



Think | BIG

Behavior Integration Guidance

DEVELOP OR REVIEW A WORKPLAN

<http://www.thinkbigonline.org>

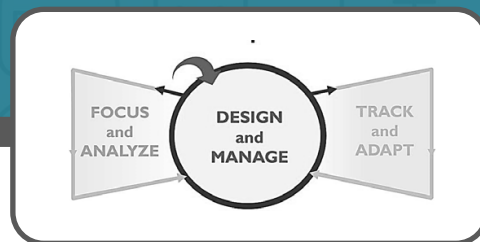


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OVERVIEW

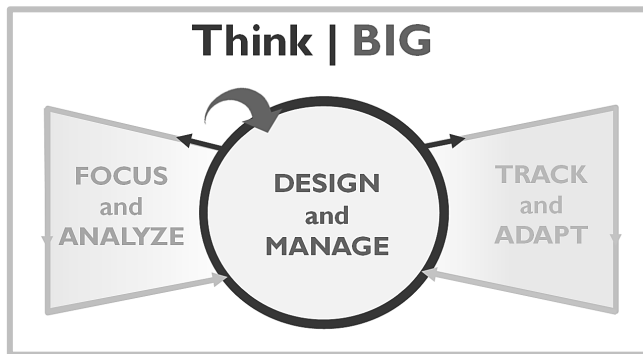
PURPOSE

Creating an annual workplan is one of the most critical responsibilities of an implementing partner. This tool helps implementing partners develop a behaviorally-focused workplan, establishes a framework for anticipating donor questions and concerns, and ensures that the planned work leads to expected outcomes.

INTENDED USERS

Anyone responsible for developing an activity workplan can use this guidance. It is also helpful for those reviewing workplans, to ensure that the necessary components and rationale are included.

HOW THIS FITS INTO THINK | BIG



This is Step 2 of the Think | BIG process – Design and Manage. Ideally, you will have completed Step 1 Focus and Analyze and will have developed projects and activities using your analyses. However, even for activities designed without using Think | BIG, this tool can help you identify gaps and concerns in workplans. Figure 2 illustrates where this step fits into Think | BIG.

How “Develop or Review a Workplan” Fits into Think | BIG

ESTIMATED TIME NEEDED

Between one and two hours, depending on the length of the workplan. Use of this tool should streamline development and review of your workplan.

TEMPLATES INCLUDED

- Appendix A: Workplan Development and Review Checklist
- Appendix B: Workplan Example

BEFORE YOU START

- Share and discuss this tool with everyone who will participate in developing the workplan to be sure that its intent is understood and the expectations for the workplan are clear.
- Download Appendix A: Workplan Development and Review Checklist.

INSTRUCTIONS

Use the steps below and the checklist to develop your workplan and use the checklist to review your or a sub-grantee's workplan once drafted.

Note: No matter how outcomes are phrased or measured, your workplan should clearly articulate pathways to change and a rationale for the activities proposed.

PART 1: CLEARLY DELINEATE THE PRIORITY BEHAVIORS

Priority Behaviors are those that: 1) have the highest potential to impact your goal; and 2) have low uptake. An example of a behavior with high potential to impact the goal of eliminating malaria as a public health problem is, "Population sleeps under an insecticide-treated net (ITN) correctly and consistently."

1. Priority behaviors should be the basis for the entire activity, and so must be clear in the workplan.
2. Clearly articulate the priority behaviors for the full activity. When reviewing a draft workplan, select "yes" or "no" to statement 1 in the Workplan Review Checklist, adding any action that needs to be taken if the answer is "no."

PART 2: INCLUDE FACTORS AND SUPPORTING ACTORS THAT HAVE BEEN THOROUGHLY ANALYZED

To change behavior, it is important to identify the critical factors that impede or motivate the behavior in your context and the supporting actors needed to support the practice of the behavior within the socio-ecologic sphere of the activity.

1. Factors and supporting actors provide the rationale for the strategies being implemented. Be sure your strategies have a clear rationale.
2. For every outcome the activity is designed to achieve, apply each of the statements 2-5 in the Workplan Review Checklist. When reviewing a draft workplan, select "yes" or "no" and add how you will address any "no" responses in the next iteration of the workplan.

PART 3: TO THE EXTENT FEASIBLE, HIGHLIGHT LOGICAL PATHWAYS BETWEEN BEHAVIORAL OUTCOMES AND THE PROJECT ACTIVITIES

Logical pathways to behavior change begin with the behaviors and flow through critical factors that influence the behaviors, supporting actors needed to enable the behaviors, and activities expected to influence the factors and ultimately lead to sustained behavior change.

1. This section is an opportunity to highlight the strength of evidence for the logical pathways you have developed. If you have proposed research, use this section to show the need for research and how it is focused on answering the right questions and filling in key gaps.
2. Apply statements 6-7 in the Workplan Review Checklist. When reviewing a draft workplan, select "yes" or "no" and add any actions needed to improve the workplan.

PART 4: INCLUDE STRATEGIES BASED ON FACTORS

1. This section is critical for establishing that the strategies proposed are all linked to factors identified and therefore have a clear rationale, and to indicate if there are factors in the pathway to change

that someone else, e.g., another implementing partner, needs to address. Use this as an opportunity to indicate where coordination with other implementing partners becomes critical and might need to be facilitated by the donor or other entity to ensure that these important factors are addressed.

2. Apply statements 8-13 in the Workplan Review Checklist. When reviewing a draft workplan, select “yes” or “no” and add any actions needed to improve the workplan.

PART 5: DELINEATE APPROPRIATE INDICATORS

1. In this section, pay special attention to including plans for using data to adapt programming. In Year 1 of an activity, this section might be very forward-focused. In subsequent years, this section should discuss data gathered to date and how well it supports the logical pathways to change established by the project or activity.
2. Apply statements 14-17 in the Workplan Review Checklist. When reviewing a draft workplan, select “yes” or “no” and add any actions needed to improve the workplan.

PART 6: WORKPLAN DISCUSSION

1. Remember, one of the most critical aspects of preparing for a workplan review is to ensure that there is a clear rationale for the proposed activities as reflected in logical pathways to change. Be prepared to offer a clear rationale for why each activity, and especially any activity that is creative or inventive, was selected and is expected to have the intended effect.
2. Try to see your workplan as the person reviewing it will see it. That person might or might not be using a checklist similar to the one included here. Be prepared to explain your rationale for what is included in the workplan, and also be prepared to receive, seek clarification on, and use feedback from the reviewer. Make sure their concerns and questions, and yours, are well understood.

Congratulations!

You have completed your workplan!

APPENDIX A: WORKPLAN REVIEW CHECKLIST

| ENSURE THE WORKPLAN... | | YES/NO |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Delineates clear priority behaviors, i.e. | | |
| 1. | Articulates one or more priority behaviors and the rationale for prioritizing them | |
| Please note: If NO priority behaviors have been detailed, go back and do so now | | |
| Creates logical pathways between priority behavioral outcomes and the project activities, i.e. | | |
| 2. | Identifies which critical factors it will address in order to change each behavior | |
| 3. | Highlights the most important supporting actors involved in addressing the factors | |
| 4. | Proposes strategies and activities that are linked to critical factors and involve supporting actors | |
| 5. | Proposes only strategies and activities that have clear connections to factors or supporting actors, and which are presented with a rationale or causal pathway | |
| Features factors and supporting actors that have been thoroughly analyzed, i.e. | | |
| 6. | Proposes any additional research required to better unpack or understand the factors or supporting actors in a context as part of the learning platform | |
| 7. | Suggests specific supporting actors that should be involved, and clear actions that these actors should take to overcome, or leverage identified factors | |
| Builds strategies based on factors, i.e. | | |
| 8. | Proposes activities that address all critical factors, across strategy domains as necessary | |
| 9. | Identifies strategies or activities proven to work | |
| 10. | Includes interesting or innovative approaches to test as part of a learning platform | |
| 11. | Includes a platform or mechanism for assuring implementation quality | |
| 12. | If you are working in only one domain, includes discussion and activities indicating effective coordination with other implementing partners in other domains | |
| 13. | Identifies partners working on the same or related behaviors and offers concrete strategies and activities for sharing learning, thinking, approaches and resources | |
| Delineates appropriate indicators, i.e. | | |
| 14. | Identifies appropriate behavioral outcome indicators | |
| 15. | Identifies appropriate indicators to track key factors and/or supporting actors and actions | |
| 16. | Includes appropriate output indicators for strategies | |
| 17. | Appropriately describes use of data to adapt programming | |
| NOTES: | | |
| | | |

SAMPLE COMPLETED WORKPLAN REVIEW CHECKLIST

| ENSURE THE WORKPLAN... | | YES/NO |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Delineates clear priority behaviors, i.e. | | |
| 1. | Articulates one or more priority behaviors and the workplan narrative includes the rationale for prioritizing them | Yes |
| Please note: If NO priority behaviors have been detailed, go back and do so now | | |
| Creates logical pathways between behavioral outcomes and the project activities, i.e. | | |
| 2. | Identifies which critical factors it will address in order to change each behavior | Yes |
| 3. | Highlights the most important supporting actors involved in addressing the factors | Yes & No |
| 4. | Proposes strategies and activities that are linked to critical factors and involve supporting actors | Yes & No |
| 5. | Proposes only strategies and activities that have clear connections to factors or supporting actors, and which are presented with rationale or causal pathway | Yes |
| Features factors and supporting actors that have been thoroughly analyzed, i.e. | | |
| 6. | Proposes any additional research required to better unpack or understand the factors or supporting actors in a context as part of the learning platform | Yes |
| 7. | Suggests specific supporting actors that should be involved and clear actions that these actors should take to overcome, or leverage identified factors | Yes |
| Builds strategies based on factors, i.e. | | |
| 8. | Proposes activities that address all critical factors, across strategy domains as necessary | Yes |
| 9. | Identifies strategies or activities proven to work | Yes & No |
| 10. | Includes interesting or innovative approaches to test as part of a learning platform | Unclear |
| 11. | Includes a platform or mechanism for assuring implementation quality | Unclear |
| 12. | If an implementing partner only works in one domain, includes discussion and activities indicating effective coordination with implementing partners in other domains | Unclear |
| 13. | Identifies partners working on the same or related behaviors and offer concrete strategies and activities for sharing learning, thinking, approaches and resources | Unclear |
| Delineates appropriate indicators, i.e. | | |
| 14. | Identifies appropriate behavioral outcome indicators | AMELP |
| 15. | Identifies appropriate indicators to track key factors and/or supporting actors and actions | AMELP |
| 16. | Includes appropriate output indicators for strategies | Yes |
| 17. | Appropriately describes use of data to adapt programming | Yes |
| <p>NOTES:</p> <ul style="list-style-type: none"> Supporting actors and actions are identified but not linked to specific factors Pathways are identified through the sub-IRs but not linked to supporting actors. Please ensure supporting actors are appropriately aligned and engaged. Many of the interventions represent best practices or are necessary precursors to other activities, yet it is unclear whether or not they are sufficient to adequately address all the factors identified. Aside from included Expected Results, milestones noted are related to interventions, not changes in the behavioral outcome. These are, however, present in the AMELP. | | |

APPENDIX B: BEHAVIORALLY-FOCUSED WORKPLAN EXCERPT

| # | Intervention, Activity, and Sub-Activity | Links | | | | Month | | | | | | | | | | | |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------------|--------------------|------------|-------|---|---|---|---|---|---|---|---|----|----|----|
| | | IR | Sub-IR | NSP | Indicators | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1 | Policy and Governance: Technical support to SGBs in aligning SRGBV-related policies and improving implementation provided | 1, 2 | | 2.1 | 28 - 29 | | | | | | | | | | | | |
| 1.1 | Conduct policy review and endorsement meetings with the SGBs | 1, 2 | 1 | 2.1 | | | | | | | | | | | | | |
| 1.2 | Assist SGBs to review and align school codes of conduct with national policies and guidelines (orientation on human rights, SRGBV, national policy and guidelines, drafting) | 1 | 1, 7 | 2.1 | | | | | | | | | | | | | |
| 1.3 | Orient full SGB on reviewed and endorsed existing policies, Codes of Conduct and Disciplinary Procedures on SRGBV | 1 | 1 | 2.1 | | | | | | | | | | | | | |
| 1.4 | Host orientation workshops for teachers, parents, school support staff and learners on endorsed policies, Codes of Conduct and Disciplinary Procedures on SRGBV | 2 | 1, 2, 7, 10, 11, 13 | 2.1, 2.2 | | | | | | | | | | | | | |
| 1.5 | Participate in SGB meetings | 2 | 1, 7 | 2.1 | | | | | | | | | | | | | |
| 2 | Quality Improvement: Ongoing monitoring, documentation, and feedback on interventions carried out | 1, 2, 3 | | | 30 - 32 | | | | | | | | | | | | |
| 2.1 | Conduct baseline audit and regular monitoring of implementation and hold feedback sessions with schools and key stakeholders on progress and areas for improvement | 1, 2, 3 | 1, 8 | 2.7, 3.1 | | | | | | | | | | | | | |
| 2.2 | Monitor implementation of school codes of conduct and disciplinary procedures (including gaps, challenges and feedback from learners, teachers, and SMTs); feed findings back to SMTs at quarterly meetings | 1, 3 | 1, 2, 8 | 2.1, 2.2, 2.7, 3.1 | | | | | | | | | | | | | |
| 2.3 | Hold bi-annual progress meetings with all stakeholders (share behavioral outcomes from M&E reports). | 2 | 1 | 2.7 | | | | | | | | | | | | | |
| 3 | Advocacy: SRGBV-related key stakeholder advocacy conducted | 1, 2 | | | 33 - 34 | | | | | | | | | | | | |
| 3.1 | Advocate for ongoing refresher courses on diversity, human rights, classroom management, inclusivity etc. for educators, (e.g. advocacy for educator refresher trainings with the headmaster's forum, DED) | 1, 2 | 4, 9, 10, 12 | 2.1, 2.2 | | | | | | | | | | | | | |
| 3.2 | Link with broader Network activities to mobilize parent advocacy. | 1, 2 | 1, 3, 6, 7 | | | | | | | | | | | | | | |
| 3.3 | Through trained student leaders, implement advocacy campaigns with SMTs, teachers, and parents/guardians | 1, 2 | 1, 2, 3, 10, 12, 13 | | | | | | | | | | | | | | |
| 3.4 | Raise awareness on the importance of conducting regular background checks on all staff as per national legislation, policies and guidelines on school safety | 1 | 1, 7, 8 | 2.2, 2.7 | | | | | | | | | | | | | |
| 3.5 | Engage provincial and district education officers to guide and monitor policy implementation and resourcing of interventions, e.g. teacher support, curriculum, professional development, infrastructure, etc. | 2 | 1, 4, 8, 9, 12 | 2.7 | | | | | | | | | | | | | |
| 3.6 | Petition National Council for Educators to monitor and discipline educators accused of SRGBV, including de-registering offenders | 1 | 1 | 2.2, 2.7, 4.3 | | | | | | | | | | | | | |