**Guidelines and Template for Mapping, Presentation Slides & Case Studies on**

**Faith for Social and Behaviour Change Communication**

While the one of the aims of the Faith for SBCC initiative is to develop 14 full-fledged country case studies on this area of UNICEF’s work, this will be accomplished by Country teams undertaking the following incremental steps:

1. **Complete mapping template** below with brief bullet points which HQ will collate to provide a landscape overview at the July workshop: **Deadline – 31 May**
2. **Send additional documentation** for the case study and any materials developed to enable the global review and analysis and eventual compilation of materials. **Deadline – 31 May**
3. **Prepare 15 colour slides (only) for workshop exhibition** with photos and visuals building on the overview provided in the mapping instrument: **Deadline – 30 June**
4. **Participate in interview** with JLI to provide further details for the Case Study during the workshop: **9-12 July**
5. Prepare and/or review drafts of the Case Study until finalized **Deadline – 30 September**

**Background and Objective**

While the majority of UNICEF Country Offices across all regions have engaged in some way and in different degrees with Faith Based Organizations (FBOs), there is scanty documentation related directly to the role that FBOs play in Social and Behaviour Change related to UNICEF’s programming priorities.  The aim of these Case Studies is to provide a unique contribution in bringing together a range of country experiences describing the role of FBOs across the range of Communication for Development and Public Advocacy expected outcomes: **generating demand for services; promoting positive caregiving practices; influencing abandonment of harmful social norms and the promotion of positive ones; mobilizing communities and young people to action and rallying religious and traditional leaders for the cause of children.** The case studies will aim to capture FBO engagement **across a spectrum of UNICEF’s Strategic Plan goal areas** and **programming contexts** and also **across the life-cycle** (ECD and Young People’s Agenda), with specific focus on **integrated ECD objectives** in both **development and humanitarian** contexts.

**Purpose**

Collectively, the Case Studies will help to inform, from a field perspective, **a global theory of change and programming model** that will complement findings from a global review of the literature and evidence on FBO engagement in social and behaviour change. It is expected that the compendium of Case studies will support Communication for Development, External Communication and Programme teams in UNICEF country programmes to better understand and expand the range of strategies, platforms and tools applied in relation to engagement with FBOs and benefit from lessons learned that will help improve programming excellence for at scale results for children.

A few general points to be considered in relation to the Case Studies include the following:

* **Verifiable Results:** Not all countries may have ‘mature’ FBO programming and there may not be yet clearly definable results. In such cases the focus should be on presenting highlights of emerging lessons and thoughts on potential for scaling-up and/or replication. The results and impact section should incorporate the best available evidence of the impact of the programme.
* **Situating C4D Components Within Broader Programming Efforts:** The Case Studies should aim to to describe the C4D focus of FBO engagement as part of the broader programme efforts. At the same time case the C4D activities, strategies and approaches should be clearly described as distinct from the broader programme they are supporting.
* **Consideration of Audience Beyond UNICEF:** The Case Studies should be written for an external audience with an emphasis on a neutral presentation of the case.  While Case Studies will obviously be of use to other UNICEF staff they should be equally accessible to a non-UNICEF audience of programme managers, policy makers, funders, C4D practitioners in other organisations, other parts of the same country or the world.
* **Critical Reflection on Challenges and Failures:** Engagement of FBOs in Development is complex and requires a level of Religious literacy that has often not been considered. The case studies, as far as possible, should aim at candidly presenting some of the key challenges and describing the lessons learned from these so that the Case Studies can help UNICEF and others working with FBOs to avoid similar mistakes and to “fail forward”.
* **Length and References:** Each Case Study should be 5-6 pages in length.  They should incorporate high quality visuals, data and graphs if available and directly relevant to the text. References to supporting documents, videos or other materials that relate to the Case Study should be included along with links at the bottom of each Case Study.

The Case Studies will be developed according to the following headings:

* 1. Background and Focus of the FBO initiative and the Problem/Challenges it is aiming to address
	2. Religious/Faith Context
	3. Expected Social and Behaviour Change outcomes and participant/target groups
	4. Key Government/Supporting partners
	5. Implementing Strategies, Scale and Content – interpersonal and media approaches
	6. Capacity development and institutionalization
	7. Specific results, impact and methods for evaluation
	8. Challenges and Lessons learned
	9. Future plans and sustainability

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| TEMPLATE for INITIAL MAPPING, WORKSHOP EXHIBITION, and CASE STUDY  |
| Slide 1. Background and Focus of the FBO Initiative  |
| 1. **Key Highlights of country context: Location, geographic features, population, economic profile etc.**
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| **b) What are highlights of the main programmatic issues affecting children that the FBO engagement was/is designed to address? Which are the sectors/programmes most engaged or is there more of a cross-sectoral integrated focus for the engagement?**  |
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| **c) What are some of the main behavioural demands/challenges related to the issues described?**  |
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| **d) Has the office supported any formative research that has helped to better understand the knowledge, attitudinal and behavioural issues surrounding the programmatic area you are addressing? If so please summarize the scope and key findings of this research and who was involved.** |
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| **Slide 2. Religious Context** |
| 1. **To what extent is religion and/or traditional faith a part of the country’s life at a national, community and personal level? Are there any prominent links between religion, ethnicity, and power, including in relation to gender?**
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| 1. **What are the main religious denominations and traditional groups operating within the country and which of these groups are the focus of UNICEF’s partnership?**
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| 1. **Has the office conducted a mapping or analysis of religious/traditional groups?**
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| 1. **What has been the level/nature of UNICEF engagement with FBOs IN THE PAST before the initiative being described?**
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| 1. **What has been the process for formalizing the partnership and setting the joint agenda with FBOs?**
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| 1. **Have there been specific efforts by UNICEF to strengthen or work through inter-faith bodies /mechanisms?**
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| **Slide 3 a. Expected Social and Behaviour Change Outcomes** |
| 1. **Describe the specific social and behaviour change expected outcomes of FBO engagement at the various levels (ie. Individual/Family level; Inter-personal/Community level; Institutional/FBO level; Policy/System level).**
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| 1. **How are these C4D-related outcomes aligned with broader programmatic outcomes of the Country Programme?**
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| **Slide 3 b. Participant / Target Groups** |
| 1. **Are there any specific groups that are of particular focus for the FBO initiatives?**
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| 1. **Any specific life-cycle focus: eg. Parents/Caregivers of Young Children? Adolescents?**
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| 1. **Are any of the following marginalized groups addressed? If yes what is the specific focus?**
* Disabilities (including Physical, Visual, Hearing, Mental)
* Girls/Women
* Socio-cultural (including Ethnicity, Religion, Caste, Linguistic)
* Geographical/Transience (including Urban violence, Street Children, Deep Rural, Pastoralist, Migrant, Refugee

 populations)* Children from low socio-economic communities
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| 1. **To what extent is the FBO initiative gender-focused with specific communication/engagement strategies for girls/women?**
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| **4. Key Government/Supporting Partners** |
| 1. **Which is the main Ministry/Ministries that are affiliated with UNICEF’s engagement with FBOs on Social and Behaviour Change initiatives? Are the activities planned with FBOs part of an Annual Workplan? If so which one?**
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| **b) What other UN, Development, Academic or Private Sector partners are engaging with FBOs/**  **traditional leaders, especially on Social and Behaviour Change activities.** |
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| 1. **Has there been any effort by UNICEF or amongst development partners to coordinate engagement with FBOs? If so please describe.**
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| **Slides 5 – 9: Implementation Strategies, Scale and Content - Interpersonal Approaches** |
| 1. **What have been the main entry points, approaches, channels and materials/content used to influence the desired social and behaviour change outcomes for each of the target/participant groups?** (One slide for each main component)

(Please see Annex below with matrix of C4D Intervention modalities and materials for examples of typologies of engagement)**For each main component of the interventions, please describe the scale, frequency and planned duration of the engagement. Also please mention how the C4D activities are aligned with the broader programme activities.** |
| Component #1: |
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| Component #2: |
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| Component # : |
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| Component # : |
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| Component # : |
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| **b) What strategies have been used to addressing the issue (if it exists) of multiple local languages in FBO engagement efforts?** |
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| **Slide 10: FBO related multi-media interventions for behaviour and social change** |
| 1. **Describe the media environment of the country. What is the level of radio, TV, internet, mobile phone penetration/coverage? To what extent do marginalized groups have access? Do FBO networks have their own media channels/platforms?**
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| 1. **Have multi-media interventions/channels/platforms been used to promote and support behaviour and social change with FBOs e.g., edu-tainment programmes; debate and call-in programmes through mainstream radio and TV; community radio; participatory video; mobile phones etc?**

(Please explain whether UNICEF’s contribution has been in support of media channels belonging to the FBO networks or media platforms for the wider public) |
| **Component # :** |
| 1. **Has the initiative attempted to use a “trans-media” approach (connecting several media platforms) and mass-media with face-to-face engagement (eg. Listener groups) for synergistic effect?**
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| 1. **How have partnerships with media been established/utilized to reduce production costs?**
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| **Slide 11: Capacity Development and Institutionalization** |
| 1. **What support has been provided to strengthen the capacity for Faith actors at national and sub-national level to plan, implement and monitor the FBO interventions?**
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| **b) What strategies have been used to mainstream and ensure sustainable C4D interventions within the regular operations of FBOs?** |
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| **c) What provisions have been made to strengthen the capacity of government at national and sub- national level to coordinate with FBOs and provide oversight for the FBO interventions?** |
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| **Slide 12: Funding / Resourcing** |
| 1. **How have each of the interventions outlined above been funded or resourced?**
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| 1. **What has been the approximate financial outlay?** (please specify the duration)
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| **Slide 13. Specific results, impact and methods for evaluation**  |
| 1. **What have been the main achievements in relation to the objectives?**
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| 1. **Have any efforts been made to measure results in terms of behaviour or social change?**
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| 1. **What measures, tools and procedures were used to gather feedback, monitor progress and evaluate results of the C4D interventions in relation to the baselines?**
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| 1. **Were there any participatory approaches with faith actors in monitoring and evaluation of results?**
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| **Slide 14. Challenges and Lessons Learned**  |
| 1. **What have been the facilitating factors, challenges and hindering factors for the success of the FBO interventions?**
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| 1. **What motivations/incentives have been successful in influencing and sustaining the consistency and quality of FBO engagement in Social and Behaviour Change communication?**
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| 1. **How have the interventions facilitated collaboration across sectors for greater impact?**
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| 1. **What lessons have been learned about scaling-up or supporting FBO engagement in SBCC at scale?**
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| **Slide 15. Future Plans and Sustainability** |
| **What are the plans for expanding, deepening and maintaining the current work with FBOs on Social and Behaviour Change?**  |
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ANNEX

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|  **C4D INTERVENTION MODALITIES & MATERIALS FOR ENGAGEMENT WITH FAITH-BASED ORGANIZATIONS** |
| **INTERVENTION MODALITY** | **DESCRIPTION** | **MATERIALS**Developed jointly by religious elders-leaders & development specialists |
| **Daily or weekly sermons /worship****Bible/Koran study** | Religious references from holy scriptures which have potential to reinforce relevant development messages are identified and aligned to a set of development messages which elaborate on the theme and provide an important set of Facts for Healthy living. As spiritual leaders take their followers through the spiritual teachings, additional information is provided related to survival, health, development, protection and participation. | * “Development Bible”
* Islamic Development Guide
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| **Monthly and Annual Religious events/celebrations/****pilgrimages** | All faith based and traditional organizations routinely commemorate specific days of the year. These are usually observed on the same day every year and therefore can be approached Religious leaders are briefed on specific priorities for SBC and support their integration during the event in both recorded and face to face delivery. | Development message guide for Religious Events 1) Christian events 2) Islamic events |
| **Faith-Based Media**  | In some countries, faith based networks have a well established network of media platforms including radio, TV and online social media which are used as platforms for integration of key development messages and media programming. | * Religious serial docu dramas,
* Talk shows
* On line master classes
* public service announcements

with development messages embedded within content and focus.  |
| **Rites of Passage** | Each faith group performs a number of rites of passage eg. christenings, baptisms. In some cases these spiritual commitments or acknowledgements have been used as an opportunity for introducing conditionalities for positive family practices. eg. requirement of evidence of regular attendance at school or full immunization before baptism of children.  | Guidelines for conditional rites of passage |
| **Weekly Medressa or Sunday School** | Many denominations organize separate worship and activity times with children or youth to coincide with the weekly religious gatherings of adults. These sessions are used as entry points for infusion of development messages directly with and for children and young people.  | Development curriculum for Religious schoolsReligious story books, activity booklets and resource books with songs, poems, role play etc. with embedded development messages  |
| **Spiritual advice** **(eg. pre-marital guidance)** | Some denominations have an organized system for premarital counselling and guidance for newly’weds. This is used as an opportunity to expand on and facilitate additional exchange on family planning, birth registration, birth spacing, nutrition during pregnancy, breastfeeding, antenatal care etc. | Facilitators guide for Pre-Marital adviceBrochure for newly weds |
| **Inter-faith Community Dialogue by religious leaders** | Draft prepared by FMOH with UNICEF support to be expanded to integrate tools related to education and protection. | Integrated Community Dialogue Manual |
| **Spiritual conferences of** **Religious followers held monthly, quarterly or annually** | Guide that outlines key facts on specific development issues in relation to religious references. | * Sermon Guide (Bible referenced)
* Khutbah Guide (Quran referenced)
* Audio visual material
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| **Women-in-Faith Groups** | Many of the same C4D platforms are used but both participation and content focus specifically targets women within each denomination. Topics covered include negotiation in family decision making, women’s empowerment, violence against women, child marriage, FGM, Safe Motherhood issues including prenatal visits of pregnant women for identification of high risk pregnancy, prevention of obstetric fistula, health facility vs. home deliveries, prevention of sepsis and asphyxia through appropriate newborn care; appropriate infant and young child feeding and early childhood stimulation and child care. | * Development Guide for Women
* Advocacy guide for use by Mothers Union (ie. wives of religious leaders)
* Audio visual material
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| **Youth-in-Faith Groups** | Adolescent recreational clubs, Youth camps which facilitate peer education and interaction and guided discussions on development issues. The main goal is to reach adolescent peers through members within the same denomination. Such groups are also trained to do outreach in schools {primary, secondary, post secondary and within their communities. | Facilitation guide for each youth engagement medium ie. * Dialogues
* Participatory theatre
* SMS groups

(Equipment eg. video player, TV screen and generatorused on rotational basis across the youth centres-camps) |
| **Emergency Communication**  | Engagement of FBOs in Social and Behaviour Change Communication related to preparedness, response and recovery | Emergency communication kit (hygiene/sanitation, IYCF, EPI, Measles) |
| **Advocacy**  | Public declarations, signing of pledges, calls to action, forming of children’s committees, inter-faith-donor forums | Policy and programming briefsAdvocacy videos |