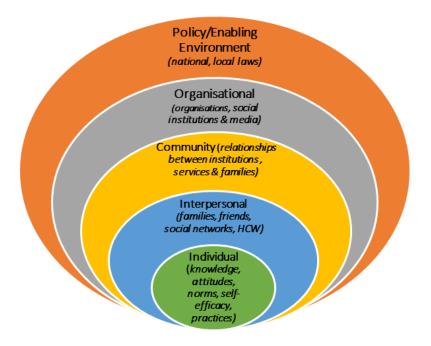**Circle the square where social norms change is likely to take the shortest time:**

Complete the sentence with your own words and ideas: To achieve my change objectives, I will realistically need a time horizon of …

_____

_____

_____

Complete the sentence with your own words and ideas: In order to achieve my change objectives, I will have to address these social norms …

_____

_____

_____

Lesson 7: The Social-Ecological Model

Learning objective: I can list the five levels of the Social-Ecological Model (SEM) and explain how they individually and in combination influence nutrition-related behaviours.

Complete with your own keywords/notes:

It is important to communicate and engage with individuals to …

_____

_____

It is important to communicate and engage with families and social networks of individuals because …

_____

_____

It is important to communicate and engage with communities, including service providers to …

_____

_____

It is important to communicate and engage with social institutions and the media to …

_____

_____

It is important to communicate and engage with policy and decision makers because …

_____

_____

_____

Module 2

Lesson 8: Undertaking a desk review

Learning objective: I know how to undertake a desk review using available data and evidence.

Complete with your own keywords/notes:

I have the following quantitative data sources to draw on …

_____

_____

_____

I have the following qualitative data sources to draw on …

_____

_____

_____

What does the data tell me about the social norms and key behaviours that I am focusing on? Causes? Consequences? Are social or gender norms significant factors?

_____

_____

_____

_____

What does it tell me about previous interventions that have tackled the same or a similar problem?

_____

_____

_____

What has worked and what has not? Are the approaches used generalizable, i.e., applicable beyond one single case?

_____

_____

_____

What are the gaps? What do I still not know?

_____

_____

_____

Other notes

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_____

Lesson 9: Holistic SBCC situation analysis and barrier analysis

Learning objective: I know how to conduct a holistic SBCC situation analysis applying the five components of analysis, and how to identify demand- and supply-side barriers.

Complete with your own keywords/notes:

The five components of analysis are:

1 _____

2 _____

3 _____

4 _____

5 _____

The problem that I am addressing …

_____

_____

_____

The people who are affected by the problem are …

_____

_____

The demand-side barriers and motivating factors related to this problem are …

Barriers:_____

_____

Motivating factors: _____

_____

The supply-side barriers and motivating factors related to this problem are …

Barriers: _____

_____

Motivating factors: _____

_____

The key stakeholders related to this problem are …

_____

_____

_____

The programmes that are currently addressing this programme are and include the following activities:

_____

_____

_____

The programmes that are currently addressing this programme include the following SBCC activities:

_____

_____

_____

The communication landscape analysis tells me that the following professional staff, academic institutions, organisations and media channels and platforms are important partners for SBCC addressing the problem:

_____

_____

_____

Other notes

_____

_____
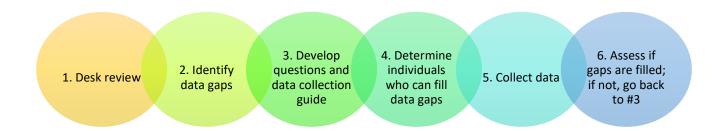
_____

Lesson 10: Formative research

Learning objective: I understand how a baseline study will fill research gaps and provide the data against which the success of an SBCC intervention will be measured.

Circle the options that are <u>not</u> correct

The objectives of formative research are to:

1. Explore the current status or situation before an intervention takes place ("baseline")

2. Describe the key nutrition problem (what), who is affected and why, programme commitment to address the problem, and

    key stakeholders (decision-makers, programme planners and managers, implementing partners and allies)

3. Determine the desired behaviours and the barriers in terms of knowledge, attitudes and practices, and other communication

    and non-communication-related determinants, and

4. Identify motivators and context-appropriate approaches to social and behaviour change

5. Overload all stakeholders with data so that it becomes impossible to keep track of the communication

6. I do not need to do research; I already know what I want to communicate and to whom

Tick the steps that I plan to take for my formative research

1. Desk review

2. Identify data gaps

3. Develop questions and data collection guide

4. Determine individuals who can fill data gaps

5. Collect data

6. Assess if gaps are filled; if not, go back to #3

Other notes

_____

_____

_____

_____

_____

Learning objective: I know how to draft terms of reference (ToR) for formative research and use criteria for evaluating research proposals.

Complete with your own keywords/notes:

Key elements of a ToR/RFP	
Background	Summary:
Project Description	Objectives of research:
Population (respondents)	Such as:
Geographic area	Region, province(s) or districts/municipalities:

Key elements of a ToR/RFP	
Methodology for data gathering	Quantitative, qualitative, or mixed methods:
Data reporting	Midterm, preliminary, or final reports:
Organisation	Description of research organisation and areas of expertise:
Experience	Similar research projects completed with references:
Staffing	Key staff and their qualification:
Work plan	Timeline for research and data analysis: Payment schedule:

Key elements of a ToR/RFP	
Budget	Personnel and benefits (if applicable): Training of data collectors: Travel and daily subsistence allowances (DSAs), materials, supplies, printing, software, dissemination:
Timeline	Deadline for proposal submission: Timeline for evaluation: Target date for contract award:
Evaluation	Criteria for evaluation of technical and financial proposals:

Complete with your own keywords/notes:

Technical evaluation of a proposal	
Category	**Maximum Points**
Overall response • Understanding of, and responsive to requirements of the ToR; • Understanding of scope, objectives, and completeness of proposal; • Overall concord between ToR and the proposal.	(20)
Methodology and detailed timeline • Quality of the proposed approach and methodology; • Description (in not more than 2 pages) of how bidder will define, measure and analyse knowledge, attitudes, behaviours, and practices. • Quality of proposed implementation plan, i.e., how the bidder will undertake each task according to your agency's specified schedule of deliverables; • Risk assessment – recognition of the risks/peripheral problems and methods to prevent and manage them. • Bidder's timelines must be detailed and realistic; • Report submissions should be indicated such that research results are provided to your agency/office as and when specific activities are completed.	(30)

Technical evaluation of a proposal	
Category	**Maximum Points**
Proposed team and organisational capacity • Team leader: Relevant experience, qualifications, and position with firm; • Team members: Relevant experience, skills, and competencies; • Organisation of team and roles and responsibilities; • Professional expertise, knowledge and experience with similar projects, contracts, clients, and consulting assignments.	(20)
Financial proposal • Full marks are allocated to the lowest-priced proposal. The financial scores of other proposals will be in inverse proportion to the lowest price.	(30)
Total points	(100)

Other notes

_____

_____

_____

Lesson 12: Theory of change

Learning objective: I know how to use an SBCC theory of change to illustrate the pathways to achieve communication goals and objectives.

The evidence informed theory of change that I am working with looks like (complete with your own keywords):

PROGRAMME IMPACT: (Long-term (10 years) programme goal):

_____

_____

_____

_____

PROGRAMME OUTCOME: (Medium term (5+ years) programme goal):

_____

_____

_____

_____

PRIMARY SBCC OUTCOME: (Medium term (5+ years) SBCC goal):

_____

_____

_____

IMMEDIATE SBCC OUTCOME: (Change in targeted behaviours):

_____

_____

_____

INTERMEDIATE SBCC OUTCOMES: (Change in behaviours at other social levels – among family, peers and social network, community, service delivery, media, and local and national government):

_____

_____

_____

SBCC OUTPUTS: (communication platforms: community-based platforms, service delivery/institutional-based platforms, and multimedia-based platforms):

_____

_____

_____

ACTIVITIES: (Advocacy, social mobilisation, capacity strengthening, co-creation of content, media and materials, community engagement, coordination, management, budgeting, monitoring, reporting):

_____

_____

_____

CONTEXT: (Evidence informed barriers and motivators to social and behaviour change from each level of the SEM):

_____

_____

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Other notes

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Lesson 13: SMART communication objectives

Learning objective: I know how to draft SMART communication objectives.

Framing outcomes, objectives, and milestones to be SMART

Questions to determine if your objectives are written in a SMART way	
SMART Component	**Questions to answer**
Specific	WHO? WHERE? WHAT will change? Does the objective specify one or more of the following? A defined group of people, a geographic location, an issue (knowledge, attitude, skill, behaviour).
Measurable	HOW MUCH? Can the change be measured or counted in some way? Do you have baseline data to compare the degree of change?
Achievable	DOABLE? Is the objective doable, given the geographic setting, the socio-economic environment, social norms, and other factors?
Realistic	Can you realistically achieve the objective and targeted percentage with the resources and time you have? Are the planned activities relevant to the sociocultural context?
Time-bound	WHEN will the intervention begin and end? At what point(s) in time will you measure its progress towards goals based on this timeframe?

Complete with your own keywords:

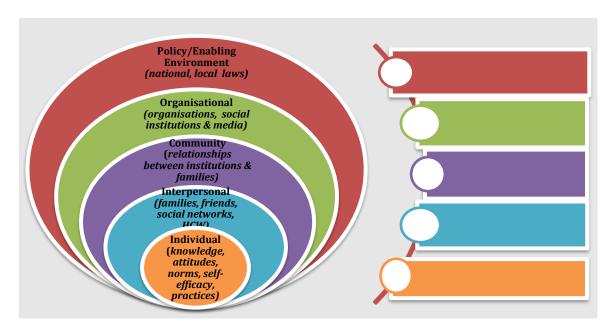## SMART communication objectives for primary actors

For each of the KBs, draft two SMART communication objectives for mothers:

KB #1: During pregnancy, women eat a diet made up of healthy, diverse, nutritious foods in appropriate quantities, take adequate rest, and consume an IFA tablet every day.	
SMART objective #1	
SMART objective #2	

KB #2: Mothers initiate breastfeeding within one hour from birth and exclusively breastfeed for the first six months.	
SMART objective #1	
SMART objective #2	

KB #3: Children are introduced to appropriate soft, semi-soft/solid foods starting at the age of six months, no earlier, while continuing to breastfeed up to 23 months.	
SMART objective #1	
SMART objective #2	

Other notes

Learning objective: I know how to describe the strategic SBCC approaches in relation to the Social-Ecological Model.

Fill in with your own keywords:

Other notes

_____

_____

_____

Lesson 15: Selection of communication channels

Learning objective: I know how to select communication channels based on the habits and preferences of participant groups, social and cultural contexts, and relative advantages/disadvantages.

Fill in with your own keywords:

Factors for me to consider in selecting audience-appropriate channels (add your own words)	
Factors	**Issues to consider**
Language	Do most people in your participant group(s) use the national language, or a local one?
Literacy level	How well do people read? If you plan to use printed materials, you may need to use simple words and visuals to convey meaning. As will be noted in Unit 6, it's crucial to pre-test materials before distributing them.
Social networks	What are the formal and informal social networks in your primary and secondary groups? Is ethnic or religious affiliation a factor?
Mobile phone and Internet	Access may vary by region and between urban and rural areas.

Factors for me to consider in selecting audience-appropriate channels (add your own words)	
Factors	**Issues to consider**
Electricity	In rural areas without electricity, people may rely more on the radio (including battery, solar and wind-up models) than on TV for information.
Group media consumption	Is listening to the radio or watching TV or Internet browsing an individual or a group activity? If a group activity, is there potential for group dialogue?
Transportation	Is it cost-effective to distribute print materials to remote regions where the roads are bad?
Production costs	Some media, e.g., TV and film, are more costly to produce than others, e.g., print, radio, social media.
Public spaces	Where do people meet and gather, e.g., markets, schools, streets, places of worship, public transportation? This will help you decide where to place outdoor advertising (billboards) and ambient media, with messages on buses, trains, and taxis, at bus stops and train stations, on elevator doors and staircases, and sides of buildings.

Factors for me to consider in selecting audience-appropriate channels (add your own words)	
Factors	**Issues to consider**
Private spaces	Messages at cafes, bars, hair salons, clubs, etc.

Other notes

_____

_____

_____

_____

Lesson 16: Producing effective content

Learning objective: I know how to list the eight guidelines for effective content.

Circle the ones you will work with and in with your own keywords – what you will do:

Eight guidelines for effective content	
Command attention	Does the content stand out? Does your participant group think so? Give thought to colour and fonts, images, music, etc.
Keep it simple	Is the content easy to grasp, short and uncluttered?
Resonance	What are your participant groups' needs, priorities, beliefs, and social norms, and what will resonate with them?
Communicate a benefit	What will persuade the groups to take action?
Present a solution	People are more responsive if a solution rather than the cause of problem is the focus

Eight guidelines for effective content	
Consistency counts	Materials and activities convey the same content and reinforce each other
Create trust	Does your information come from a familiar and reliable source?
Call to action	What do you want the group to do after receiving the content?

Other notes

_____

_____

_____

_____

Learning objective: I know how to list the components of a creative brief, and draft statements outlining the promise, support and competition for a key behaviour.

Fill in with your own keywords:

Template for creative brief	
Component	**Description**
Key issue	The most important statement you want to make about the issue. My statement:
Communication objectives	Desired changes (knowledge, attitudes and/or behaviours) and barriers to change. My objectives:
The Promise	A persuasive statement that conveys the most important benefit of the action and what will motivate participant group(s) to complete it. State one key promise because more than one benefit may reduce impact. My statement:

Template for creative brief	
Component	**Description**
The Support	A brief statement about why the participant group(s) should believe the promise. This statement can be factual or emotional, depending on what your research suggests is the most persuasive appeal. It should explain why the promise outweighs barriers to completing the action. My statement:
The Competition	Messages that contradict the promise, or make it difficult for the participant group(s) to believe in or adopt the behaviours. My notes:
Content summary	Key risks and/or benefits to be emphasized. What will people be asked to do (call to action)? My risks/benefits:

Template for creative brief	
Component	**Description**
Channel mix	Channels (mass media, interpersonal communication, folk and local media, ICTs) selected, and in which proportions. My channels:
The Lasting Impression	The belief or feeling that the participant group(s) will derive from your communication activity or material. My ideas:
Desired profile	How the participant group(s) will perceive someone who adopts the behaviour being promoted. My thoughts:
Other considerations	How the material or activity complements or is supported by other materials and activities; Language and literacy levels; Launch opportunities; Cost. My ideas:

Other notes

_____

_____

_____

Lesson 18: Pre-testing

Learning objective: I know how to explain the process of pre-testing communication materials.

Write the correct number of the step:

Step_____   Prepare a plan for pre-testing with a clear set of objectives

Step_____   Select the appropriate pre-testing method, e.g., questionnaire or focus group discussion.

Step_____   Plan the pre-test process

Step_____   Conduct the pre-test

Step_____   Analyse data and summarize results

Step_____   Revise the communication material based on the results of the pre-test

Lesson 19: Implementation planning

Learning objective: I know how to explain the components of an implementation plan.

Circle the options that are <u>not</u> a component in an SBCC implementation plan:

1. The different **SBCC strategic approaches** that will provide the synergy toward achieving the nutrition SBCC outcomes (the three KBs) at the individual and family level. For the SBCC implementation plan, we will refer to them as strategic (intervention) approach.
2. The **milestones/targets** and **corresponding activities** to reach the milestones/targets for each intervention approach.
3. **Great ideas** that I have come up with without any reference to research or consultations with anyone else.
4. **Who will lead** the work and **who will support** implementation to reach the milestone? What are the expected roles and responsibilities of partners and allies?
5. **A cost-efficient way to pre-test** ideas, materials and tools with people in my office, instead of intended communication participants.
6. What **kinds of support, materials, and tools** are needed for activities to happen?
7. What's a **realistic timetable**?
8. **How much** is the estimated cost to perform the planned activities and achieve the milestone?

Other notes

_____

_____

_____

Lesson 20: Choosing strategic approaches

Learning objective: I know how to explain the link between the communication objectives and barriers to social and behaviour change, and my chosen strategic approaches.

Complete with your own keywords:

One of the barriers to the social and behaviour change that I work to achieve is …

_____

_____

_____

One of the communication objectives that I have formulated to address this barrier, using the SMART format, is …

_____

_____

_____

My research tells me that the best strategic SBCC approaches to support achievement of this objective are …

_____

_____

_____

Other notes

_____

_____

_____

Lesson 21: Determining implementation milestones/targets and activities

Learning objective: I know how to determine projected milestones/targets or outputs, and activities and other components of the implementation plan.

Tick the correct options:

Implementation modality/ milestone or target output	Planned activities	Responsible agency/ partner	Unplanned activities	Materials and tools	Time frame *(quarter, year)*	Monitoring indicator	Means of verification	Est. cost

Other notes

_____

_____

_____

Lesson 22: Drafting an SBCC implementation plan

Learning objective: I know how to draft an SBCC implementation plan using this template.

Complete with your own keywords:

DISTRICT OF_____, PROVINCE OF _____							
Implementation modality/ milestone or target output	Planned activities	Responsible agency/ partner	Materials and tools	Time frame *(Quarter, Year)*	Monitoring Indicator	Means of verification	Est. cost/ milestone (Local currency)
1. SBCC MANAGEMENT and COORDINATION MECHANISM – Provincial/District SBCC Task Force							
2. ADVOCACY and SOCIAL MOBILISATION							
3. CAPACITY STRENGTHENING							
4. COMMUNITY ENGAGEMENT							

Implementation modality/ milestone or target output	Planned activities	Responsible agency/ partner	Materials and tools	Time frame *(Quarter, Year)*	Monitoring Indicator	Means of verification	Est. cost/ milestone (Local currency)
DISTRICT OF_____, PROVINCE OF _____							
5. SOCIAL MEDIA AND MASS MEDIA ENGAGEMENT							
6. CO-CREATION OF CONTENT, MATERIALS AND TOOLS							
7. MONITORING AND EVALUATION, REPORTING, AND DOCUMENTING PROMISING PRACTICES							
GRAND TOTAL							

Other notes

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_____

_____

Lesson 23: Research, monitoring, and evaluation

Learning objective: I know how to describe how research works throughout the programme cycle, distinguishing between formative research, monitoring, and evaluation in the (R, M&E) programming continuum.

Complete with your own keywords:

For a situation analysis I am undertaking this type of research …

_____

_____

_____

For co-creation, design and testing of SBCC ideas, tools, and materials I use this type of research …

_____

_____

_____

When I am implementing, I am using this type of research …

_____

_____

_____

When I want to assess if the SBCC has been effective and have had an impact, I am using this type of research …

_____

_____

_____

Other notes

_____

_____

_____

_____

Lesson 24: Monitoring

Learning objective: I know the purpose of monitoring, and what it measures.

Tick the correct options:

I monitor the SBCC implementation process to:

____ check if I am on track

____ assess implementation progress

____ take corrective action when necessary

____ to learn if something is working really well

When I monitor ongoing SBC during implementation I am able to measure:

____ implementation progress

____ social and behaviour change impact

____ if people know, feel and do exactly what we tell them to do

Other notes

_____

_____

_____

Lesson 25: Evaluation

Learning objective: I know the purpose of evaluation, and what it measures.

Complete with your own keywords:

We evaluate the SBCC process in order to …

_____

_____

_____

In SBCC we can use evaluation to measure …

_____

_____

_____

Other notes

_____

_____

_____

Lesson 26: Monitoring inputs and process versus intermediate outcomes

Learning objective: I know the difference between monitoring inputs and process, and monitoring intermediate outcomes.

Complete with your own keywords:

This is how I would describe an input or a process …

_____

_____

_____

This is how I would describe an intermediate outcome …

_____

_____

_____

This is how I would describe the difference between monitoring inputs and process and monitoring intermediate outcomes …

_____

_____

_____

This is how I would explain the purpose of making a distinction between monitoring inputs and process and monitoring intermediate outcomes …

_____

_____

_____

Other notes

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_____

_____

_____

Lesson 27: SBCC outputs, intermediate outcomes, primary outcomes, and impact

Learning objective: I know how to distinguish between SBCC outputs, intermediate outcomes, primary outcomes, and impact.

Complete with your own keywords:

This is an example of an SBCC output …

_____

_____

_____

This is an example of an intermediate outcome …

_____

_____

_____

This is an example of a primary outcome …

_____

_____

This is an example of an impact statement …

This is why it is important to know the difference between SBCC outputs, intermediate outcomes, primary outcomes, and impact …

Other notes

Lesson 28: SBCC monitoring and evaluation indicators

Learning objective: I know how to draft monitoring and evaluation indicators based on milestones and activities in the SBCC implementation plan.

Complete with your own input:

SN	Strategic approach milestone/output	Activities	Monitoring or evaluation indicators (process/output, or impact)	Means of verification (MOV)
**Framework for an SBCC monitoring plan for a nutrition programme**			
1	**Coordination and management**			
1.1	District SBCC subcommittee established	(Refer to implementation plan)		
1.2	SBCC District Framework Plan			
2	**Local advocacy**			
2.1	District regulations on nutrition passed			
3	**Social mobilisation and capacity strengthening**			
3.1	SBCC training for district subcom staff			
4	**Community engagement**			
4.1				

	Framework for an SBCC monitoring plan for a nutrition programme			
SN	**Strategic approach milestone/output**	**Activities**	**Monitoring or evaluation indicators (process/output, or impact)**	**Means of verification (MOV)**
5	**Media engagement: mass media, social media, and community media**			
5.1				
6	**Co-creation of content, materials and media products**			
6.1				
7	**Monitoring and evaluation, and documenting good practices**			
7.1	SBCC monitoring and evaluation plan developed			
7.2	System in place for monitoring SBCC outcomes			
7.3	System in place for monitoring SBCC implementation			
7.4	Stories of change, good practices documented			
7.5	System in place for annual reporting SBCC outcomes to stakeholders			

Other notes

_____

_____

_____

Lesson 29: Documenting good SBCC practices

Learning objective: I can explain the value of documenting good practices in SBCC and how it is done.

Tick the correct options:

The value of writing up a good practice is the opportunity to capture the rich activities and learnings that can be used to …

___ guide decisions about where and when the practice can be replicated

___ assess and capture if the practice is sustainable and why

___ inform decisions to scale-up the practice

___ demonstrate the value of investing in SBCC

___ share lessons and inspire others to use SBCC

Complete with your own input:

Format and tips for writing a good practice story of an SBCC intervention with a human-interest angle

1. **Title page of the good practice**
   - Choose a catchy title; one that invites the reader's interest to read on.

2. **One-paragraph summary or abstract**
   - When you have completed Steps 2 to 6, prepare a one-paragraph summary that reflects some of the criteria that make it a good practice. As a guide, answer the 5 W's and H (who, what, why, when, where and how).

3. **Introduction**
   Provide the context for the practice and address the following issues:
   - What is the problem being addressed?
   - Why and how is the problem impacting the population?
   - What social and behaviour changes are envisioned with what stakeholder group as a result of the SBCC intervention?
   - What were the SBCC objectives? What was achieved?
   - Which population group stands to benefit from the planned change outcomes?

4. **Describe the good practice**
   - What is the activity/nutrition intervention in focus? Under what SBBC strategic approach in your work plan?
   - Why do you think the activity/intervention is noteworthy to be a good practice? Or, what criteria for a good practice does the activity/intervention fulfil?
   - Describe how the activity/intervention was carried out.
   - When and where were the activities carried out?
   - How was the intended population involved in activities?
   - Who were the key influencers of change? The institutional implementers and partners?
   - Describe how effectively/efficiently the resources (staff, partners, budget, etc.) were used/mobilized/coordinated?

Format and tips for writing a good practice story of an SBCC intervention with a human-interest angle

5. **What makes it a good practice? (Results; criteria fulfilled)**
   - What were the concrete results achieved in terms of outputs and outcomes?
   - What criteria for good practices were fulfilled? (Refer to Handout #1)
   - Was a participatory assessment (with relevant members of the community) of the practice carried out? If yes, proceed to next questions. If not, why?
   - Who conducted the participatory assessment? What tools were used?
   - What were the results of the participatory behaviour assessment?

6. **Lessons learned**
   - What should be done again because it worked well? What factors facilitated this?
   - What did not work and why did it not work?
   - What should be done differently?

7. **Conclusion**
   - How have the results benefited the intended participant group, their family, and community?
   - Why may that intervention be considered a "Good Practice"? Describe based on impact criteria.
   - Recommendations for those intending to adopt/adapt or replicate the "Good Practice" in another setting or in larger scale. How can it help people working on the same issue(s)?

8. **Further reading**
   - Provide a list of sources and references with links to websites (limit to 5-6) that provide additional information about the "Good Practice".

9. **Preparing the Good Practice Story for submission**
   - Limit your write-up to between 1,500 to 2,000 words. Type in double-line spacing, using font size 12 in approximately five to six pages.

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■ Include up to three (3) high-resolution action photos of at least 300 dpi (dots per inch) or 1.5 MB with captions to accompany the good practice story. A short video may also be submitted. If the package exceeds 15 MB, please send it in a folder through Google drive. ■ Prepare a cover page with a heading: "A Proposed Good Practice" and beneath the heading, write an enticing title and a one-paragraph summary of the good practice. The summary should answer the 5 W's: WHO, WHAT, WHY, WHERE and WHEN. ■ Submit it by email to _____/ (Lead Agency); copied to _____/ (Funding Agency).
Contact person: First name: _____ **Last name:** _____ **Email address:** _____ **Mobile no:** _____ **Agency:** _____ **Country:** _____ *Please provide the full name, agency, country, e-mail address and phone number of a person who can be contacted for any questions regarding this good practice.*

Other notes

_____

_____

_____

Training evaluation

Please complete this quick evaluation and share with your trainer. This will help your trainer assess if the training process was on track and if it had an impact. Use the following scoring system, where indicated:

0 to indicate the lowest possible score, and 5 to indicate the highest.

Lessons for using SBCC for improved nutrition - date and location:						
Question	**0**	**1**	**2**	**3**	**4**	**5**
1. I rate the training overall as						
2. The training facilitation was						
3. The training content was relevant to my work						
4. The workshop met my "hopes" and my "fears" did not happen.						
5. The learning methods and activities in this workshop were appropriate and effective.						
6. The workshop materials (e.g., Participant's Workbook, group exercises, handouts, VIPP cards, wall displays, etc.) were useful.						
7. I understand and feel comfortable that I know the basic steps and principles of SBCC						
8. I understand and feel comfortable that I can plan, implement, and monitor an SBCC strategy						
9. I understand my role and how I can contribute to social and behaviour change to achieve relevant programme objectives						

10. I understand and know who to coordinate my SBCC work with, and where						
11. I feel confident that I will be able to apply in my work what I learned in this workshop to ensure that SBCC activities are included in our nutrition/programme interventions.						
12. I am likely to use my new knowledge and notes to continue to plan, budget and implement SBCC as part of my annual programme action plan						

I recommend the following as the five most important topics for a cascade SBCC training for provincial and district nutrition officers in Cambodia:

1.

2.

3.

4.

5.

Thank you!