

Ghana Somubi Dwumadie social behaviour change quality guidance for grantees

Objectives of the guidance

The objective of this guidance is to support the programme in assuring the **quality** of social behaviour change (SBC) interventions of Ghana Somubi Dwumadie SBC grantees.

The guidance of quality is in line with the Ghana Somubi Dwumadie SBC strategy which is focused on reducing negative and discriminatory attitudes, behaviours and norms faced by people with disabilities in Ghana, including people with mental health conditions.

The guidance will allow the SBC grantees and the Ghana Somubi Dwumadie team to take a systematic approach to identify expected quality standards in ongoing implementation of SBC activities and will support decision making about areas of capacity building or technical support.

Considerations and guiding principles

The quality guidance is in line with four key Ghana Somubi Dwumadie decision making points for SBC:

1. The SBC strategy
2. The SBC cocreation report
3. The grantee results framework
4. The SBC quality assurance checklist

Guiding principles

The quality guidance is in line with the SBC strategy guiding principles with some additional points to consider:

SBC guidance

- **Systematic processes:** Quality assurance requires a systematic and purposeful process to ensure effectiveness in delivering the desired quality and commitment of all those engaged
- **Participatory and team approach:** Quality assurance activities will be carried out with the engagement of the implementer (grantee) and members tasked with the execution of quality assurance (led by the Civil Society Organisation (CSO) Grants and Social Movement Technical Advisor)
- **Evidence-based:** Throughout the quality assurance process, recommendations, strengths and areas of improvement will be based on the evidence generated in the process. This process may also include feedback to improve the standards, tools, and processes followed for quality assurance
- **Culture of quality:** This guide is envisaged as building a culture of quality in SBC. Actors are encouraged to proactively utilise it as a tool during design and implementation to enable quality

Understanding the SBC strategy

- All staff on the project should have the knowledge of the objectives and behaviours they are working on in the Ghana Somubi Dwumadie SBC strategy (culture of support, language and enforcement)
- All staff on the project should be able to describe the main audiences that they are influencing through the activities (and this matches the audience profile in the SBC strategy)
- All staff on the project should be able to describe the different ways we are trying to influence our main audiences through activities
- The project should assign a lead staff member assigned to the coordination and leadership of the SBC interventions
- All priority stakeholders¹ on the project should have a basic understanding of the SBC strategy

¹ OPDs, women with disability groups, social welfare department, Ghana health service, mental health authority and district assemblies etc

Participatory processes

- Grantees should have clearly identified and engaged relevant local and national stakeholders.
- Formal agreements with local stakeholders should be in place (where necessary)
- People with disabilities or Organisation of Persons with Disabilities (OPDs) should participate and lead in activity design, delivery and monitoring
- Project stakeholders, especially government departments, should actively participate in project delivery where possible

Design of SBC activities and materials

- All SBC activities, messages and materials should have a clear link to the grantee results framework and SBC strategy
- SBC activities, messages and materials must be focused on the intended target audiences² within the SBC strategy

Communication materials

- A creative brief should be developed to help guide the development communication materials (template available from CSO grants adviser)
- Communications materials should be developed with the support of a local professional creative agency or individuals to ensure high quality
- Messages and materials should be pretested with the intended audience and revised as needed
- All communications materials should have a clear plan about how they will be used, including with whom, where and how often
- All materials and messages translated into local languages should use positive terminology based on the language guides
- The grantee materials should adhere to Ghana Somubi Dwumadie communication guidelines
- The communications materials should be regularly reviewed to ensure that they are still relevant and appropriate for the audiences. There should also be continual reflect to think it anything missing or that can be added for key audiences in all their diversity
- All new communication materials should be sent to Ghana Somubi Dwumadie management for review and approval in plenty of time

² This could include: Traditional and religious leaders, community members, families and caregivers of people with disabilities, local media, duty bearers, people with disabilities and mental health conditions

How will Ghana Somubi Dwumadie team review and approve your communications materials?

- Is there a positive use of disability language, tone and imagery?
- Is the design accessible?
- Is it culturally appropriate (including visuals and language)?
- Is it appealing?
- Do the visuals reinforce the text, and the text reinforces the visuals?
- Do the materials focus on one issue and have a clear call to action?
- Are messages clear, logical, well-structured and appropriate to that audience?

SBC activities (culture of support and use of positive language)

- All activities in the results framework should have a guidance document or session plan for the quarter, which clearly describes the type of activity, where you will hold them, when, who leads it, who participates, the intervention categories (see table 1 below), what you are persuading them to do and how often you are reaching them
- All activities, meetings and workshop should have good preparation with session plans and materials prepared in advance
- Good preparations for community activities should include sending letters of introduction, following up by phone or in person, using community mobilisation for meetings, meeting chiefs and elders and all target audiences are included e.g., Self-Help Groups, inclusion ambassadors and champions
- Activities should be supported by relevant materials, messages and visuals (where appropriate)
- Activities should be sensitive to diversity, taking into consideration disability, gender and religion. They should not reinforce negative stereotypes, stigma or gender roles. Where possible they should include positive role models
- Activities should be accessible and adjustments made for the requirements and circumstances of both women and men with disabilities in all their diversity e.g., ensuring there is sign language interpretation, providing assistants for people with visual impairments, including alt text to describe images in a document
- Grantees have informed consent forms for activities and gathering communication, according to Ghana Somubi Dwumadie standards

SBC activities (enforcement)

- Grantees should identify the most relevant duty bearers at state, district or local levels for the enforcement of discriminatory or stigmatising behaviours
- Activities should be delivered to engage with those duty bearers to build their capacity and knowledge on enforcement planning and implementation
- Cases should be identified and supported for enforcement at local level
- Cases should be identified and supported for enforcement at district and regional level (as appropriate)
- People with disabilities, and their families, have the knowledge on their rights and ability to bring perpetrators to some form of justice

Monitoring

- Each output should be clearly stated, contribute to the outcome and be measurable
- Each output indicator should have a clear method for how it will be measured, how often and by whom
- Grantee management conduct and document regular check-ins with field staff on project activities and community change towards the outputs or outcomes
- Collect case studies and most significant change stories to show the change process

Table 1: Intervention categories and their definition

Intervention Category	Definition
Education	Increasing knowledge and understanding
Persuasion	Using communication to induce positive or negative feelings or to stimulate action
Incentivisation	Expectation of reward
Coercion	Creating expectation of punishment
Training	Imparting skills
Restriction	Using rules to reduce opportunity to engage in target behaviour or to increase target behaviour by reducing the opportunity to engage in competing behaviour
Modelling	Providing an example for people to aspire to imitate
Enablement	Increasing means and reducing barriers to increase capability or opportunity
Communication and marketing	Using print, electronic or telephonic or broadcast media
Guidelines	Creating documents that recommend or mandate practice. Includes all changes to service provision
Regulation	Establishing rules or principles of behaviour or practice
Service provision	Delivering a service

Appendix 1: List of abbreviations

Acronym	Description
CSO	Civil Society Organisation
OPD	Organisation of Persons with Disabilities
SBC	Social behaviour change



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