



Guidance for integrating C4D/SBCC in

Fundraising proposals

Acronyms

AAP	Accountability to Affected Populations
BDM	Behavioural Drivers Model
C4D	Communication for Development
C4SBC	Communication for Social and Behavioral Change
CE	Community Engagement
COs	Country Offices
DHS	Demographic and Health Surveys
DSA	Daily Allowance
EC	European Commission
ECARO	Eastern and Central Asia Regional Office
EMIS	Education Management Information System
ESARO	Eastern and Southern Africa Regional Office
HC3	Health Communication Capacity Collaborative
HQ	Headquarters
IEC	Information, Education, Communication
IVR	Interactive Voice Response
JA	Joint Appraisals
KAP	Knowledge, Attitude, Practices
MENA	Middle East and North Africa
MICS	Multiple Indicator Cluster Surveys
PCAs	Partnership Cooperation Agreements
PSN	Programme Strategy Notes
PSR	Programme Support Rationale
RAM	Results Assessment Module
RCCE	Risk Communication and Community Engagement
SBCC	Social and Behaviour Change Communication
SDGs	Sustainable Development Goals
SEM	Socio-Ecological Model
SitAn	Situation Analysis
SMQs	Strategic Monitoring Questions
SMS	Short Messaging System
ToC	Theory of Change
UN	United Nations
UNICEF	United Nations Children's Fund

Objective and intended audience

The objective of this guidance is to assist UNICEF Country Offices (COs), through a joint collaboration between Programme, Communication for Development (C4D), Partnerships and Communication sections/teams, in systematically integrating C4D or Social and Behaviour Change Communication (SBCC) aspects and results in sectoral fundraising proposals. Intended audience are the chiefs of section, output managers, officers and specialists in charge of assisting the development of fundraising proposals.

Fundraising proposals are generally done in response to a procurement or solicitation released by a funder or a donor organisation. Usually, the funder or the donor will have very specific guidelines on how to write the proposals, and many times, they will provide a template. The sections in the table (*see section on guidance*) have been identified as appearing in most fundraising proposal templates. Depending on the size and complexity of the project proposal, users of this guidance can use all or only some of the sections described in the guidance.

Before you write the proposal

Before you begin writing, you need to:

➤ **Be clear** about why and for whom you are writing the proposal.



➤ **Understand the donor** for whom you are preparing it.



➤ **Plan the project:** this includes understanding the context, setting objectives, and designing a process.



Fundraising proposals should be written as a result of a participatory project development process that includes:

- Analysis of the problem;
- Analysis of the participants;
- Development of the objectives;
- Development of the theory of change (ToC);
- Development of the key strategies, approaches and platforms,
- Elaboration of the key activities;
- Development of the indicators (at input, output, intermediate outcome and outcome levels);
- Elaboration of the related monitoring and evaluation system;
- And the elaboration of the budget.

Implementing such a process prior to writing a project proposal will strengthen the articulation of the planned interventions, budget and indicators to measure progress.

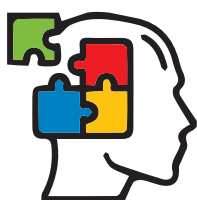
Do's and Don'ts

This guidance is not intended to be an overall guidance on how to write a proposal. Many resources on how to write a funding proposal can be found on the Internet. See for example, the online course on proposal and grant applications by the Health Communication Capacity Collaborative (HC3) or Civicus' toolkit on writing a funding proposal (in references). Below some Do's and Don'ts and writing tips (inspired by the Civicus' toolkit).

Do's	Don'ts
<ul style="list-style-type: none"> • Ensure that you have a contact within the organization and ensure the she/he will be the recipient of the proposal. • Plan ahead so that your proposal isn't rushed; build on existing proposal to develop crisis related proposals. • Demonstrate your knowledge of the field; highlight other partners engagement in the identified areas of work. • Ensure that your proposal is edited; explain acronyms. • Less is more – not more than 10 pages and less if possible. • Pitch the tone correctly – be human rather than academic, let the human story come through, but don't go overboard on emotion. • Make sure that you write the correct names of Ministries, organisations, projects, etc. • Reference all data you mention in the document through footnotes and hyperlink to the document. • Be open to "co-creation" and leave space for discussions and adjustments. 	<ul style="list-style-type: none"> • Take a "one proposal fits all" approach – if you have done your homework on the funding agency, use what you know to make the proposal fit the agency. • "Pad" your budget to include things that are not relevant to the project. • Hide information the donor is entitled to. • Send so much documentation that the reader gives up before he or she begins. • Assume that the donor knows all about you so you don't need to bother to present yourself well. • Use unnecessary jargon. • Make the project fit the donor criteria at the expense of what you think needs to be done.

Writing tips

➤ **Keep it simple!** Use short sentences and make sure that your text is understandable for non-technical readers.



➤ **Check for spelling and grammar mistakes** – get someone else to read it through and make corrections.



➤ **Revise and rewrite** if necessary.



References

Civicus – World Alliance for Citizen Participation (2014), [Writing a Funding Proposal Toolkit](#), Janet Shapiro.

European Commission (2008), [Joint Visibility Guidelines for EC-UN Actions in the Field](#).

European Commission (2010), [Communication and visibility manual for European Union External Actions 2010](#).

Health Communication Capacity Collaborative (HC3), Ressource Mobilisation Implementation Kit, [Proposal and Grant Applications](#).

UNICEF (2018), [Guidance on Strategic Monitoring Questions \(SMOs\) for Communication for Development \(GIC 102 & SIC 26-03\)](#).

UNICEF (2018), [UNICEF 2017 Report on Communication for Development \(C4D\): Global Progress and Country-Level Highlights Across Programme Areas](#).

UNICEF (2019), [Behavioural Drivers Model \(BDM\)](#), May 2019.

UNICEF (2019), [Everybody wants to belong. Practical guide for social norms programming](#).

UNICEF (2019), [Minimum Quality Standards and Indicators for Community Engagement](#). July 2019.

UNICEF (2019), [UNICEF 2018 C4D Global Report](#).

UNICEF (2020), [RCCE COVID19 response budget template](#).

UNICEF ECARO (2020), [Communication for Social and Behavioral Change \(C4SBC\), Programmatic options for application to the flagship results in ECAR](#).

UNICEF ESARO (2020), [C4D checklist for Partnership Cooperation Agreements \(PCAs\)](#).

UNICEF ESARO (2020), [C4D Checklist for Programme Strategy Notes \(PSN\)](#).

The draft versions of the UNICEF (2019), [Communication for Development Programme Guidance](#) and the UNICEF HQ (2020), [HQ guidance on measuring and monitoring results](#) were also consulted.

UNICEF MENA (2018), [Measuring social and behavioural drivers of child protection issues](#).

Contact

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Guidance for integration of C4D/SBCC elements into fundraising proposals

Sections	C4D /SBCC related elements	Resources
International, regional, national and local context / situation analysis	<ul style="list-style-type: none"> • Refer to sectoral SBCC related main data available at all level. • Describe: <ul style="list-style-type: none"> - Key deprivations that children and family face based on the analysis of the programmatic data; - Key related behavioural issues; - Key behavioural drivers as identified in the Programme Strategy Notes (psychological, sociological – including social norms - and environmental drivers). • Ensure that there is some level of comparison with similar data issued by neighbouring countries/countries with similar profile. • When available, provide data disaggregation by sub-national levels or administrative unit, level of education, gender, wealth quintile, regions within the country, especially for those regions where the project is planned to be rolled out. If not available, highlight this dimension as a gap which should be filled. 	<ul style="list-style-type: none"> • Programme strategy notes (Sections: main SBC issues identified in SitAn (Situation Analysis) + Key family and community practices selected by UNICEF to be promoted) • Refer to national statistics (Census, DHS, MICS, EMIS, etc.) • Equity analysis • Multiple deprivation analysis • KAP and other behavioural surveys • Social science research
Project background	<ul style="list-style-type: none"> • Information on the governmental C4D/SBCC related policies, programmes and interventions in the concerned sector/s, as/if relevant. • Information on C4D/SBCC related content in UNICEF sectoral programme, interventions, objectives, expected results as well as past achievements and lessons learnt. • Refer to the related SDGs, children rights or any relevant international conventions to which the government and your project will contribute. 	<ul style="list-style-type: none"> • Governmental policies, programmes and projects (<i>if possible, provide a link</i>). • PSN. • UNICEF CO C4D strategy (<i>if available</i>). • National sectoral C4D/SBCC strategy (<i>if available</i>). • Gavi Joint Appraisals (JA) or Programme Support Rationale (PSR).
Lead applicant's experience	<ul style="list-style-type: none"> • Mention UNICEF's role as C4D/SBCC leader in the UN, and in the country.¹ • Mention C4D/SBCC coordination mechanisms and partnerships in place at international, regional and country level (both sectoral and C4D focussed stakeholders). 	

1 UNICEF leadership in C4D: Use standard UNICEF C4D unique positioning language: "Communication for Development (C4D) is one of UNICEF's core change strategies that contributes directly to the achievement of results within each of the goal areas of the UNICEF Strategic Plan, 2018–2021. UNICEF promotes and applies C4D across sector-specific issues and as a crosscutting programme strategy to drive positive behavioural and social change for children and their families" (UNICEF C4D report 2018, p.2). "UNICEF aims at taking a global leadership role in C4D "by continuing efforts at strengthening the evidence base for C4D and reinforcing the organization's role as inter-sectoral connector for children through coalition building amongst a range of partners to address specific behaviours and social norms. After the recent establishment of several global C4D coordination mechanisms [...], attention will be turned to further operationalization and strengthening of UNICEF's role to contribute to more efficient and effective responses, accessibility of global programming standards, models, standards and tools, common advocacy and joint resource mobilization." (UNICEF C4D annual report 2017, p. 19).

Sections	C4D /SBCC related elements	Resources
	<ul style="list-style-type: none"> • Highlight C4D/SBCC key UNICEF achievements in the concerned area of work internationally, regionally and within the country: beware of mentioning not only behaviour and social change related key achievements, but also mention the role played by particularly successful initiatives based on community engagement, social mobilisation, youth and/or marginalized group engagement, social accountability (including Accountability to Affected Populations - AAP), capacity building and advocacy. • Give exact name of any policy, programme, or strategic partnership documents, and when possible, make a link to them. • If the request is made in the context of Risk Communication and Community Engagement (RCCE) or an emergency response, reference should be made to the national RCCE coordination mechanisms or other existing mechanisms at national/sub-national levels. In case the proposal is regional/multi-country, a regional/multi-country dimension of these coordination mechanisms can be added. 	
Justification / theory of change	<ul style="list-style-type: none"> • Describe the key bottlenecks/challenges to be addressed. • Describe the C4D/SBCC theory of change (ToC) used in the PSN, and adjust it to the specificities of your proposal, as required. • If relevant, add a simple graph of the ToC and/or the map of the geographical scope of the interventions. • If the ToC in the PSN is not specific enough, develop a specific ToC – Please refer to the ESAR C4D checklist for PSN which provides guiding steps. • The ToC can also be elaborated building on the “problems tree/ solutions tree” approach. More detailed guidance in UNICEF ESARO (2020), <i>Measuring results in C4D programming</i>. Draft version, 2020. • If there are specific donor requirements, this section is the space where you will emphasize why your project will be a particularly good fit. 	<ul style="list-style-type: none"> • Programme Strategy Note – PSN (<i>section ToC</i>) • UNICEF ESARO (2020), Measuring results in SBC programming • ESARO (2020), C4D Checklist for PSN • <i>UNICEF CO C4D strategy (if available)</i> • <i>National sectoral C4D/SBCC strategy (if available)</i>
Beneficiaries	<ul style="list-style-type: none"> • Describe the beneficiaries along the socio-ecological model (SEM). Give the number of people in the area of intervention who are the potential beneficiaries, disaggregated, if possible, by gender, and age range. • Provide details on service providers, community leaders, organized groups at community level and in relevant thematic areas, as well as modern and traditional media organisations and groups. • Describe who will benefit from the interventions (people trained; people who will have their capacities strengthened; those who will participate in community dialogues, meetings, focus groups, those who will call a hotline or a radio/TV programme, etc. 	<ul style="list-style-type: none"> • Census. • TOC and analysis of participants (PSN). • Equity analysis.

Sections	C4D /SBCC related elements	Resources
	<ul style="list-style-type: none"> Describe indirect beneficiaries: usually those reached indirectly through mass media programmes or who live in the communities of intervention and might not participate directly but who will indirectly benefit from the interventions. 	
<p>Cross cutting issues, C4D/SBCC principles and Sustainability</p>	<ul style="list-style-type: none"> Whatever cross-cutting issues the donor expects the project to address should be mentioned here. Some cross-cutting analysis are already included in the SitAn and the PSNs, a well as in the country C4D strategy (if available). C4D/SBCC specific cross-cutting issues such as gender, community participation / engagement, sustainability, accountability to affected population, social accountability should be described. Describe how the project intend to address C4D/SBCC core principles: <ul style="list-style-type: none"> Involving children, adolescents and young people both as primary audience and as agents of change; Offering visibility and voice to the most marginalized and vulnerable groups, including social accountability; Facilitating intergenerational listening, dialogue and debate; Linking community perspectives and voices with subnational and national policy dialogue; Addressing the child holistically across all stages of the lifecycle; Building trust and social cohesion; Ensuring cultural appropriateness of content and approach; Enabling seamless, interdependent application of C4D actions across development and humanitarian contexts, including support for accountability to affected populations. Describe how the project is intended to promote sustainability, through a C4D system strengthening approach. 	<ul style="list-style-type: none"> SitAn PSN UNICEF CO C4D strategy (if available) National sectoral C4D/SBCC strategy (if available)
<p>Project objectives</p>	<ul style="list-style-type: none"> In the project overall objective, there should be at least one or several specific objectives relating to C4D. The objective should align with the objectives defined in the solution tree and the ToC. If the identified bottlenecks highlight strong social and behavioural dimensions, a C4D / SBCC related objective should be included at outcome level (behavioural outcome). Beware that donors' understanding of the chain of results might differ from UNICEF's RBM logic. Ensure the use of the donor's terminology and definition, proposing overall alignment with UNICEF RBM logic. Formulate C4D/SBCC related objectives at output, intermediate outcome and outcome level. (Cf. <i>ESARO 2020, Measuring results in C4D/SBCC programming</i>). 	<ul style="list-style-type: none"> A menu of possible C4D/SBCC results can be found in UNICEF HQ guidance on monitoring results PSN UNICEF ESARO (2020), C4D checklist for PSN UNICEF ESARO (2020), Measuring results in SBC programming

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	<ul style="list-style-type: none"> • C4D/SBCC related results should include adoption of identified positive individual, family or community practices and/or rise in the use of a specific service (health, education, social protection, WASH, etc.). • A menu of possible C4D/SBCC results can be found in <i>UNICEF HQ guidance on monitoring results</i>. 	<ul style="list-style-type: none"> • National sectoral C4D/SBCC strategy (if available)
Logical framework	<ul style="list-style-type: none"> • The logical framework should derive from the formulated objectives (see section above) and should align with the ToC that is itself a derivative of the solution/problem tree. • For each C4D/SBCC result level, formulate relevant indicators (cf. ESARO 2020, Measuring results in C4D/SBCC programming). We recommend a maximum of 4 indicators per output/outcome. • For each C4D/SBCC related outputs, formulate a set of activities. • Indicators should be carefully quantified, with a baseline, yearly targets and end target. • The Logical framework should include: <ul style="list-style-type: none"> - Result by level (outcome-, intermediate outcome-, and output-level results). - Result indicators for each result level (max 4 each). - Quantification for baseline and end line indicators and if relevant, for midline assessment. - Means of verification for each indicator. - Activities. - Activity indicators with quantification (baseline, midline and end line). - Means of verification. - Where (target province / district). - When (the activity will take place). - Risk (optional, at output/outcome level, see next section) - Mitigation strategies (optional, but should be available for each identified risk, see next section). - Implementing partners. - Other partners. • If you do not have any quantitative data for the indicators, especially at outcome-, intermediate outcome- and output-level, it is important to plan for relating activities (see monitoring and evaluation section of the fundraising proposal). 	<ul style="list-style-type: none"> • UNICEF ESARO (2020), Measuring results in SBC programming • UNICEF (2019), Minimum Quality Standards and Indicators for Community Engagement. July 2019 • UNICEF (2018), Guidance on Strategic Monitoring Questions (SMQs) for Communication for Development (GIC 102 & SIC 26-03) • National sectoral C4D/SBCC strategy (if available)

Sections	C4D /SBCC related elements	Resources
	<ul style="list-style-type: none"> • Try as much as possible to include standard C4D/SBCC input indicators at activity level as defined in the UNICEF RAM cross-cutting C4D indicators (budget, evidence generation and use, capacity development, coordination), & Community engagement (CE) standard indicators (Participation, Empowerment and ownership, inclusion, two-way communication, adaptability and localization, building on local capacities). Other CE standard indicators can also be included, if relevant: informed design, participatory planning preparation, managing activities, monitoring and evaluation, working with government, partner coordination, integration of community engagement, human resources and organizational structures, data management, resource mobilisation). • A menu of indicators for different sectors can be found in the appendices of <i>UNICEF ESARO Measuring results in C4D programming</i>. 	
<p>Assumptions, risks and mitigation strategies</p>	<ul style="list-style-type: none"> • List all the possible C4D/SBCC related assumptions and risks that might endanger the realisation of the objectives of the project. • Possible assumptions: <ul style="list-style-type: none"> - C4D/SBCC approaches are part of the sectoral strategy at national level; - C4D/SBCC capacities are available at different levels or can be strengthened; - Resources are earmarked for C4D/SBCC activities; - C4D/SBCC related data form the basis for C4D/SBCC related interventions; - Decision- and policymakers are convinced that C4D/SBCC approaches are relevant to reach their policy and program objectives; - Policies and regulations ensure the participation of community groups in the design and implementation of policies, programs and projects; - Policies and regulations provide for accountability mechanisms that allows right-holders to hold duty-bearer accountable for the quality of services provided, including in emergency situations. • Possible C4D/SBCC related risks: <ul style="list-style-type: none"> - Priorities and or emergencies divert scarce C4D/SBCC funds; - Limited SBCC/C4D capacities and trainers’ capacities; - C4D/SBCC approaches limited to diffusion of information – and not linked to a participatory, bottom up, human-right-based, inclusive approach. 	<ul style="list-style-type: none"> • PSN • UNICEF CO C4D strategy <i>(if available)</i> • National sectoral C4D/SBCC strategy <i>(if available)</i>

Sections	C4D /SBCC related elements	Resources
	<ul style="list-style-type: none"> • Possible C4D/SBCC related mitigation strategies are: <ul style="list-style-type: none"> - Stronger collaboration with partners with good C4D/SBCC capacity; - Focus on specific geographical areas with greater chance of success; - Implement an experimental approach / human centred design / Behavioural insight / proof of concept approach to experiment on a small scale, test different approaches, prove the relevance of the approaches that work best in a scientific manner before scaling up. • Build on ministerial level partners who are convinced of the added value of C4D/SBCC to get the buy-in from their peers. 	
Monitoring & evaluation	<ul style="list-style-type: none"> • While the logical framework section will formulate results and indicators for outcome, intermediate outcome, output and input/activities levels, the monitoring and evaluation section will describe the “how” of the M&E dimension. • Please note that depending on the funding template used, the monitoring framework is either fully embedded to the logical framework or comes as a standalone. • Data collection to inform C4D/SBCC output, intermediate-outcome and outcome indicators should be inherent to all funding proposal, with a specific budget line for evidence and data collection. There should be systematically baseline, midline and end line collection of data. • Possible activities to monitor results: “exit interviews” (eg. with antenatal care clients); listener groups and analysis of feedback; pre and post-tests, stakeholder consultations, Interactive Voice Response (IVR) and SMS polling. • If possible and depending on the size of the grant, include independent C4D evaluations by an external provider to ensure the collection, analysis of baseline, midline and end-line data and documentation of C4D contribution to results for children. • You can present the monitoring framework in a matrix with following columns: <ul style="list-style-type: none"> - Result by level (outcome, intermediate outcome, output & input/activities) and corresponding indicators; - Baseline data; - Mid-line target (if relevant); - End-line target; - Type of monitoring and evaluation; - When / frequency of data collection; - Responsible entity; - Means of Verification. 	<ul style="list-style-type: none"> • UNICEF ESARO (2020), Measuring results in SBC programming

Sections	C4D /SBCC related elements	Resources
<p>Strategies / intervention methodology</p>	<ul style="list-style-type: none"> Describe the C4D/SBCC strategies that will be used to implement the project. The strategic axes should include behaviour change communication, social change communication, community engagement, social accountability, Accountability to Affected Population (AAP), social mobilisation, C4D/SBCC capacity development activities, and advocacy. Also describe innovative C4D/SBCC approach(es) you intend to use. Development partners and donors are very keen on innovative approaches, especially if they are promising (presenting evidence that they have worked elsewhere), include new technologies of information and communication, or take a human centred design approach, especially marginalized groups’ perspectives like youth, girls, marginalized socio-economic groups, migrants, urban / rural poor, etc.). The choice of adequate strategies and approaches should be made based on previously identified challenges (problems) and proposed solutions. There should be a clear statement on how the proposed strategies and approaches, and derived activities, will help in reaching stated objectives and solve identified problems. Strategies and approaches should be developed in a participatory way during the project development process. <i>The Behavioural Drivers Model</i> provides an inspirational intervention map (pp. 59) which can help on deciding on the best strategies to identify. Describe how this particular project complement other UNICEF’s or other partners’ activities in this sector or geographical area. In case of a pilot, describe the potential for scaling-up and/or standardisation of the interventions, and the steps foreseen for scale-up. 	<ul style="list-style-type: none"> UNICEF CO C4D strategy (if available) National sectoral C4D/SBCC strategy (if available) UNICEF ECARO (2020), Communication for Social and Behavioural change (C4SBC), Programmatic options for Application to the flagship results in ECAR. UNICEF (2019), Behavioural Drivers Model (BDM), May 2019.
<p>Activities</p>	<ul style="list-style-type: none"> Describe how each activity listed in the logical framework will be implemented. Activities included in the fundraising proposal should build on the activities included in the UNICEF CO Annual Work Plan, especially in case of funding with a short time frame. Include and specify sub-activities, if required, including IEC material development and dissemination. For each activity, also describe “supportive” activities such as capacity building, supervision, coordination, partnerships. For coordination and partnerships, see corresponding section below. While you should be specific, keep it short. You can use the 5 Ws+H (what, who, when, where, why and how) for each activity. If UNICEF and the partners have already done a similar activity, give examples or a link to a document, Website or Video for reference. 	<ul style="list-style-type: none"> PSN UNICEF CO C4D strategy (if available) National sectoral C4D/SBCC strategy (if available) Annual work plans

Sections	C4D /SBCC related elements	Resources
Partnerships, coordination and experience of associates participation in the action	<ul style="list-style-type: none"> List all the C4D/SBCC related partners, with whom UNICEF intends to engage in the context of the project. For each partner, list the C4D/SBCC relevant experience and past results. If available, also describe what make them especially relevant to reach the projects' C4D/SBCC results. Keep it brief in the main narrative and provide details in annexes, including links to relevant partners' Websites, social media pages, assessment reports and references to partners' relevant previous work. Describe how UNICEF will partner with governmental and non-governmental stakeholders, including civil society organizations, university / learning institutions, media and private sector. Describe the objective of each partnership and the role of each stakeholder in the partnership. Describe what each partner will bring into the partnership. Describe how UNICEF intend on coordinating activities at different levels (community, municipal, district, regional and national level) to implement the project, who will participate in the coordinating mechanisms, what their objectives are and what the role each participant will play in the coordination mechanisms. 	<ul style="list-style-type: none"> PSN UNICEF CO C4D strategy (if available) National sectoral C4D/SBCC strategy (if available)
Human resources concept	<ul style="list-style-type: none"> Please indicate C4D/SBCC internal and external HR (UNICEF staff, consultants and institutions) who will be working in the project, by specifying their role in the project, area of expertise and percentage of time they will allocate to the project. Please do the same for the C4D/SBCC human resources from the partner organisations and who will work in the project, if required. 	
Visibility	<ul style="list-style-type: none"> Visibility is an important issue for donors and there should be a specific section dedicated for it. Some donors even have handbooks and specifications that need to be abided by. UNICEF also has its own visibility requirements that need to be met. In some instances, there are already specification for joint Donor-UN visibility guidelines. The visibility plan is not part of the C4D/SBCC plan but addresses the whole project for which the fundraising proposal is written. The visibility plan should be written by the Communication section, with inputs from the C4D section for all the products, materials and stories to be generated by the C4D/SBCC component. 	<p>Examples of guidelines:</p> <ul style="list-style-type: none"> <i>European Commission (2010), Communication and visibility manual for European Union External Actions 2010.</i> <i>European Commission (2008), Joint Visibility Guidelines for EC-UN Actions in the Field.</i>

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	<ul style="list-style-type: none"> • While visual elements (logos) and specific mentions (“financed by Donor x”) will have to be included in C4D/SBCC related communication materials, their design, production and dissemination fall out of the scope of the visibility plan, as they are not part of the Donors’ institutional communication. Their financing should be part of the activity budget plan of the project. • It will be important that C4D/SBCC principles are mainstreamed in the visibility approach (see section on cross cutting issues) and that the voices of marginalized people in an empowered capacity be heard and the socio-cultural underlying issues be appropriately addressed. 	
Budget	<ul style="list-style-type: none"> • Most of the time, a budget template is provided by the donor, so use it. • Be careful to link budget lines with planned activities as per the logical framework developed previously. • Usually, C4D/SBCC related costs are limited to the design, printing and distribution of IEC material (print, audio and other visual materials), the roll out of community engagement interventions (community dialogues, mix-media sessions, social accountability sessions, inclusion of communities in micro-planning, community theatre sessions, etc.), training (including ToT and direct training), and supervision costs, all in different languages. • Training costs can be broken down into: number of days, number of and type (national / international / Master / senior / junior /assistant) of trainers, number of days per trainer (for preparation work, for training, for reporting), number of trainees and costs per trainee (room and catering, transportation costs, hotel costs or DSA), materials (training manual, staples, video-projectors, animation material). • Below, you will find other C4D/SBCC relevant costs: <ul style="list-style-type: none"> - For frontline workers means of transportation, including fuel, smartphones, tablets and radios (to record data and show videos or listening to podcasts), staples (paper, animation material, T-shirt, headwear, badge, aprons, clothes bags, etc.) - For C4D/SBCC related supervisors and managers: smartphones and/or tablets to record data and transfer content to frontline workers via Bluetooth during supervision visits; means of transportation and fuel; hard copies of manuals and training modules; computers, printers, scanners and staples (paper, cartridges, etc.). - For media professionals and implementing partners, especially those using participatory media: recorders, cameras, smartphones, computers, video cutting software, accessories (for theatre), means of transportation and fuel, DSA, etc.). 	<ul style="list-style-type: none"> • Ideally, get estimates for these costs. Other supporting documents for the calculation include: providers’ brochures, product delivery costs examples, salary tables, document referring previous experiences, DSA, etc. • There might be some specific donor requirements. • Budgeting data collection: UNICEF MENA (2018), Measuring social and behavioural drivers of child protection issues. • UNICEF (2020), RCCE COVID19 response budget template.

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	<ul style="list-style-type: none"> Do not forget to plan for evaluation and monitoring costs (institutional contracts for independent baseline, mid-line and end-line data collection – qualitative then quantitative), analysis and report; and expenses for ongoing monitoring (ongoing data collection, surveys, etc., see UNICEF MENA (2018), Measuring social and behavioural drivers of child protection issues). Please ensure that you include a line for the documentation as part of the evidence collection package. 	
SBCC/C4D integration check	<ul style="list-style-type: none"> You can use UNICEF ESARO C4D checklist for PCA to review the final document and make sure C4D/SBCC issues have been adequately addressed especially in the context analysis, ToC, intervention strategy and activity sections of the fundraising proposal 	<ul style="list-style-type: none"> UNICEF ESARO (2020), C4D checklist for PCA.

