MAKE ME A CHANGE AGENT

An SBC Resource for WASH, Agriculture, and Livelihoods Activities

Webinar Launch
Tuesday, July 14, 2020
8:00 am – 9:30 am EDT
Welcome!

Before we begin....

The webinar will last approximately **90 minutes**.

Use the **chatbox** to introduce yourself and to share your experiences. You can use the chatbox throughout the presentations to ask questions.

Please **mute your mic** unless you are in a breakout room. We encourage you to also turn your cameras on when in the breakout room.

A **recording and presentations** from today’s webinar will be shared with participants.
Today’s Presenters

Meraz Rahman
Head of CLA for the SAPLING project in Bangladesh, implemented by Helen Keller International

Abby Love
Agriculture Advisor at Mercy Corps, working on the SCALE Award

Brian Bacon
Acting Office Director, Office of Technical and Program Quality (TPQ), Bureau for Humanitarian Assistance (BHA), USAID

Moga Bedassa
Project Manager, Food for the Hungry Ethiopia working on integrated community development projects

Nicole Weber
Capacity Strengthening and Learning Senior Specialist at Save the Children, working on the PRO-WASH Award
• Welcome from USAID/BHA
• Introduction to Make Me a Change Agent
  • Guide adaptation process
  • What’s different
  • Lessons learned & key results from trainings
• Overview of the Adapted Guide
• Introduction to Lesson 5: Negotiated Behavior Change
• Breakouts Groups
• Closing & Next Steps
A WORD FROM USAID/BHA

Brian Bacon

Acting Office Director
Office of Technical and Program Quality (TPQ)
Bureau for Humanitarian Assistance (BHA)
U.S. Agency for International Development (USAID)
Go to: menti.com
Enter this code: 94 48 51
Introduction to MMCA

- Developed under TOPS
- Fundamental skills to support change in the communities
- Developed by SBC & Community Health Experts & Field-tested
What’s Different?

Adapted!

- Behavior change (BC) through effective communication
- Communicating with empathy & respect
- BC through effective facilitation
- Negotiated BC
- Storytelling for BC
- Learning through cross site-visits
- Quality Improvement and Verification Checklists (QIVCs), Giving & Receiving Feedback
What’s Different?

New!

- Welcome & Closing
- Action planning
- Planning to facilitate & train others
- Introduction to SBC
- Understanding gender and gender bias
- Shared household roles and responsibilities
- Creating QIVCs

ToT!

Feedback!
Video!
Lessons Learned

• Work with managers for action planning
• Leveraging national or regional trainers
• Include a practical field component
• Post-training monitoring
• Limitations of the ToT
Key Results: End of the Training

How do you evaluate your satisfaction with the overall training? N=198

- somewhat satisfied or very satisfied
- very unsatisfied

The topics discussed are important and relevant to my work. N=197

- somewhat or strongly agree
- strongly disagree

I would recommend this training course to my colleagues. N=196

- somewhat or strongly agree
- neutral
- strongly disagree
Key Results: 3 Months Post-Training

• 94% of survey respondents strongly agreed or agreed with the statement “as a result of this workshop, the quality of my work in the last 3 months improved.”

• 98% strongly agreed or agreed with the statement “as a result of this workshop, I am confident in my ability to train others on the concepts covered in the MMCA.”
25% to 100% of participants reported having trained others on MMCA lesson(s) in the last 3 months

Different approaches taken by different partners
  - Replicating the training
  - Integrating priority content into existing training curricula
“What really struck me was that participatory approach. Something that was totally different. When you have field staff that were not trained and field staff that were trained and you compare the way that they work, you see how they are working with local stakeholders and using participatory techniques.”

-DRC DFSA Management, post-training interview
Manager Testimonial
CORONAVIRUS STRETCH #1: The "Social Distance" Palm-Off Stretch

REPEAT BOTH SIDES. YOU CAN'T BE TOO CAREFUL...

CORONAVIRUS STRETCH #2: The "Cough into Your Elbow" Dabbing Stretch

WARNING: DO NOT ATTEMPT IN FRONT OF CHILDREN. THEY WILL BE VERY EMBARRASSED.

CORONAVIRUS STRETCH #3: The "Sharing Stockpiled Toilet Paper with the Neighbour" Stretch

REACH OUT WITH THAT DUNNY ROLL!

CORONAVIRUS STRETCH #4: The "It Will All Be Over Soon" Stretch

...AND STAY SAFE IN THE MEANTIME!

(In case you're wondering, "dunny" is Australian slang for "outhouse.")
MAKE ME A CHANGE AGENT
An SBC Resource for WASH, Agriculture, and Livelihoods Activities

What’s in the Guide?
Lessons

• Lesson 1: Welcome and Introductions
• Lesson 2: Behavior Change through Effective Communication
• Lesson 3: Communicating with Empathy and Respect
• Lesson 4: Behavior Change through Effective Facilitation
• Lesson 5: Negotiated Behavior Change
• Lesson 6: Storytelling for Behavior Change
• Lesson 7: Learning through Cross-Site Visits
• Lesson 8: Action Planning
• Lesson 9: Closing
Advanced Lessons

• Advanced Lesson 10: Introduction to Social and Behavior Change
• Advanced Lesson 11: Understanding Gender and Gender Bias
• Advanced Lesson 12: Shared Household Roles and Responsibilities
• Advanced Lesson 13: Planning to Facilitate and Train Others
• Advanced Lesson 14A: Quality Improvement and Verification Checklists (QIVCs), Giving and Receiving Feedback
• Advanced Lesson 14B: Creating Quality Improvement and Verification Checklists (QIVCs)
Lesson 2: Behavior Change through Effective Communication

Achievement-Based Objectives
By the end of this lesson, participants will have:
- Described why a Behavior Change Agent (BCA) needs good communication skills
- Defined good communication
- Practiced three types of listening, including rephrasing
- Given examples of open-ended and closed-ended questions

Duration
2 hours, 50 minutes to 3 hours

Materials
- Flip chart paper and markers, masking tape, blank paper (A4 size), note cards or small pieces of paper, sticky notes, and pencils with erasers (one for each participant)
- Prewritten flip charts:
  - Name one communication skill that you feel you do well (optional)
  - Name one communication skill that you feel you could improve (optional)
- A drawing of the Listening Bug
- Handout 2-1: Good Communication (one copy per participant)
- Handout 2-2: Listening Role Plays (six copies)
- Handout 2-3: Drawing a Bug to Practice Listening (one large copy or drawing to show participants at the end of the exercise)

Why This Lesson?
Effective communication is one of the most important skills Behavior Change Agents (BCAs) need, but much of their training is on technical content. This lesson will help BCAs improve their communication skills so they can be more effective at facilitating behavior change.

Advance Preparation
If you are doing warm-up activity option A, prepare flip charts as follows:
- Name one communication skill that you feel you do well (Task 1)
- Name one communication skill that you feel you could improve (Task 1)
- A drawing of the Listening Bug (Task 5)

If you are not doing warm-up activity option A, prepare only the last flip chart (to be used in Task 5).

For the Listening Bug drawing, if participants receive a copy of this facilitator manual as part of the training, you will want to change the bug drawing and instructions so they differ from what is in this guide, as they will have already seen the image.

For Task 4, review the three role plays in Handout 2-2: Listening Role Plays. If appropriate, adapt the role plays to fit the topics or issues covered by the participants’ program. Select two participants and give them copies of the role plays in advance so they can practice. Work with the participants so they understand the advantages and limitations of each type of listening. Alternatively, you may want to do the role play directly with a co-facilitator, to ensure that the three types of listening are correctly demonstrated.

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Summary: What’s in the Guide

Why This Lesson?

Effective communication is one of the most important skills Behavior Change Agents (BCAs) need, but much of their training is on technical content. This lesson will help BCAs improve their communication skills so they can be more effective at facilitating behavior change.

Advance Preparation

If you are doing warm-up activity option A, prepare flip charts as follows:

- Name one communication skill that you feel you do well (Task 1)
- Name one communication skill that you feel you could improve (Task 1)
- A drawing of the Listening Bug (Task 5)

Tasks

1. **Pre-test (20 minutes) (Optional)**
   
   1a. Welcome participants to the training. Inform them that before starting the lessons, they will first take a pre-test. Explain that the pre-tests are anonymous and are used to help the facilitators refine the training content based on what participants already know, and to measure changes in knowledge before and after the training.

   1b. Pass out the pre-test. Let participants know that they do not have to write their name on the test. But, they need to write the same thing on the pre-test and post-test so the facilitators can match their papers. Ask participants to look inside the front cover of their participant guide and write the number or letter they see on their pre-test. If participants do not receive a copy of the guide,
Handout 2-1: Good Communication

Which communication skills does a BCA need?

- Show respect for people in the following ways:
  - Be culturally sensitive in how you communicate with people, particularly in relation to age and gender.
  - Listen actively to what people tell you, and show that you understand.
  - Acknowledge people’s ideas/realities, and shape your communication based on this information.
  - Do not scold or lecture people.
- Explain things clearly.
- Ask questions to:
  - Get to know people.
  - Learn about people’s experiences/opinions.
  - Ensure that people understand.
  - Promote dialogue.
- Observe people’s expressions and body language to see how well you are communicating.
- Be honest about what you do and do not know.
- Model the ideal or desired behavior or practice. For example, if you are promoting using biopesticides, you should use biopesticides. If you are promoting handwashing with soap before eating, make sure that you wash your hands with soap before eating. By modeling these behaviors and practices, you can build trust.
  - If you do not yet practice the behavior, demonstrate that you are taking steps to adopt it, and share what the process is like, to encourage others to adopt the behavior.
Lesson 5: Negotiated Behavior Change

Steps of Negotiated Behavior Change, REST Ethiopia Training. Photo credit: Mersha Bogale
Ideal & Next-Best Behaviors

1.5-L plastic reclaimed bottle and 30 g detergent

Pour the detergent into the bottle

Shake well

Make a hole on the cap

Soapy water

Wash your hands

https://doi.org/10.4269/ajtmh.17-0672
Advantages of Negotiation

• **Builds trust** between the BCA and community members, because they have had a chance to express themselves.

• **Encourages continued change** and can identify the best practices possible within a given situation, even if these are not necessarily the ideal practice.

• **Forms a bridge** between the needs and values of individuals and groups and scientific knowledge.

• **Helps BCAs learn what others think, feel, and do** by using skills of listening, asking, and negotiating.

• **Promotes positive approaches in BCAs** and encourages a willingness to learn from others, empathy for people in different situations and difficulties, and a better understanding of opportunities for realistic change.
Steps of NBC

- Greet
- Ask
- Listen
- Identify
- Discuss
- Recommend & Negotiate
- Agreement
- Appointment
Breakout Group Instructions

- Groups of 10-15 people
- If possible, use video + unmute!
- 15 minutes for discussion
- Once you get into the breakout room, select one person who will be the note taker
- The note taker will submit key discussion points to the Google Form
- After breakouts, we’ll discuss any common themes arising
Questions for Discussion

• How have you used negotiation for behavior change?
• How can project staff and volunteers use communication, facilitation and negotiation skills during COVID-19?
• Discuss one area of your project where you feel that strengthened negotiation or communication skills would help.
A few highlights from the breakout sessions…

Photo by: Kristin Lambert, Mercy Corps
How to Engage with MMCA

• **For BHA partners:** can provide MMCA trainings, review MMCA rollout plans, QIVCs, etc.; communities of practice

• **For BHA & non-BHA partners:** share technical materials and training tools; engage in capture learnings

• **Next steps:** e-learning; Amharic & French guide versions; follow-up email with recording, links to MMCA resources, and invitation for further engagement
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Closing Poll
Thank You!

PRO-WASH website: www/fsnnetwork.org/pro-wash
prowash@savechildren.org

SCALE website: www.fsnnetwork.org/scale
scale@mercycorps.org

Sign up to receive updates and event invitations from SCALE and PRO-WASH: www.fsnnetwork.org

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