



**SOCIAL +
BEHAVIOUR
CHANGE**

SHIFTING TO SBC

ESAR SBC Network Meeting – June 21, 2022

Vincent Petit, Senior SBC Adviser NYHQ
Natalie Fol, SBC Regional Advisor, ESARO

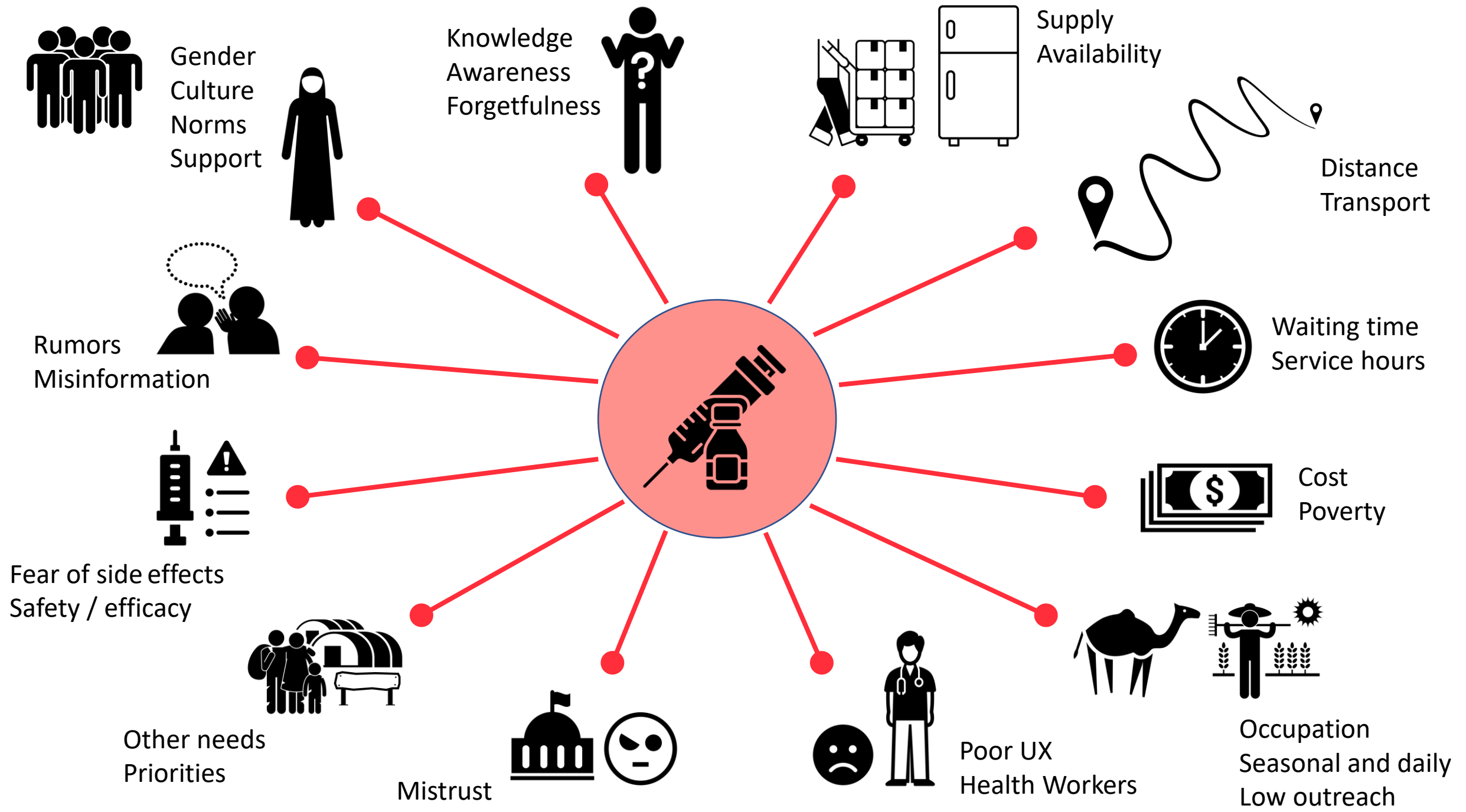


“

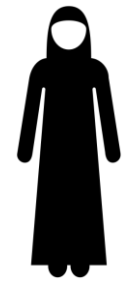
*The immunization rate is low,
we need to build demand for vaccines.*

“

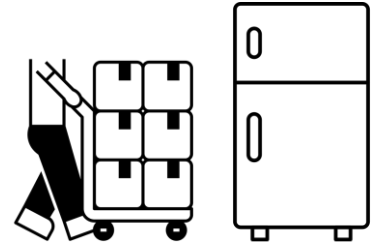
*The immunization rate is low,
we need to [promote] vaccines.*



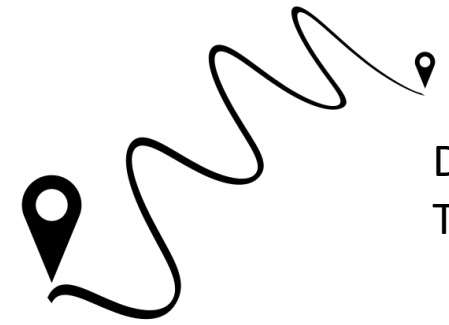
Gender
Culture
Norms
Support



Knowledge
Awareness
Forgetfulness



Supply
Availability



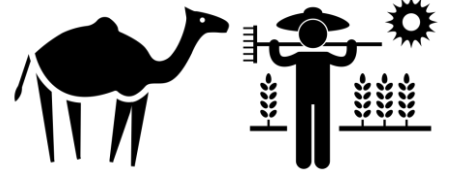
Distance
Transport



Waiting time
Service hours



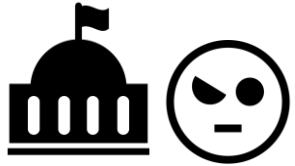
Cost
Poverty



Occupation
Seasonal and daily
Low outreach



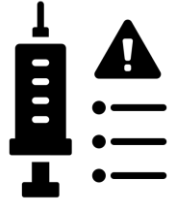
Poor UX
Health Workers



Mistrust



Other needs
Priorities



Fear of side effects
Safety / efficacy



Rumors
Misinformation

Challenges affecting demand in ESAR countries

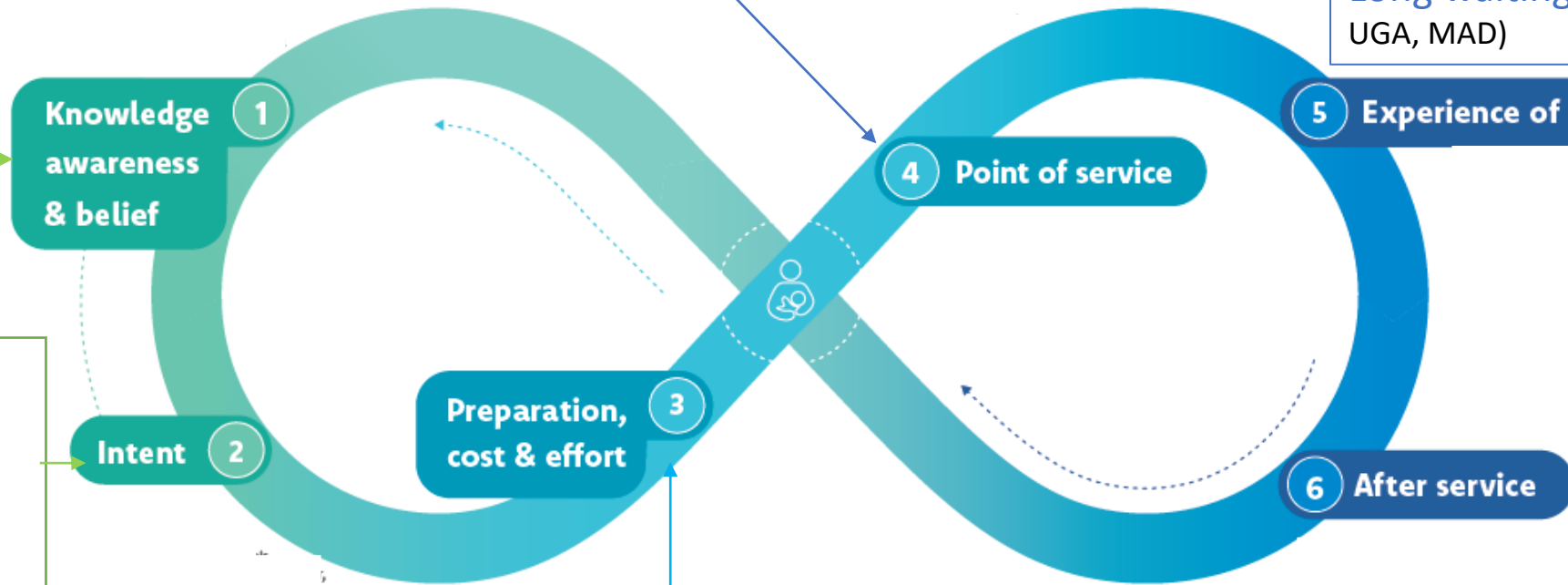
(COs reporting-May 2022)

Vaccination sites too far / limited in number (BUR, SS, KEN, UGA, ZAM, MAD)
Limited availability of vaccines (BUR, UGA, MOZ)
Inadequate service hours (BUR, KEN, LES, UGA, ANG, COM, ZAM)
Limited outreach for rural areas and hard-to reach communities (SS, MOZ)

HW poorly trained to address concerns and questions (SS, UGA, COM, ETH)
Long waiting time (LES, UGA, MAD)

People don't know when, where or how to get vaccinated (BUR, ETH)

Low trust in the vaccine (BUR, TAN, ZAM, MAD)
Fear of side effects (COM, TAN, ZAM, MAD)
Vaccine safety & efficacy doubts/queries/rumours (ZIM, COM, ZAM, MAD, TANZ)



Inadequate registration process (SS, KEN, LES, ANG, COM)
Limited / not affordable transports (SS, KEN, LES, ETH, MOZ, MAD)

Research article | [Open Access](#) | [Published: 14 July 2020](#)

Barriers to childhood immunization in sub-Saharan Africa: A systematic review

[Joseph Benjamin Bangura](#), [Shuiyuan Xiao](#) , [Dan Qiu](#), [Feiyun Ouyang](#) & [Lei Chen](#)

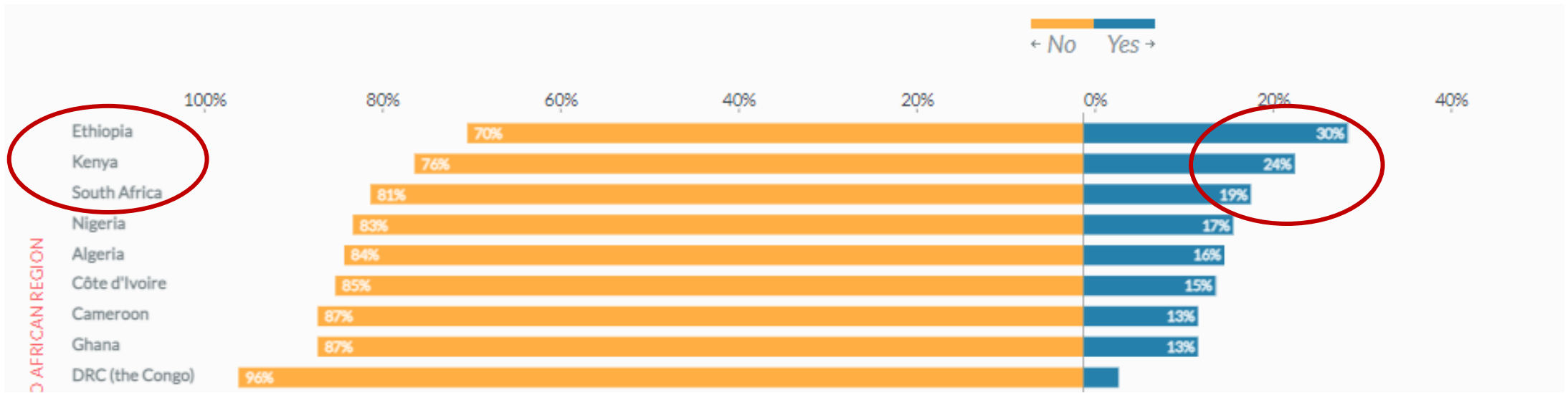
[BMC Public Health](#) **20**, Article number: 1108 (2020) | [Cite this article](#)

14k Accesses | **35** Citations | **4** Altmetric | [Metrics](#)

*Parents/caretaker' barriers included lack of **knowledge** of immunization, **distance** to access point, **financial** deprivation, lack of **partners support**, and **distrust** in vaccines and **immunization programs**. Other associated factors for low vaccine rates included the number of off-springs, **lifestyle**, **migration**, **occupation** and parent's **forgetfulness**, inconvenient **time** and **language** barrier. Barriers at health system level cited by healthcare providers included limited **human resources** and inadequate infrastructures to maintain the **cold chain** and adequate **supply of vaccines**.*

Target groups facing access-related challenges

Target group	Country	Area	Country
Older Persons (4)	UGA, ZIM, TAN, ZAM	Urban	SS, BUR, MAD, ETH, COM, TAN, ZAM
Youth and Adolescents (3)	SS, LES, ETH		
Migrants, refugees, IDPs, asylum seekers (3)	SS, UGA, ETH	Rural	SS, MAD, BUR, KEN, UGA, ZIM, ETH, COM, MOZ, TAN, ZAM
Nomadic (2)	UGA, TAN		
Women (2)	SS, ETH		
General (2)	BUR, MAD		
People in remote and/or rural areas (2)	KEN, MOZ		
People with disabilities (2)	UGA, TAN	IPD camps	SS
Workers (1)	COM	General/ Government	BUR
Health Care Workers (1)	SS		
Male (1)	LES		
Teachers (1)	SS		



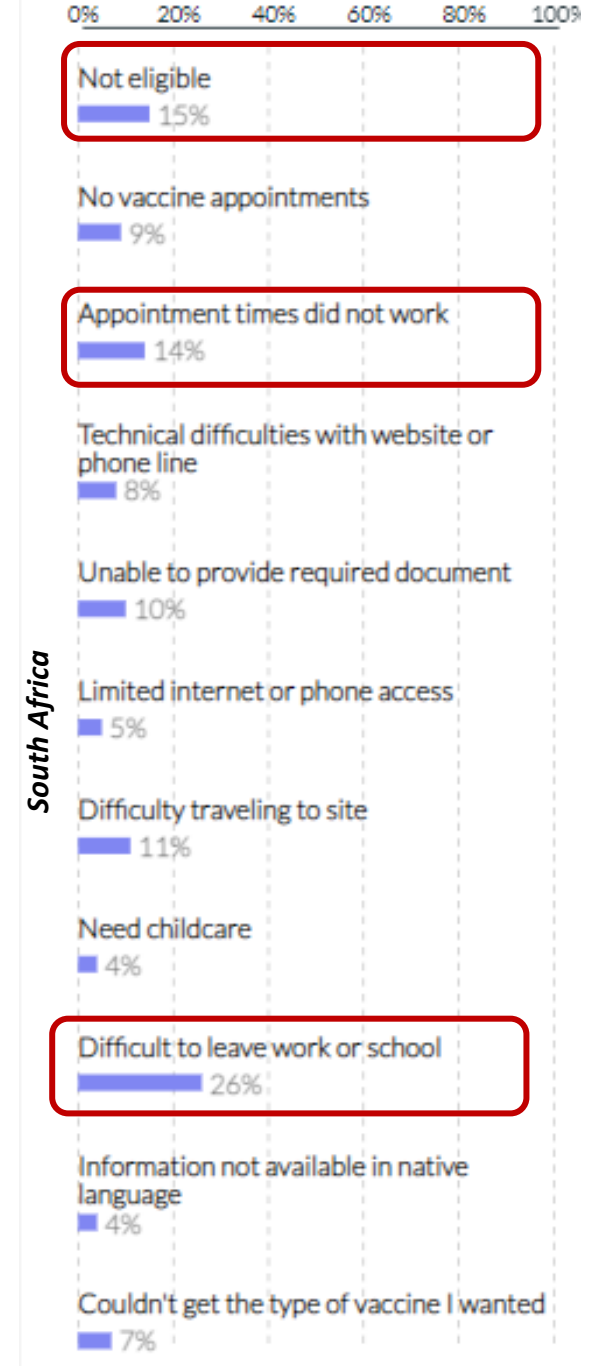
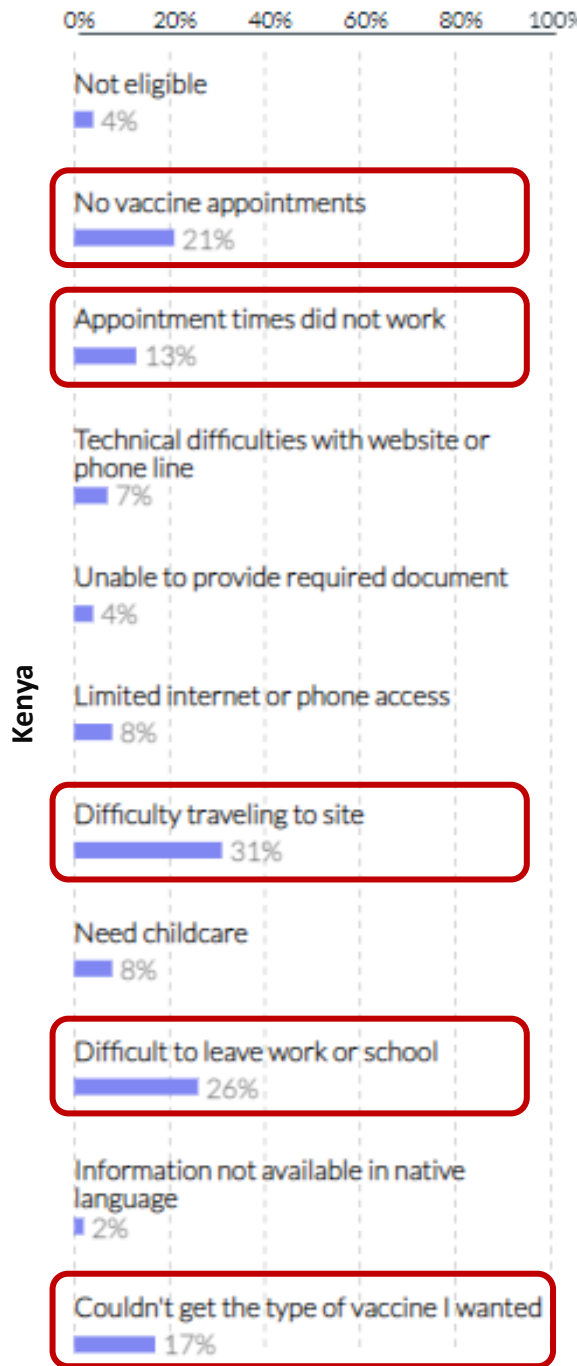
Additional data from Johns Hopkins
Center for Communication Programs'
COVID Behaviors Dashboard
Data from WHO AFRO region,
February 1-15, 2022

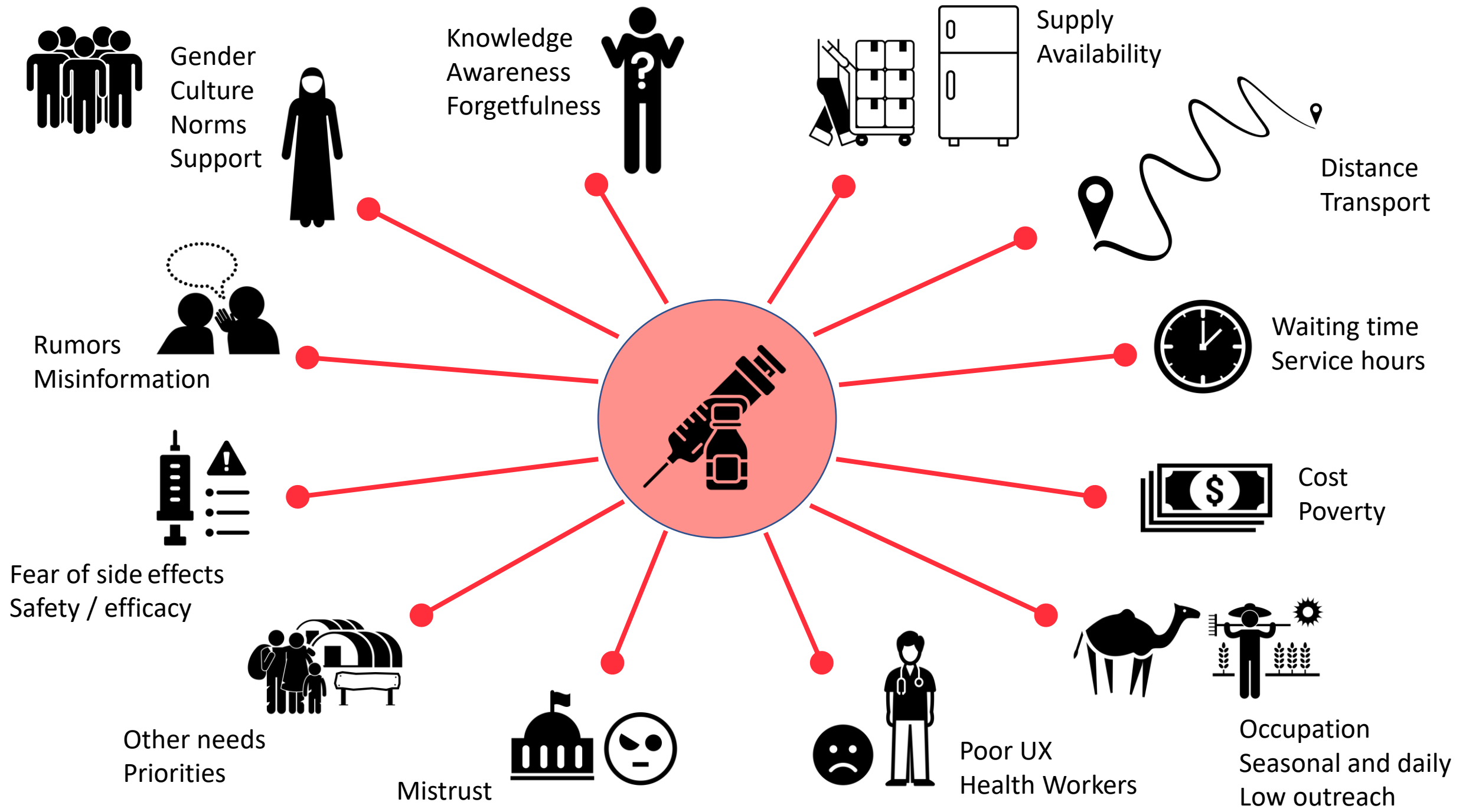
What percentage of unvaccinated participants tried to get a vaccine?

What are the reported structural barriers to vaccination for a country, by demographic group?

Additional data from Johns Hopkins Center for Communication Programs' COVID Behaviors Dashboard
Data from WHO AFRO region, December 16-31, 2022

[COVID Behaviors Dashboard - Johns Hopkins Center for Communication Programs](#)

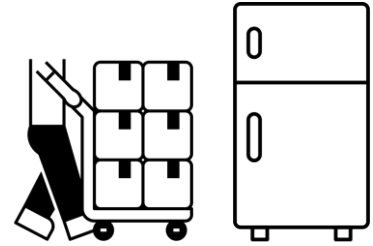




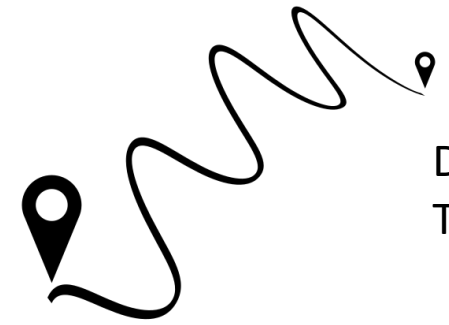
Gender
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Knowledge
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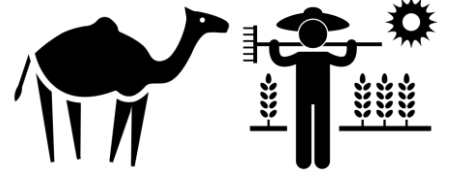
Distance
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Cost
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Poor UX
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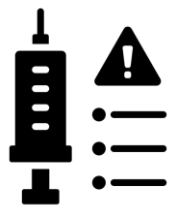
Mistrust



Other needs
Priorities

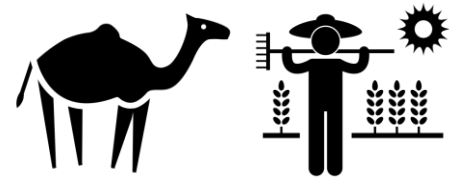
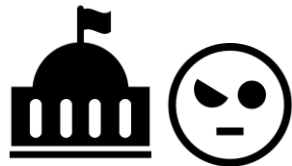
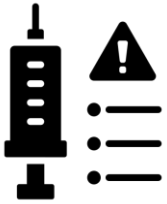
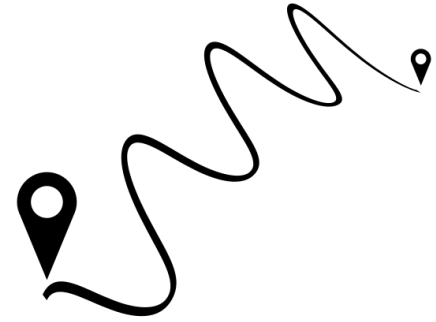
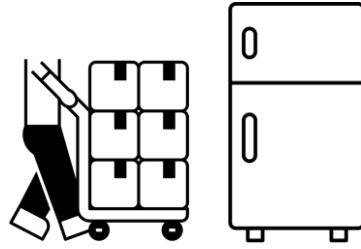


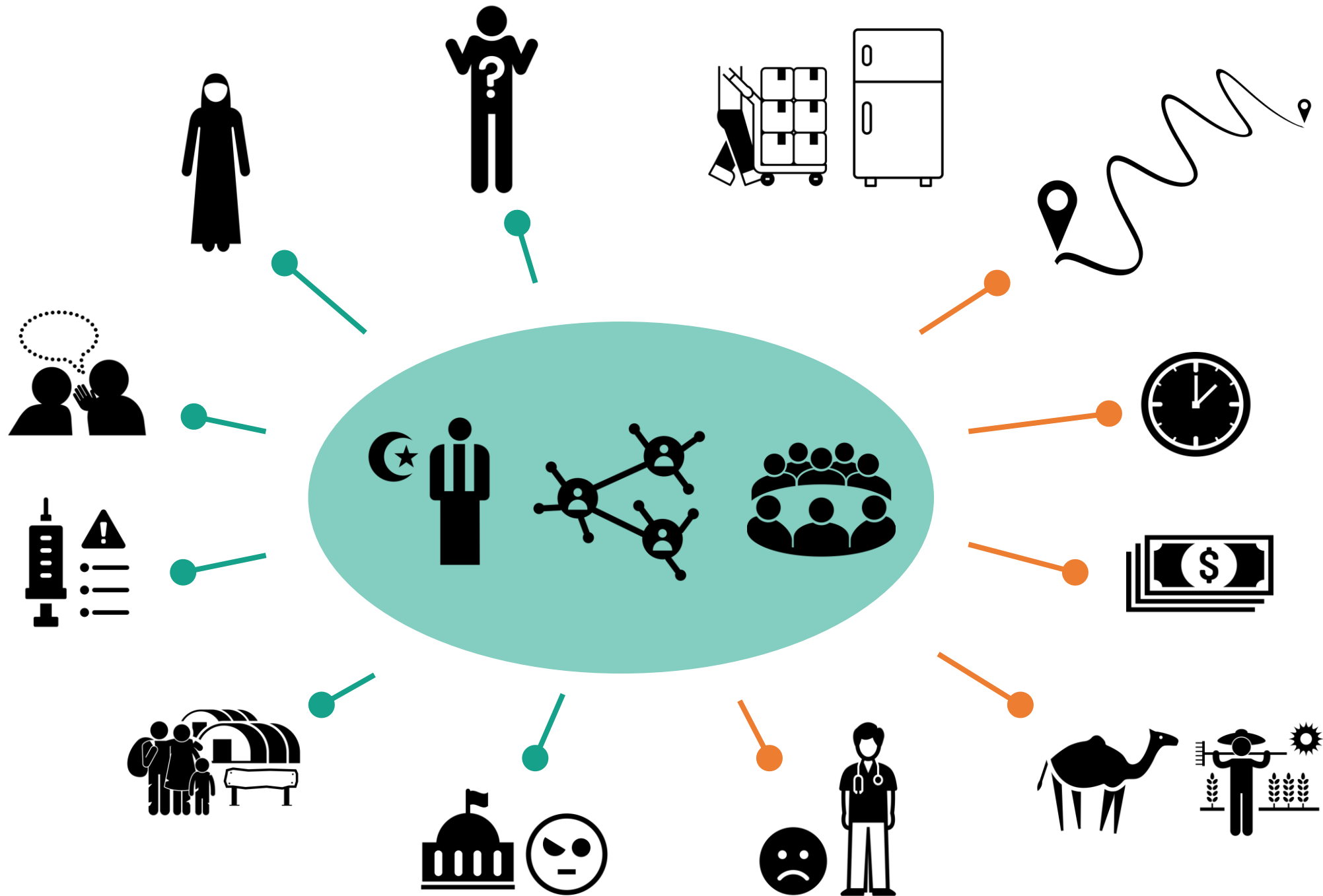
Fear of side effects
Safety / efficacy



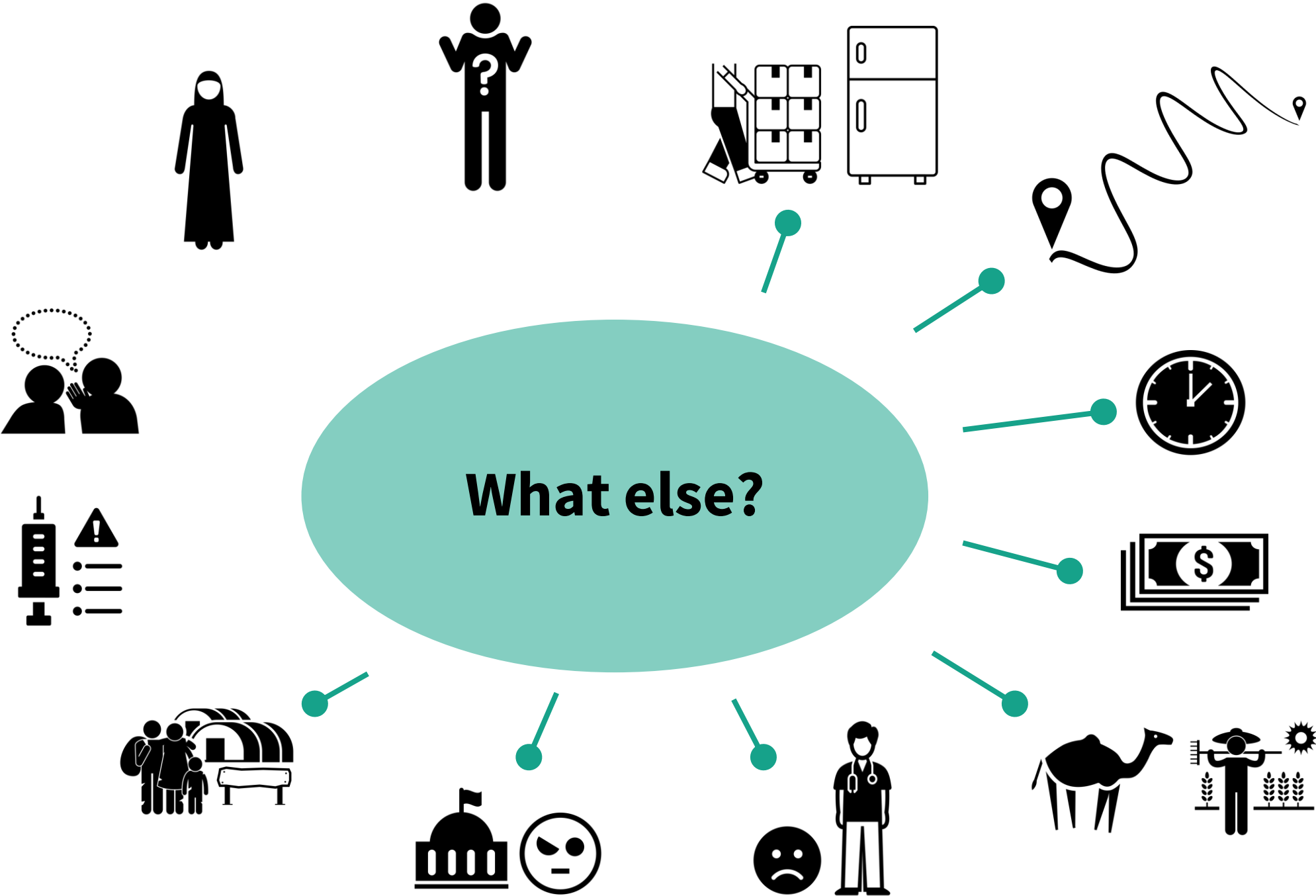
Rumors
Misinformation







What else?



Applying
innovation to
COVID-19
demand
creation in
Kenya

June 2022



Health worker TRAINING



IEC



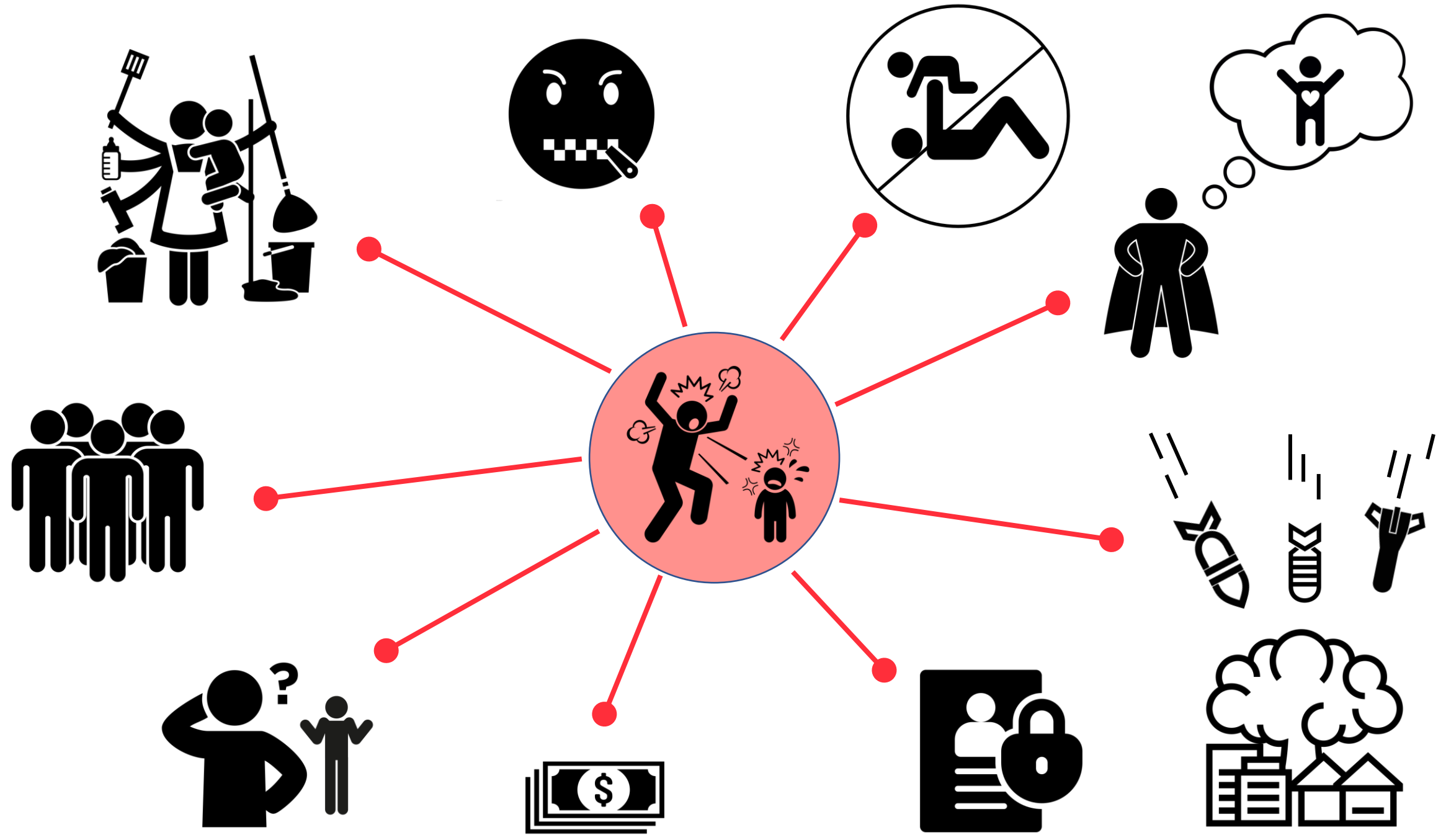
Evidence based MICRO-
PLANNING



Bringing vaccines to
WHERE PEOPLE ARE



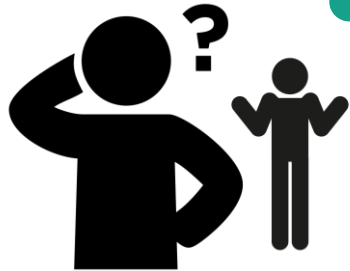
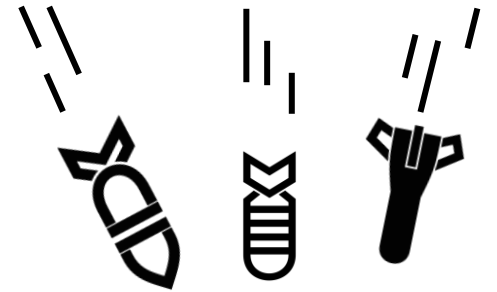
Funding for access, quality,
BOTTLENECKS REMOVAL





Children's
rights!

PARENTING
TIPS

A central teal rounded rectangle containing a television set. On the screen, a man in a suit, a woman, and a child are shown. A speech bubble above the screen says "PARENTING TIPS" and a book icon is below it. The text "Children's rights!" is written above the TV.

What do you think is our primary responsibility across all behaviours?

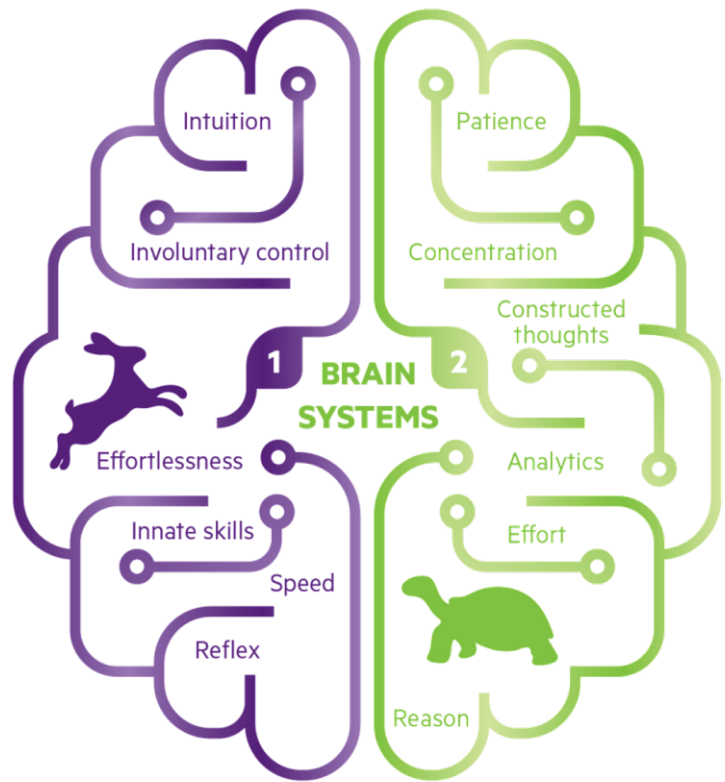
If you would only do one thing, what would it be?



MIND



ENVIRONMENT



MIND



ENVIRONMENT

SBC PROGRAMME GUIDANCE



VISION

Get to know SBC & where this programme change is taking us



UNDERSTAND

Learn the fundamental SBC principles and approaches



CREATE

Strategise, design, diagnose and define your SBC activities



DO

Practical guidance on implementation

SOCIAL + BEHAVIOUR CHANGE

Community Engagement
Partnering with communities so they can lead the change process
SBC programmatic approaches

Social and Behaviour Change Communication
Designing holistic and data-driven communications to enable change
SBC programmatic approaches

Applied Behavioural Science
Shaping contexts and designing processes and products to enable behaviour change
SBC programmatic approaches

Supportive Public Policies
Changing the rules to enable positive change
SBC programmatic approaches

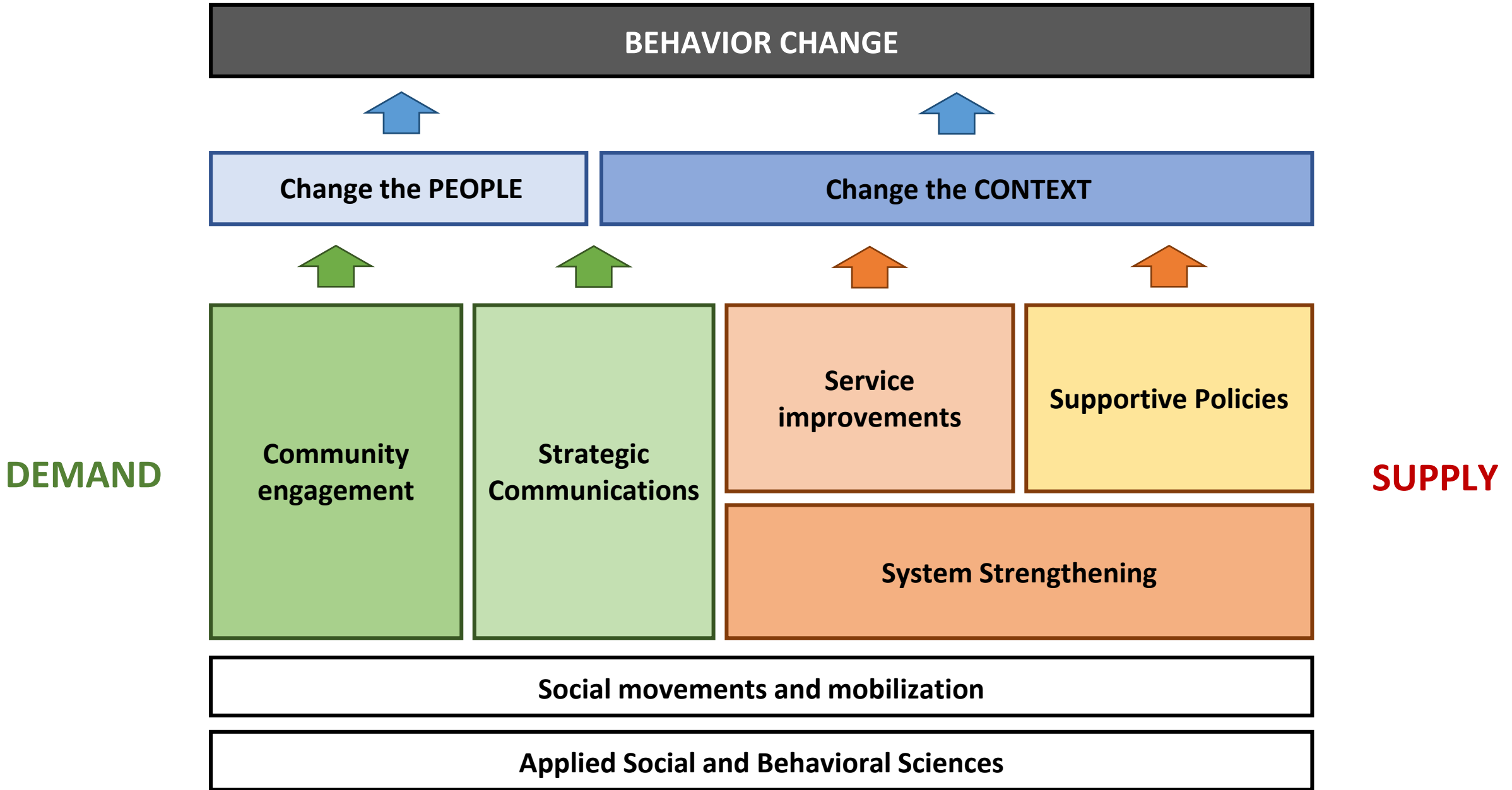
Systems Strengthening
Strengthening sectoral systems to achieve SBC objectives
SBC programmatic approaches

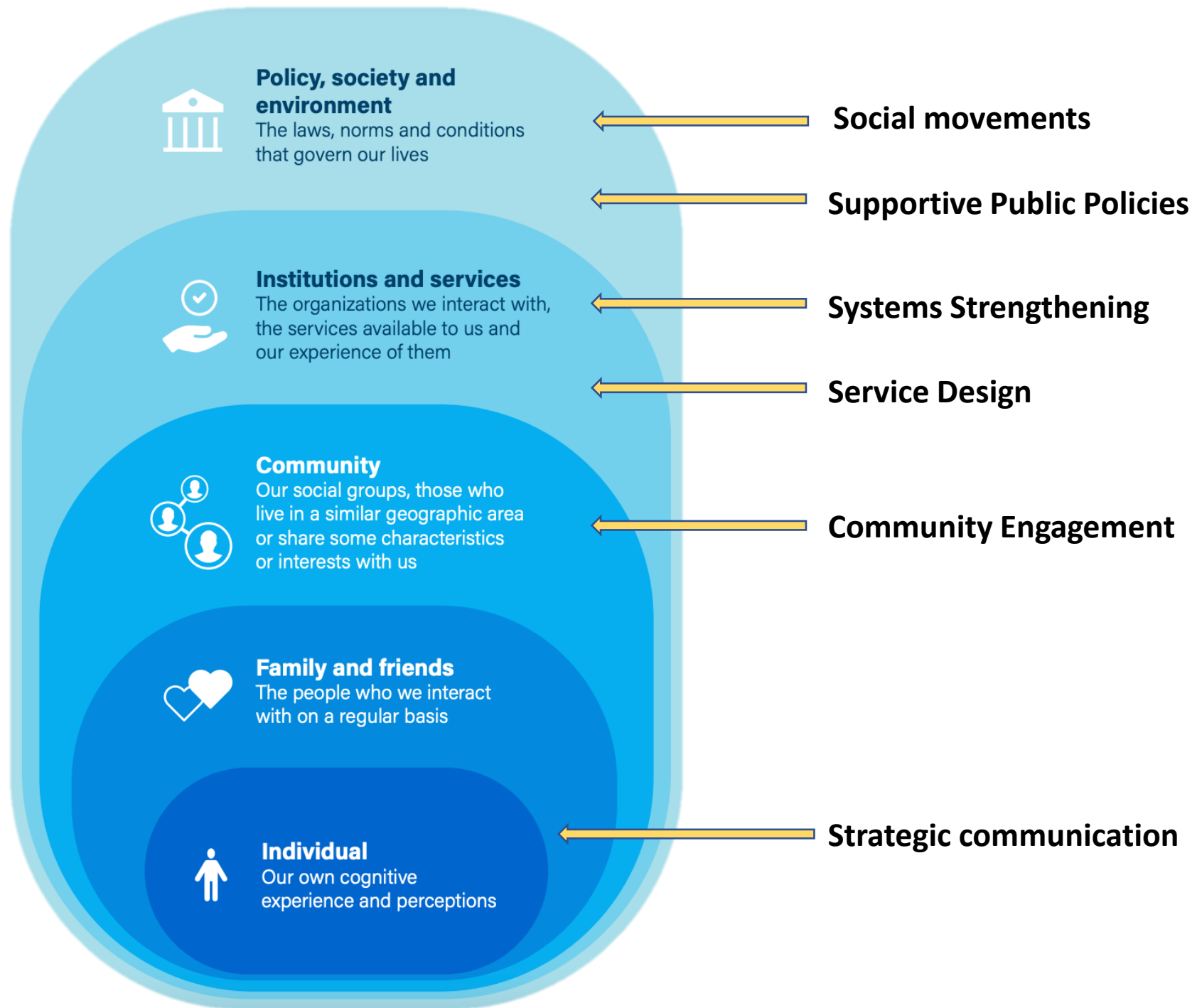
Service Improvements
Designing services that are accessible, usable and valuable
SBC programmatic approaches

MAIN ACCOUNTABILITY LEAD ROLE

Social Movements
Supporting and nurturing social change processes
SBC programmatic approaches

SUPPORT ROLE SECTORS ACCOUNTABILITY





**Applied
Behavioural
Science**

**SOCIAL +
BEHAVIOUR
CHANGE**

CAPITALIZES ON C4D

EXPANDS BEYOND COMMUNICATION

EMBRACES BEHAVIOURAL SCIENCE

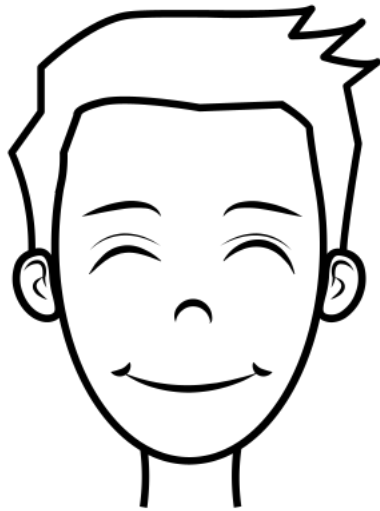
HELPS KEEP UNICEF ON THE MAP



It's just a name change...

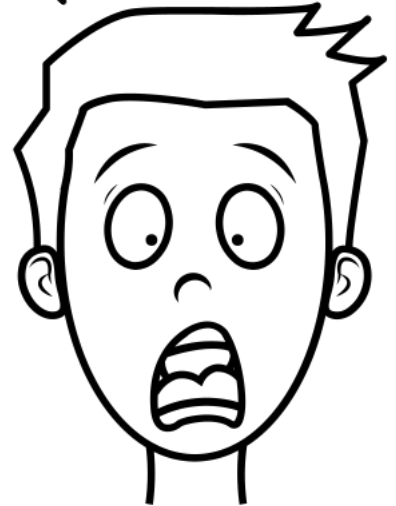


Opportunities to learn and do some new things, get more results



WE ARE HERE

It's all new! I'm obsolete!
I will lose my job!



DISDAIN

SWEET SPOT

PANIC

We need collective movements to transform societies!

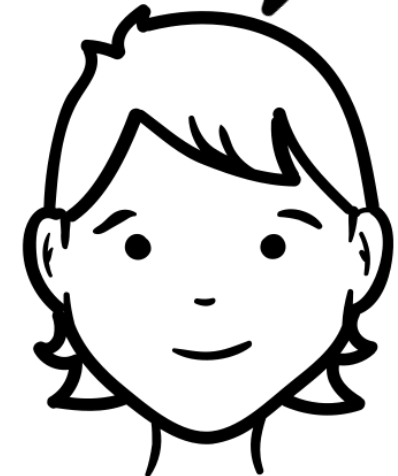


We need both the S and the B. They are different but also intersect.



SBC

Each behavior needs to be studied and addressed scientifically!



SOCIAL CHANGE



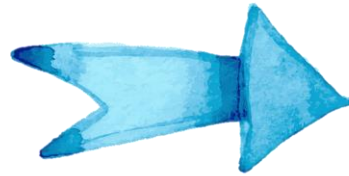
INDIVIDUAL BEHAVIORS

SOCIAL + BEHAVIOUR CHANGE



SOCIAL TRANSFORMATION

Community development, gender equity, social accountability, adolescent empowerment, inclusion, stigma reduction, women agency, civic engagement, community resilience, etc.



POSITIVE BEHAVIORS

Immunization, handwashing, no FGM, assisted delivery, girls' education, positive discipline, breastfeeding, early stimulation, adult marriage, etc.



Questions?



**SOCIAL +
BEHAVIOUR
CHANGE**

SBC CAPACITY



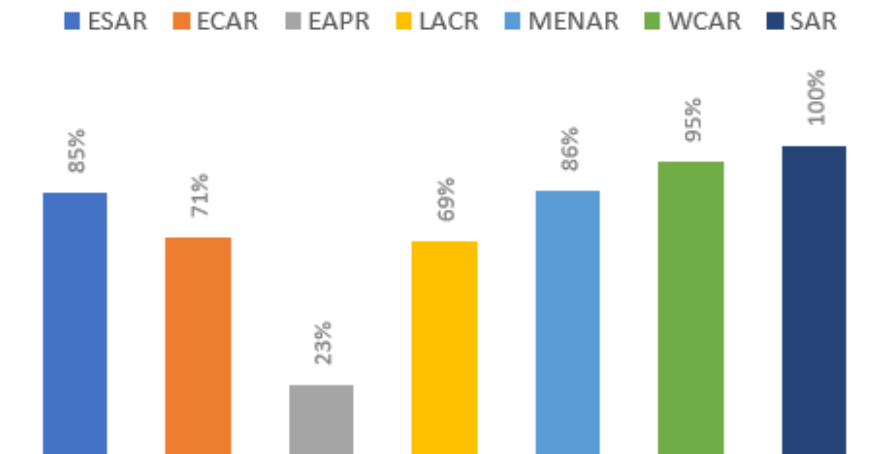
WORKFORCE

OUR NUMBER 1 ASSET

129 COs
81% with SBC posts

500 staff

% of SBC lead post reporting to Dep Representative per region



What proportion of the staff is NOA-C?

A – 30%

B – 50%



C – 70%

SBC STAFF

Growing together

- ◆ Job stability
- ◆ Objective is to grow as professionals
- ◆ Opportunities to keep co-creating
- ◆ Amplify the many good things going on
- ◆ Capitalize on our expert skills
- ◆ New resources and opportunities to acquire new skills: capacity strengthening at the center
- ◆ COs management and sectoral staff to be actively engaged



THE TOOLBOX

Existing experience / expertise

- ◆ Qualitative behavioural evidence
- ◆ Community-led approaches
- ◆ Social Mobilization
- ◆ Participation in local governance
- ◆ Social and behaviour change communication
- ◆ Multi-media campaigns
- ◆ Edutainment
- ◆ Digital engagement

Additional or reinforced skills needed

- ◆ User and human-centered design for services
- ◆ Behavioural assessments and tracking
- ◆ Social listening platforms
- ◆ Choice architecture and nudges
- ◆ Experiments on behavioural solutions
- ◆ Strengthening sectoral systems
- ◆ Quantitative social and behavioural data
- ◆ Feedback and accountability mechanisms
- ◆ Implementation research

THE ROLE

Supporting programmatic outcomes

- ◆ Empower UNICEF
- ◆ Fixing demand vs. a better offer
- ◆ Add value to sectors: evidence for decisions, advice for design
- ◆ Value + measure = funding
- ◆ Uncompromising with quality
- ◆ 2 to 3 % vs. DNA
- ◆ Champion social change
- ◆ Leverage partnerships: LTAS, academia, Civil Society, CoPs, private sector, UN...



RESOURCES

SOCIAL + BEHAVIOUR CHANGE

- [SBC programme guidance](#)
- [SBC Impact evidence map](#)
- [Menu of SBC programatic results](#)
- [SBC corporate results](#)
- [Behavioral Insights Laboratory](#)
- [37 dedicated SBC LTAS](#)
- [RCCE Collective Service](#) and [Helpdesk](#)
- [Faith partnerships](#)
- [Programme guidance in HICs](#)
- [RCCE resources](#)
- [AAP resources](#)
- [Course on behavioral drivers](#)
- [Human Centered Design](#)
- [SBC Sharepoint](#)
- [UNICEF website SBC domain](#)



Article

UNICEF Human-Centred Approach for Health

[> Read the article](#)



 **Short E-Course** 
UN system activity

Exploring the Drivers of Behaviour: The Case of Child Marriage

This course introduces learners to behavioural drivers and the role they play in influencing behaviour.

Cover image: © UNICEF/NYHQ2012-0883/Sokol

About this course

This course introduces learners to behavioural drivers and the role they play in influencing behaviour. It uses the example of child marriage to illustrate concepts and principles, but the lessons gained can be applied to other sectors and issues, and the course can benefit anyone with an interest in behavioural drivers and social and behaviour change. Employing a story-based approach, the course takes the learner on a journey through two fictional scenarios illustrating the diverse drivers that shape decision-making and action in child marriage. The learner will become familiar with the Behavioural Drivers Model and the Social Ecological Model as frameworks to understand behavioural influences, the role of social and gender norms, reference groups and social networks in shaping behaviours, and illustrate activities to promote desired social and behaviour change. This course includes c



Enrolment Options

This activity or course is open to self-enrolment.

[Join the activity](#)



My activities

Intro to BI

Sharing link

Introduction to Behavioural Insights



SOCIAL +
BEHAVIOUR
CHANGE

Overall progress %

0

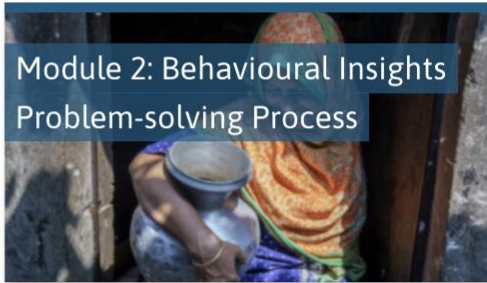


View Summary

Module 1: Introduction to Behavioural Insights



Module 2: Behavioural Insights Problem-solving Process



Module 3: When to Use BI: Strengths and Limitations



Evaluation and Certificate



Plan options

Use this option to add this activity to your own [development plan](#)

Add to Plan



Team Plans





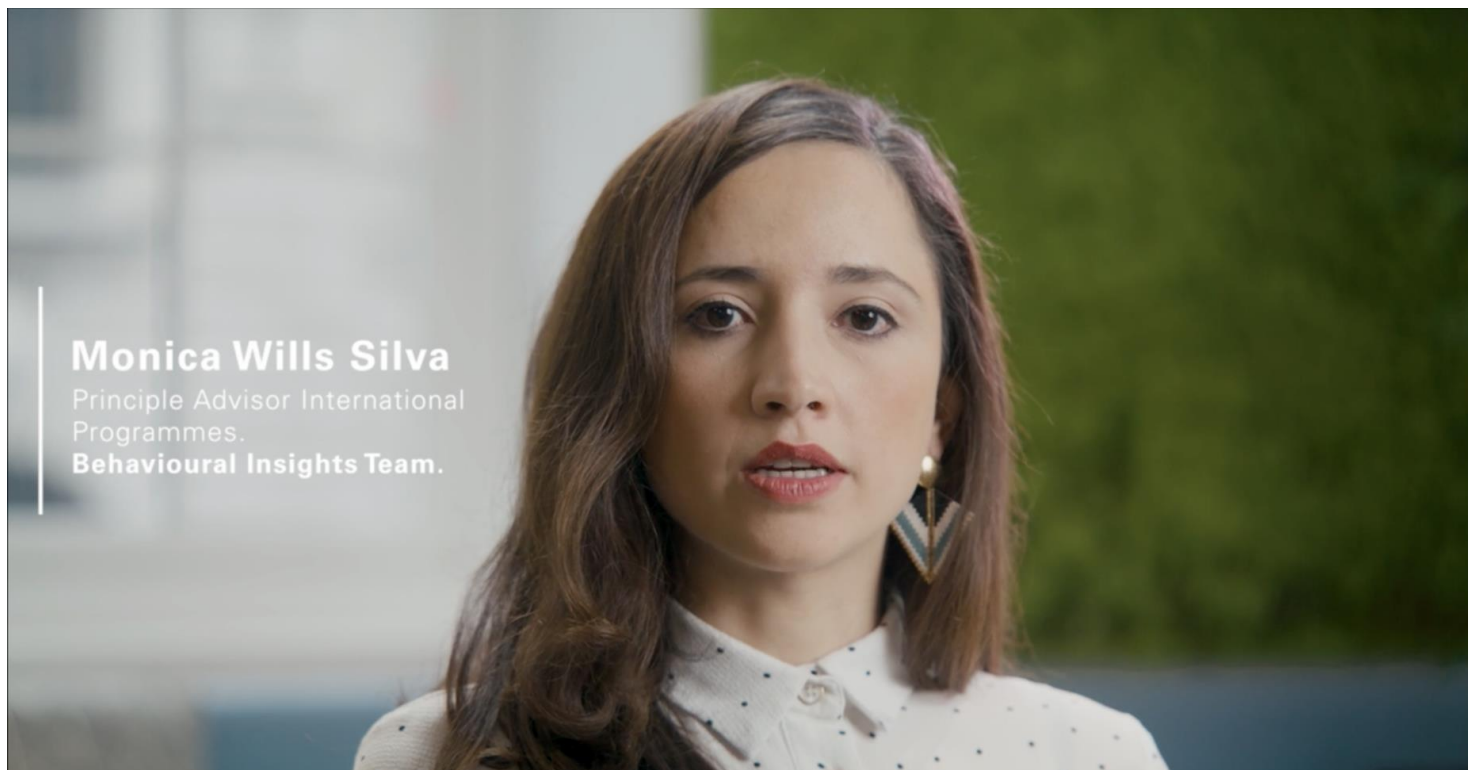
**SOCIAL +
BEHAVIOUR
CHANGE**

Social and Behaviour Change Masterclass



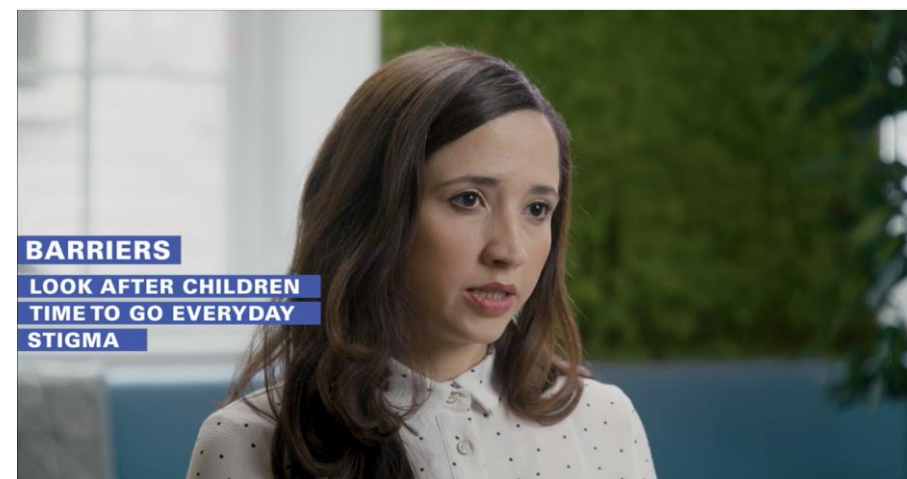
BEHAVIOURS CHANGE

Compliance with
Ministry Mandate



Monica Wills Silva

Principle Advisor International
Programmes.
Behavioural Insights Team.



BARRIERS

LOOK AFTER CHILDREN

TIME TO GO EVERYDAY

STIGMA




Short E-Course
UN system activity




SBC Building Blocks


Topic: [Focus areas](#)
Format: [Online courses, Short e-course](#)
Provider: [UN & UN agencies](#)
Language: [English](#)
Compatibility: [Agora Offline, Tablet, Smartphone](#)
Competency: [Drive to achieve results for impact, Innovates and embraces change](#)

 Progress % 0


Section 1: Vision

 Progress % 0


Section 2: Understand



Section 3: Create



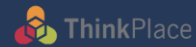
Section 4: Do

 Progress % 0

Evaluation and Certificate

Norms for Change: Changing the way you see the world

Training Package on Social Norms
Programming and Measurement



PRE-COURSE ENGAGEMENT



MODULE 1
BUILDING THE FOUNDATIONS

Session 1.1: building vulnerability between peers and framing expectations

Session 1.2: understanding the fundamentals of social norms and how they influence the world

Session 1.3: making theory come to life through connection with the outside world

POST-COURSE ENGAGEMENT



MODULE 3
ROLLING UP OUR SLEEVES

Session 3.1: framing what we need to know about measurement

Session 3.2: measuring a behaviour change program

Session 3.3: understanding potential impact and getting ready for advocate for change

MODULE 2
MAKING IT PRACTICAL

Session 2.1: understanding where to start when wanting to change social norms

Session 2.2: planning a behaviour change program to shift a social norm

Session 2.3: communicating behaviour change



Learning Channel
UNICEF activity

SBC Learning Channel

This learning channel aims to guide UNICEF staff to available online learning resources that could help build their skills in SBC.

Topic: Career support, Technical Skills, Software & Applications, Strategies, Capacity development, Computer skills , Communication for Development

Format: Learning Channel

Provider: UNICEF

Language: English

Compatibility: Smartphone, Tablet

Location: HQ, USA



Social and Behaviour Change, or SBC, is defined as a set of processes, approaches, tools, and tactics that promote positive and measurable changes in people's environments, societies, and behaviours. Working with communities, individuals, and partners, SBC uses social and behavioural evidence and inclusive, participatory approaches to co-design solutions to development and humanitarian challenges. It prioritizes the fulfillment of human rights through systematic analysis of the cognitive, social and structural drivers of change and working with communities to address them.

Enrolment Options

This activity or course is open to self-enrolment.

[Join the activity](#)

How do we make it happen?

(afternoon café)



SBC Intranet Site

[☆ Not following](#) [Share](#)[Home](#) [About Us](#) [Tools and Guidelines](#) [Capacity Development](#) [...](#) [Edit](#)[+ New](#) [Send to](#) [Promote](#) [Page details](#) [Immersive Reader](#) [...](#)Published 4/28/2022 [Edit](#) [Share](#)

UNICEF SBC SKILLS FRAMEWORK

UNICEF SBC SKILLS F

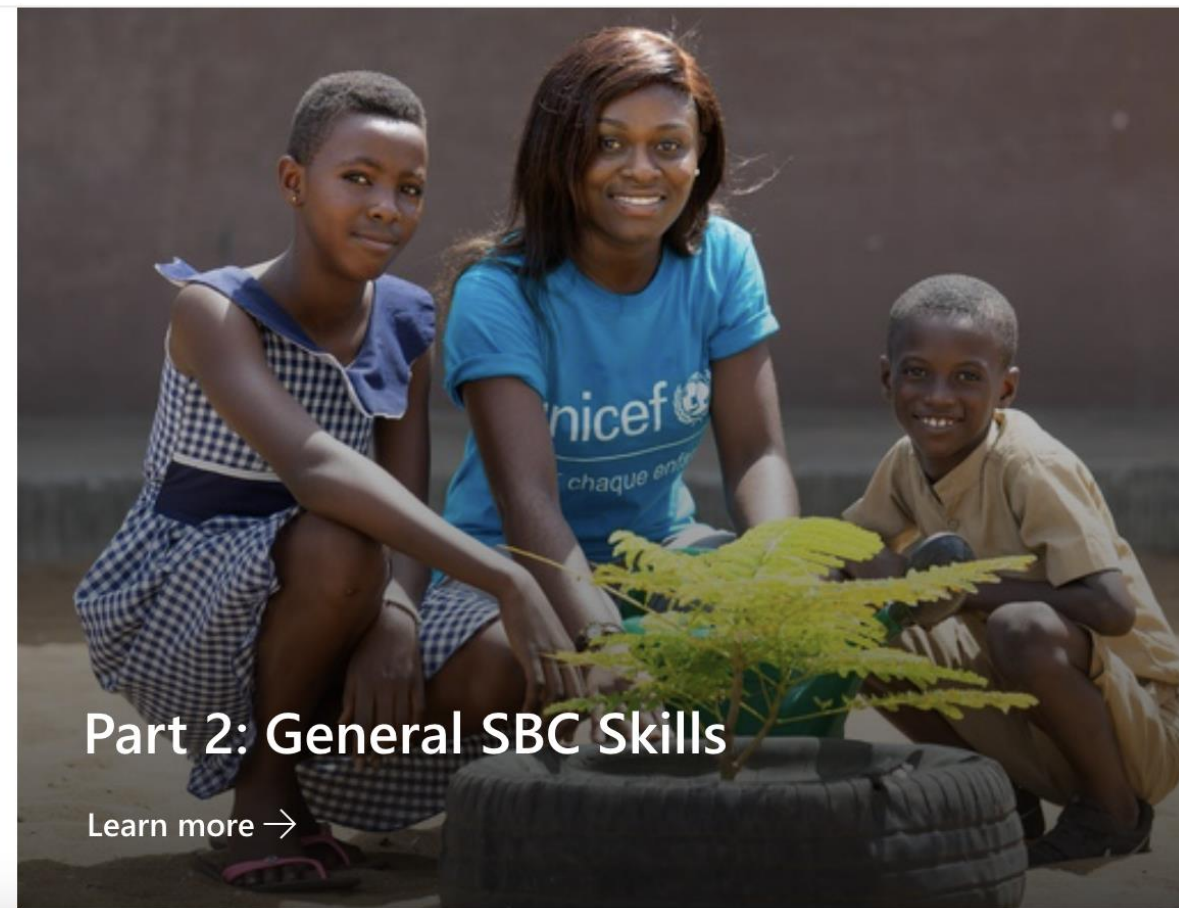
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SBC Intranet Site

☆ Not following Share

Published 4/28/2022 Edit

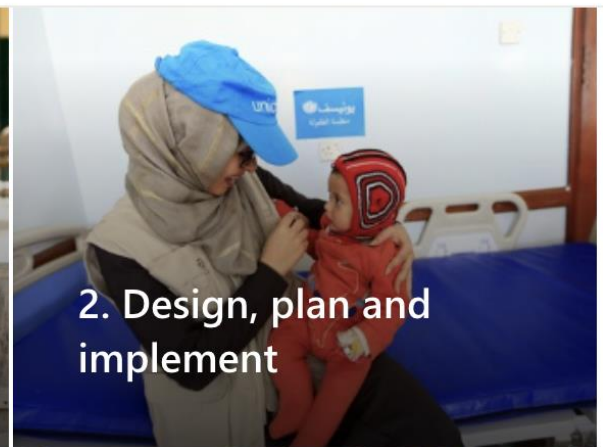


Part 2: General SBC Skills

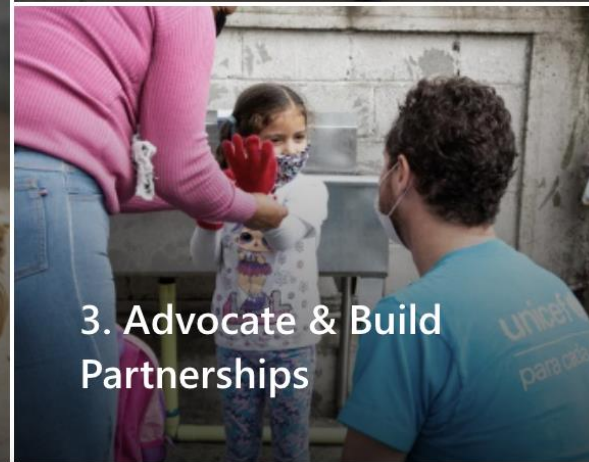
Learn more →



1. Generate & Use Evidence



2. Design, plan and implement



3. Advocate & Build Partnerships



4. Build Capacities

Specialized Skills Areas



Programmatic Approaches:

- Applied Behavioural Sciences
- Community Engagement and Accountability
- Systems Strengthening
- Strategic Communication (coming in Q2/Q3 2022)

Implementing strategies:

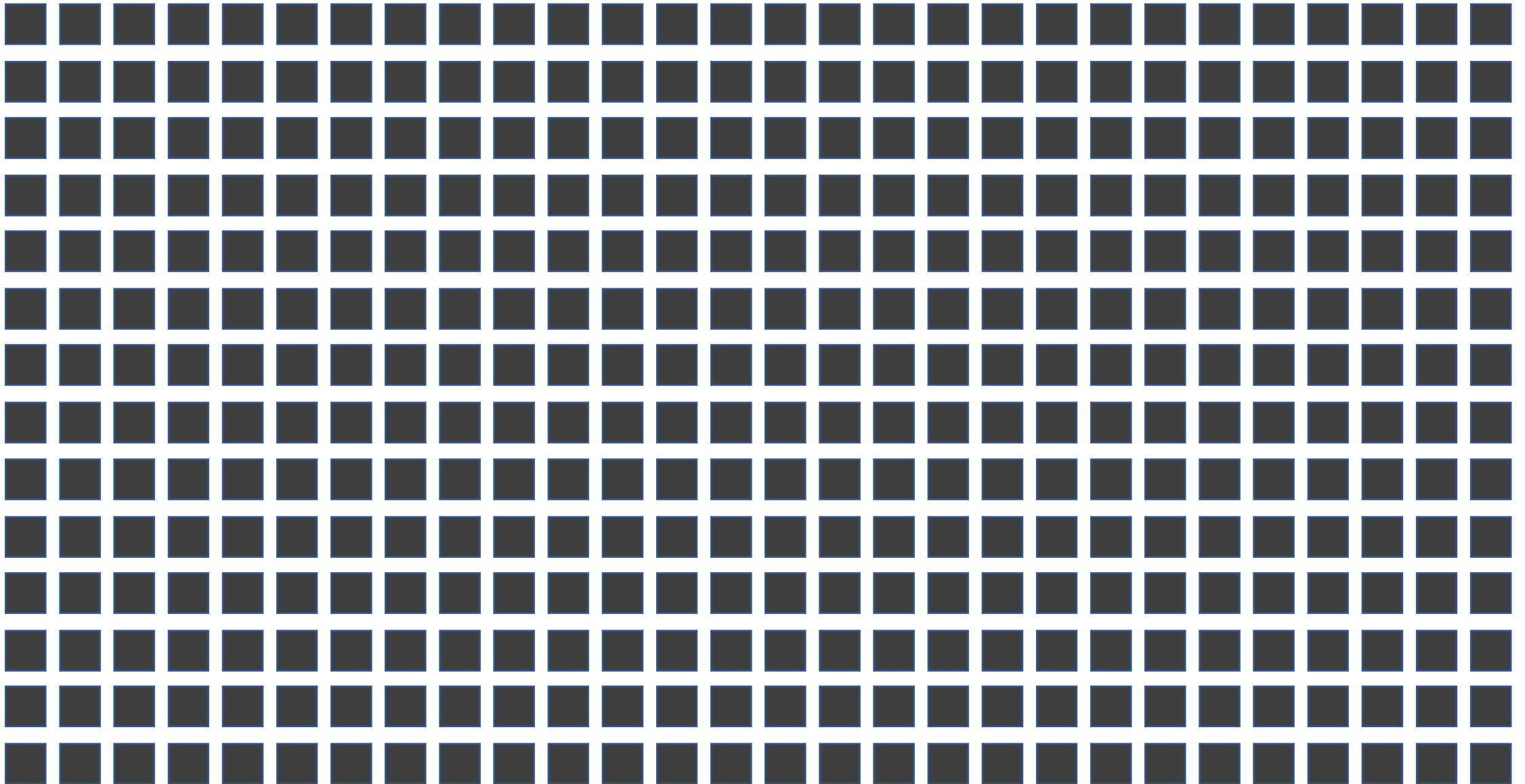
- Digital Engagement
- Social Norms (coming soon - in progress)

Offer options for COs to:

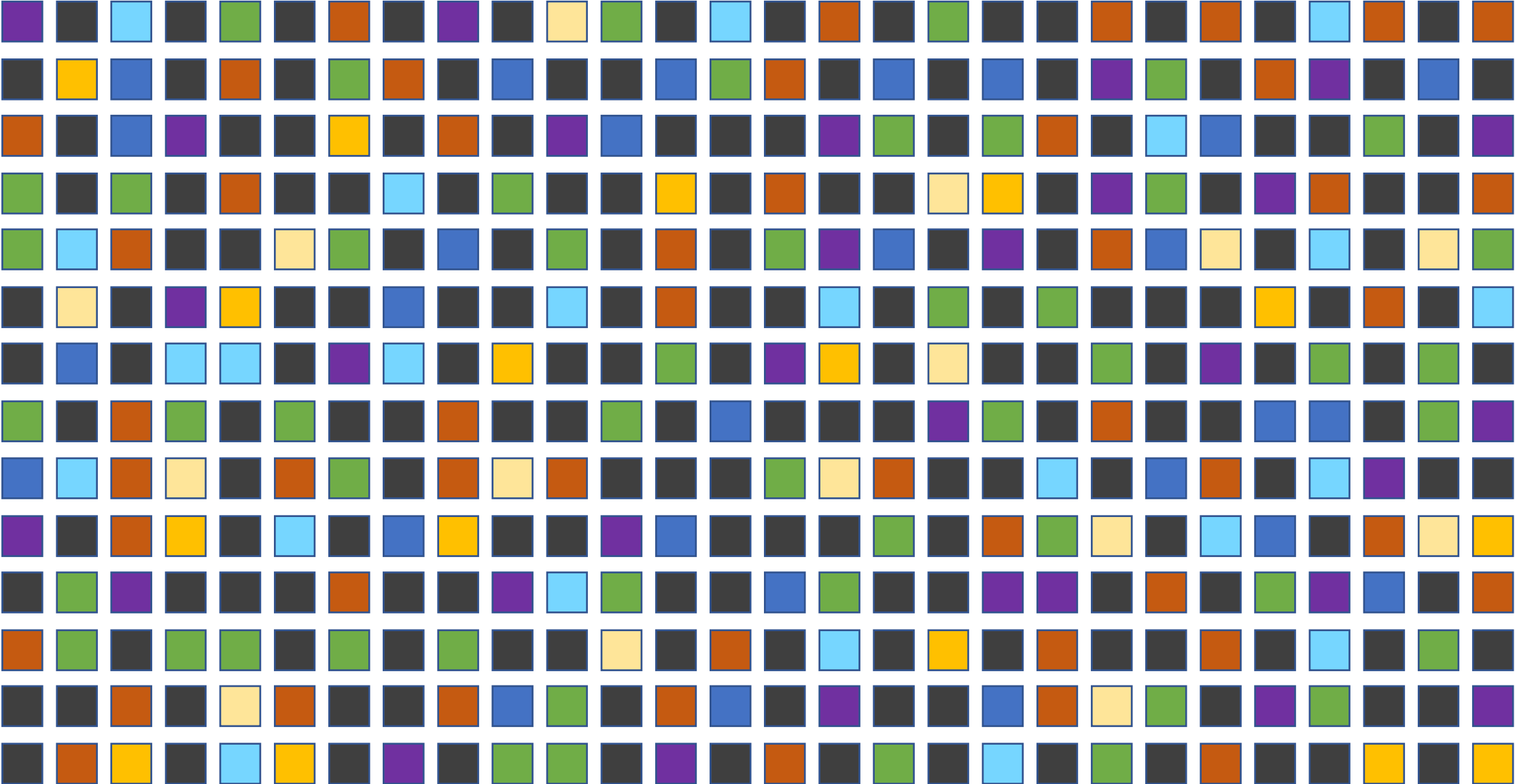
- Match their specific delivery needs (context)
- Adjust to the size of the team (large offices can afford diversity)
- Attract real specialists to facilitate recruitments
- Play an expert advisory role to sectors & partners



2020 NETWORK



2030 NETWORK – upskilled through diversification





Questions?



**SOCIAL +
BEHAVIOUR
CHANGE**

**Setting up the
operational
modalities for SBC to
thrive**

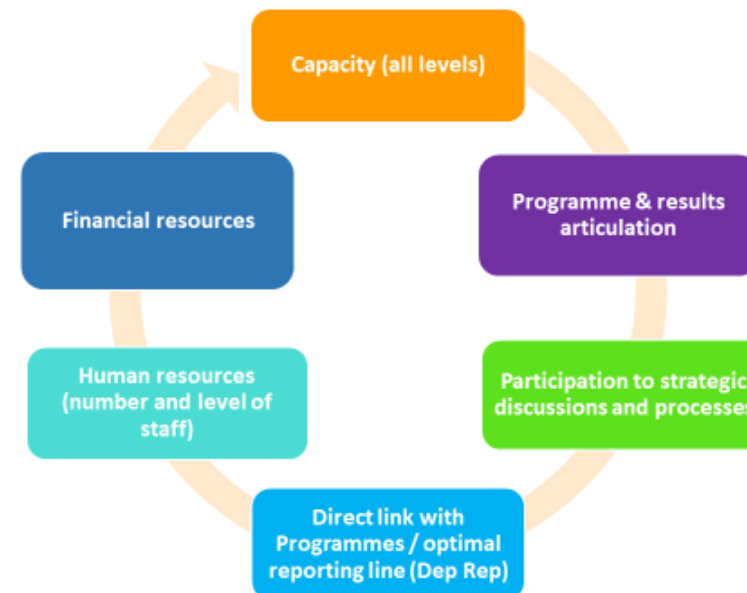


ESAR is not starting from scratch

C4D session at DREPs in 2019 : development of a tripartite Road Map (HQ, RO, COs) highlighting recommendations for action in three key areas:

- C4D capacity building (Management and managers in COs; M&E staff; cutting edge approaches for C4D staff) – HQ lead with some contribution from RO & COs
- C4D results' articulation and inclusion in key processes – ESARO lead in collaboration with COs and HQ
- C4D HR and budgets – COs lead with support from HQ and RO

ESARO Diagnostic assessment (2018-2019): What are the settings and conditions under which C4D thrives?



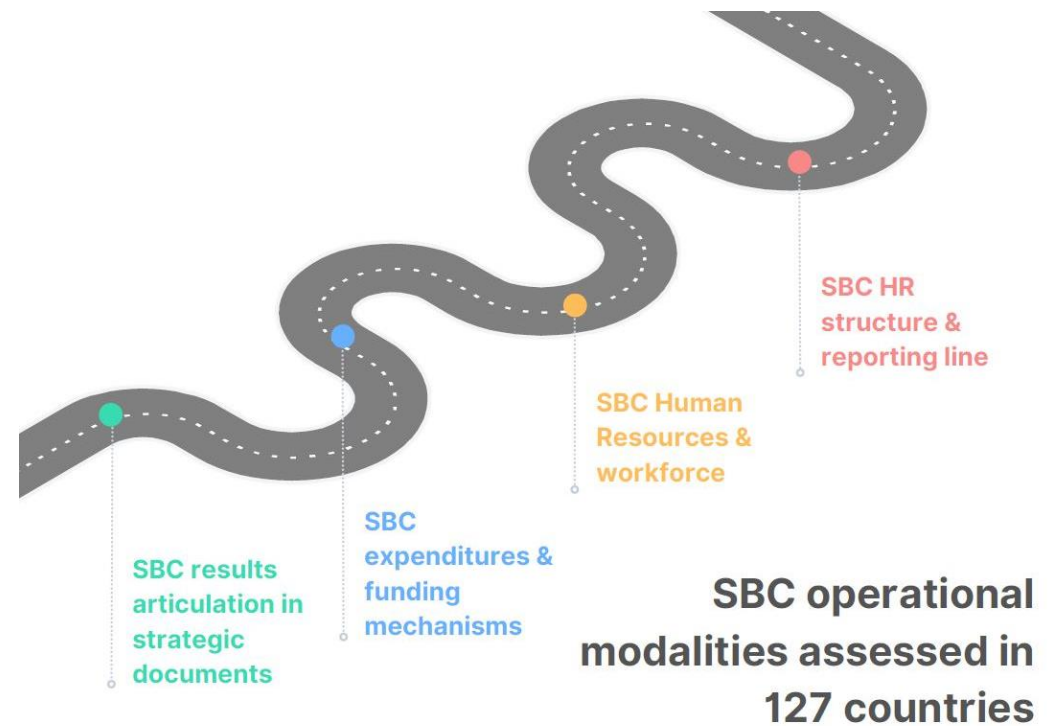
SBC shift: an opportunity to reinforce the gain and address the remaining operational gaps

Understanding the main dimensions to secure an enabling operational environment for SBC, in addition to strategic technical guidance and skills building



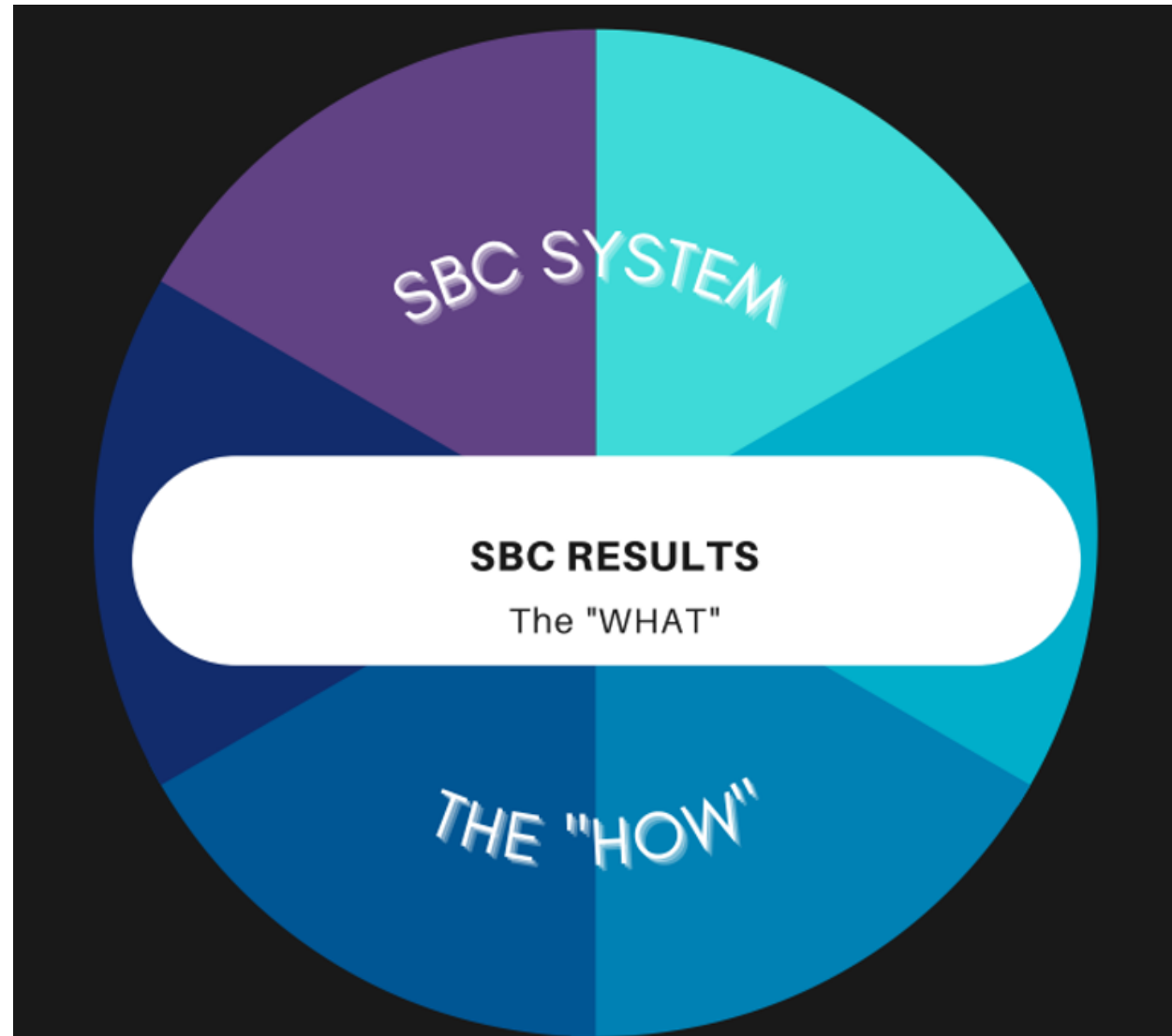
A global assessment conducted jointly with the 7 ROs between October 2021 and March 2022, building on the review of RAM and VISION insights and on interviews with selected country offices from various regions

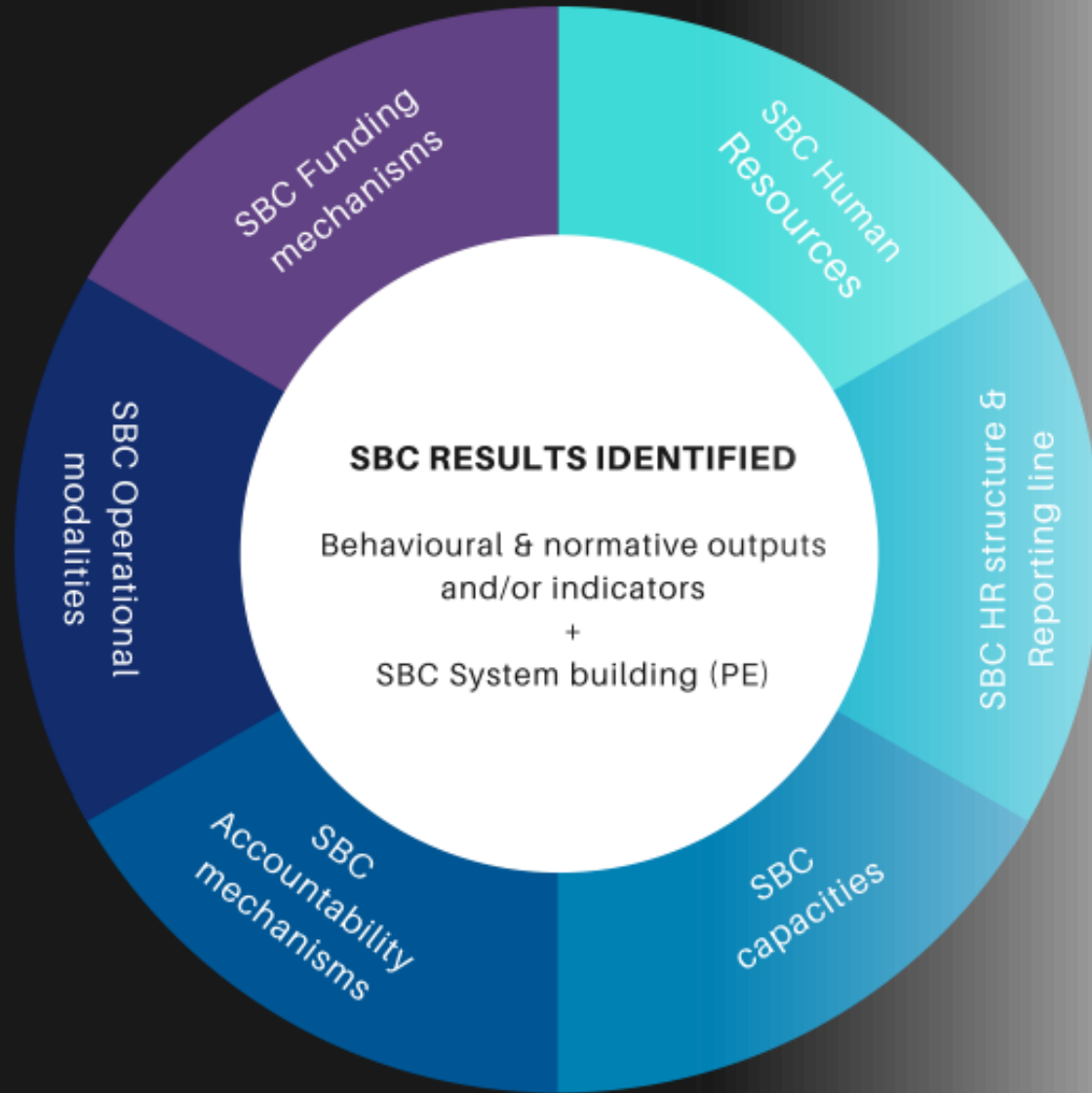
Assessment conducted along a two-fold country classification, looking both at income (WB) and the “SBC Needs Score”



Main recommendations from the global Operational Modalities assessment

Reinforcing SBC operational modalities starts with identifying SBC results (The “WHAT”) from the onset of the development of a country programme; and require SBC results articulation within the country result framework along with a monitoring system






Unpacking the «HOW»

Six complementary dimensions to activate a system to support SBC operationalization at CO level

Staff Costs

SBC Lead: RR  2021 Baseline

SBC Spec/Off:
RR/OR/ORE with pooled resources from sectors

- SBC articulated in prog. Funding proposals, AND/OR
- LEVY/TAX
- UMIC/HIC: PFP when available

AWP

- SBC outputs under outcomes
- SBC PE outputs
- WBS tracked - PIDB

SBC embedded in key Coordination mechanisms (Prog. coord; emergency, research etc.)

Budget ownership for SBC related outputs / required for PE outputs

RACI - Table of accountability defined for SBC interventions

Management accountable to support SBC to set solid programmatic and capacity foundations

PER: SBC functions for progr staff (technical and chiefs of prog. section)

SBC Activities

funding proposals (Joint with prog. and SBC proposals)

Tax/LEVY for cross-sectoral activities


UMIC/HIC: PFP when available

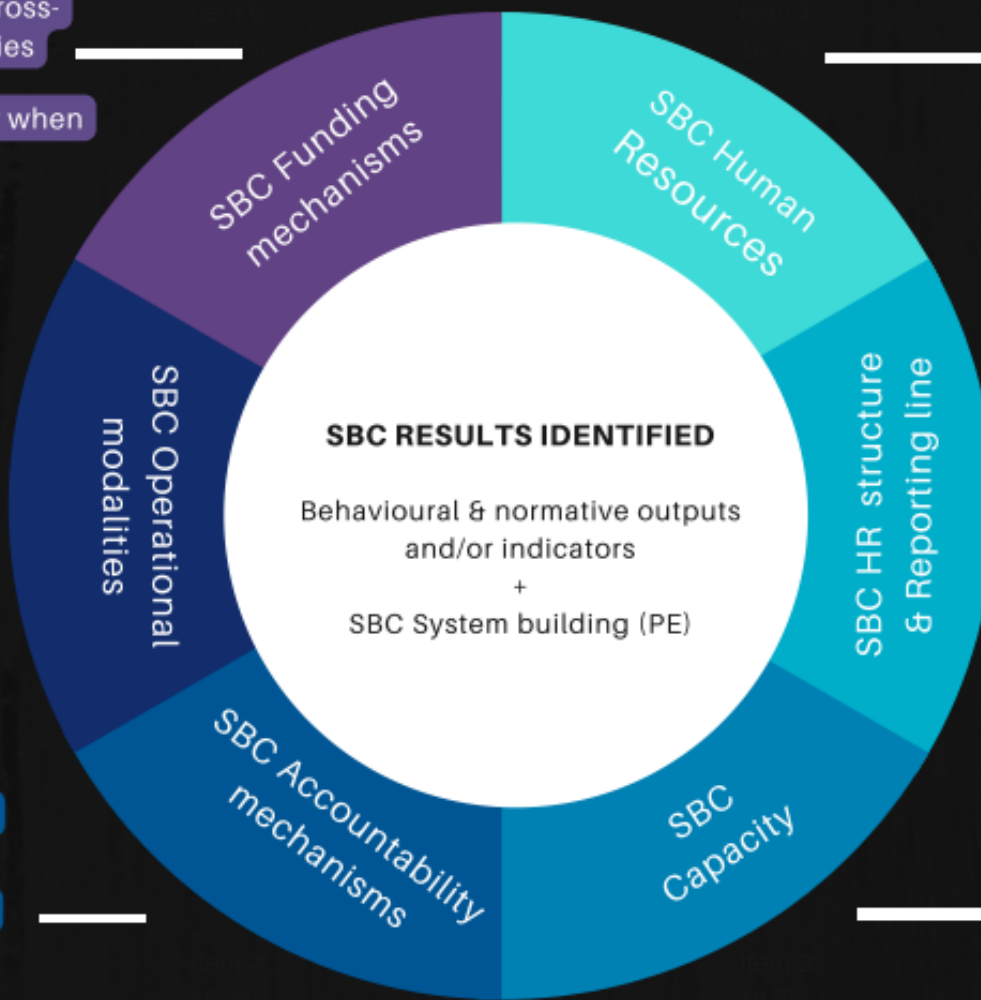


Tool: Guidance for fundraising proposals

Tool: Competency Framework; Skills and JDs



SBC HR analysis 2021 



2021 Expenditure analysis

Tool: Competency Framework
Tool: SBC training package, BI & Social Norms course



CPMP to define the appropriate structure (staff & level) to deliver the identified results (RO to support te exercise)

For acute SBC Needs/humanitarian countries, at least 1 dedicated SBC for emergency staff

For UMIC/HIC, at least 1 SBC staff under Dep Rep or pooled cross-cutting function

If SBC work supported by prog.sectors staff, clear role, tasks and function identified in the JDs

Option 1: SBC section accountable for SBC results and system building, under the Dep Rep- Recommended option for Acute and Very High Needs Score, both humanitarian and development, with large country programme and SBC related priorities in the majority of PSNs / outcomes

Option 2: SBC lead (system and technical oversight on SBC outputs) & Coordinator (system(/PE) under the Dep Rep + SBC staff or focal points under progr. outcome leads - Option can be considered in High Needs and Targeted SBC Needs score, mostly in development context, and in country programmes with selected SBC priorities in a limited number of PSNs / outcomes

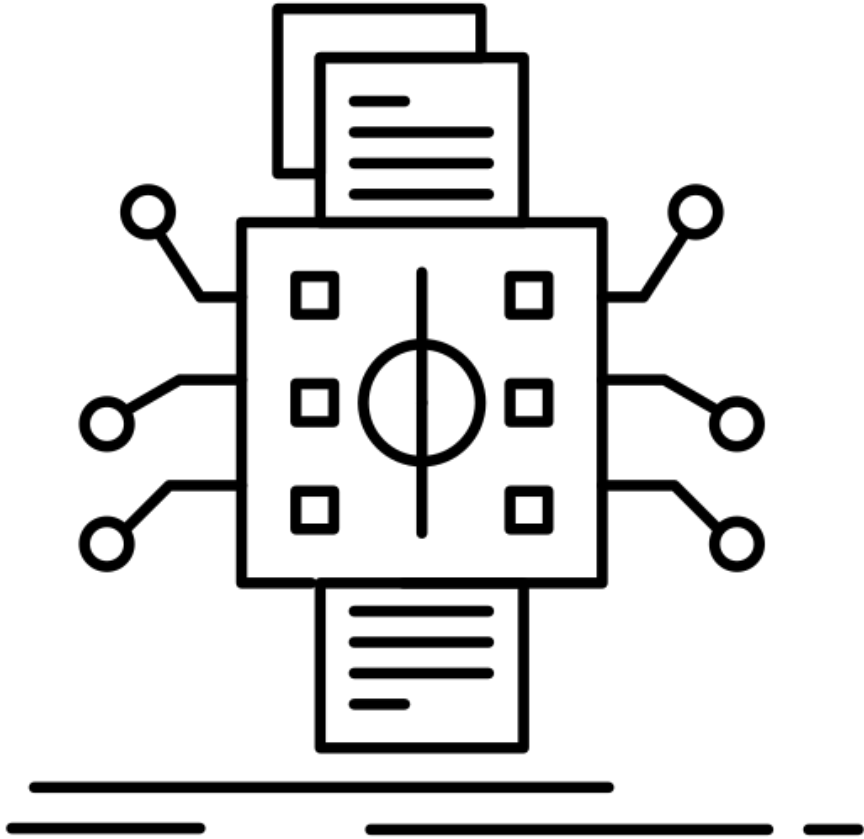
Option 3: SBC embedded in a pooled cross-sectoral section, under the Dep Rep. Can be considered by small size COs, with limited or no SBC staff and Targeted SBC Needs,

Orientation of Senior Managers, programme chiefs/specialists and partners

SBC skills framework and capacity gap assessment

SBC Learning agenda and plans (Internal & External)

Ongoing mandatory SBC capacity building



Created by Flatart
from the Noun Project

Analysis of the ESAR
landscape; how
does it resonate
with the global
recommendations?

SBC Needs Score

A UNICEF composite score, based on 4 variables to indicate the contextual and programmatic pressure faced by COs that should be addressed – at least partly – through SBC

Three variables common to all 7 regions:

- Vulnerability to risk/emergency (EU risk index);
- Gender norms (Gender discrimination in the family – OECD);
- Inequity (Inequality-adjusted Human Development Index - UNDP)

One variable region specific:

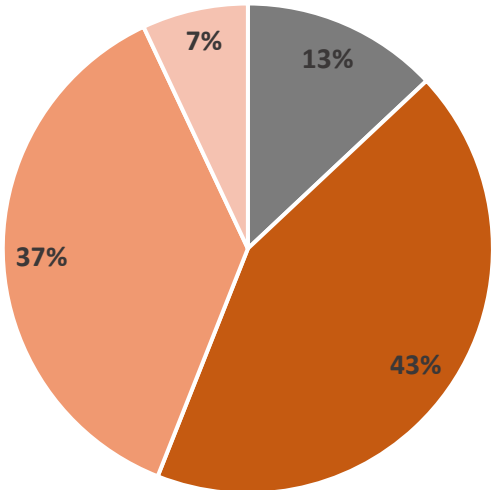
- Development Classification building on 8 region-specific indicators to assess the level of deprivations in each region-specific context For ESAR, building on the ROMP 2022-2025 and available data, this variable is informed by the following indicators: Stunting, Justification of Wife beating, Birth Registration, Routine Immunization (DTP3), OOS children (primary), Knowledge of HIV among adolescent girls, Teen pregnancy
- Data extracted from SOWC, World Bank datasets or other datasets shared by the Ros; Data reviewed and validated by each RO

The composite scoring allows to classify the countries in four categories in terms of intensity of SBC needs:

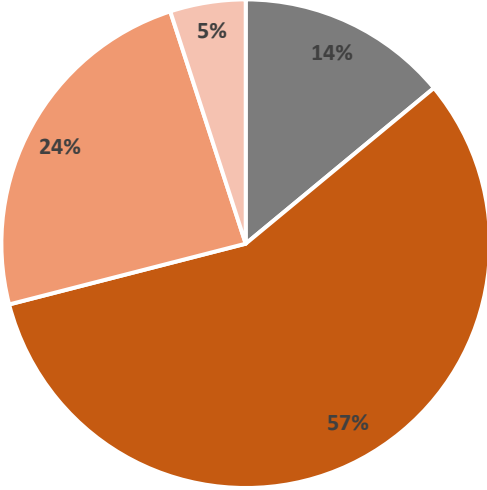
Countries with Acute SBC Needs
Countries with Very High SBC Needs
Countries with High SBC Needs
Countries with Targeted/Specific SBC Needs

SBC Needs Score per category - global & ESAR in %

Global



ESAR



■ Acute ■ Very High Needs ■ High Needs ■ Targeted Needs

Income (WB 2021)	Country Office	SBC NEEDS SCORE	
		SCORE	RANKING
LIC	Burundi	2.13	7
	Eritrea	2.22	5
	Ethiopia	2.11	9
	Madagascar	1.98	16
	Malawi	1.80	19
	Mozambique	2.13	8
	Rwanda	1.58	21
	Somalia	2.56	2
	South Sudan	2.59	1
	Uganda	1.85	18
LMIC	Angola	2.15	6
	Comoros	2.30	4
	Eswatini	2.03	15
	Kenya	2.08	11
	Lesotho	2.04	13
	Tanzania	2.39	3
	Zambia	2.05	12
	Zimbabwe	2.10	10
UMIC	Botswana	1.80	20
	Namibia	2.04	14
	South Africa	1.93	17

SBC Needs
Score per ESA
country

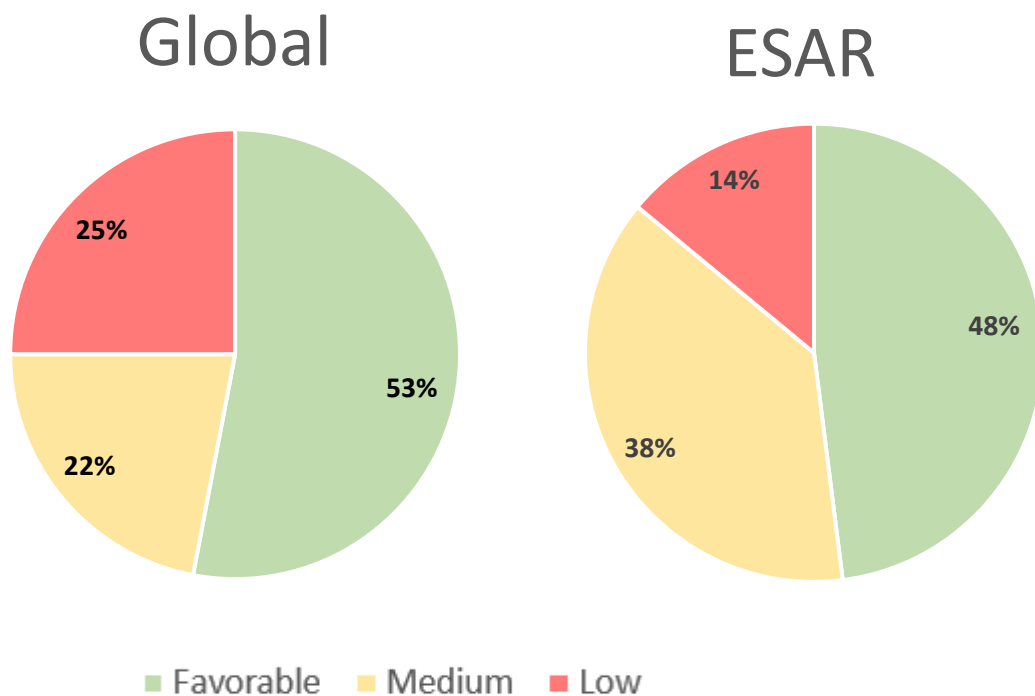


How enabling
are the current
operational
modalities in
ESAR:

Final Score per
country

INCOME CLASSIFICATION (WB).	Country Office	SBC NEEDS SCORE 2021	Final Score per income group
LOW INCOME COUNTRIES	Burundi	2.13	2
	Somalia	2.56	1.67
	Mozambique	2.13	1.26
	Madagascar	1.98	1.67
	Malawi	1.8	1.73
	Eritrea	2.22	1.84
	Rwanda	1.58	1.27
	Uganda	1.85	1.49
	South Sudan	2.59	1.59
	Ethiopia	2.11	2.02
LOWER MIDDLE INCOME COUNTRIES	Tanzania	2.39	1.94
	Zimbabwe	2.1	1.98
	Lesotho	2.04	2.09
	Zambia	2.05	2.43
	Comoros	2.3	2.1
	Kenya	2.08	1.79
	Angola	2.15	1.42
	Eswatini	2.03	2.67
UPPER MIDDLE INCOME	Namibia	2.04	1.53
	South Africa	1.93	2.52
	Botswana	1.8	1.96

How enabling are the current operational modalities in %, Global and ESAR



Countries with Medium or Low enabling working environment:

- 80 % of them are classified as countries Very High Needs
- 90% of these countries have suboptimal articulation of SBC results in their CPD;
- 45% have challenge in terms of SBC workforce; and there is room to reinforce their HR structure/articulation for increased efficiency

Unpacking the results per country in ESAR Low Income countries - 2021

Countries	SBC Needs Score	SBC results articulation in CPs	SBC/C4D HR	SBC/C4D HR Accountability & reporting
Burundi	2.13	2.49	1.54	1.94
Somalia	2.56	2.16	1.49	1.59
Mozambique	2.13	1.84	1.06	1.47
Madagascar	1.98	2.49	1	1.76
Malawi	1.8	1.86	1.55	1.97
Eritrea	2.22	2.33	1.83	1.45
Rwanda	1.58	1	1.43	1.95
Uganda	1.85	2.15	1.18	1.54
South Sudan	2.59	2.65	1.04	1.39
Ethiopia	2.11	2.58	1.73	1.71

Unpacking the results per country in ESAR Lower-Middle Income countries - 2021

Countries	SBC Needs Score	SBC results articulation in CPs	SBC/C4D HR	SBC/C4D HR Accountability & reporting
Tanzania	2.39	2.3	1.36	1.63
Zimbabwe	2.1	1.99	1.41	1.95
Lesotho	2.04	2.1	1.68	1.73
Zambia	2.05	2.62	1.69	1.73
Comoros	2.3	1.85	1.61	2.09
Kenya	2.08	1.45	1.65	1.96
Angola	2.15	1.46	1.56	1.47
eSwatini	2.03	2.24	1.94	2.23

Unpacking the results per country in ESAR

Upper-Middle Income countries - 2021

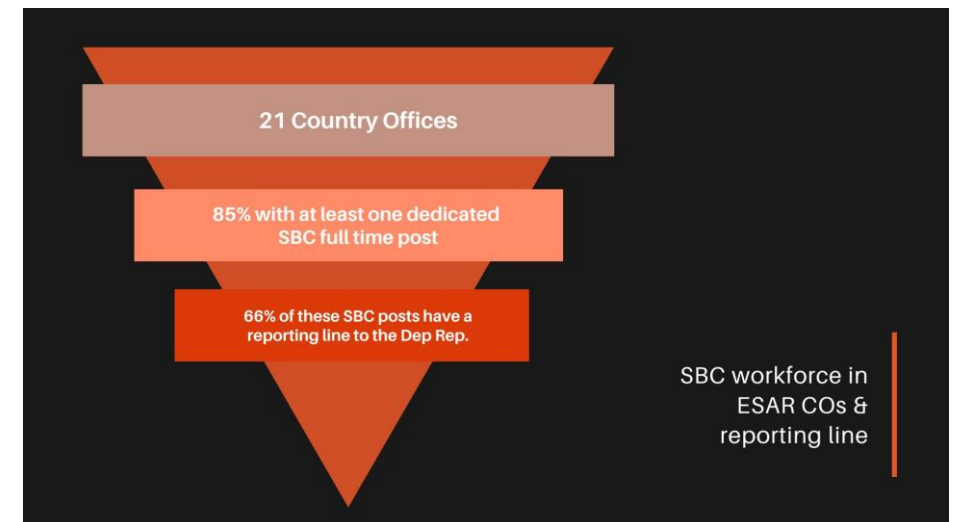
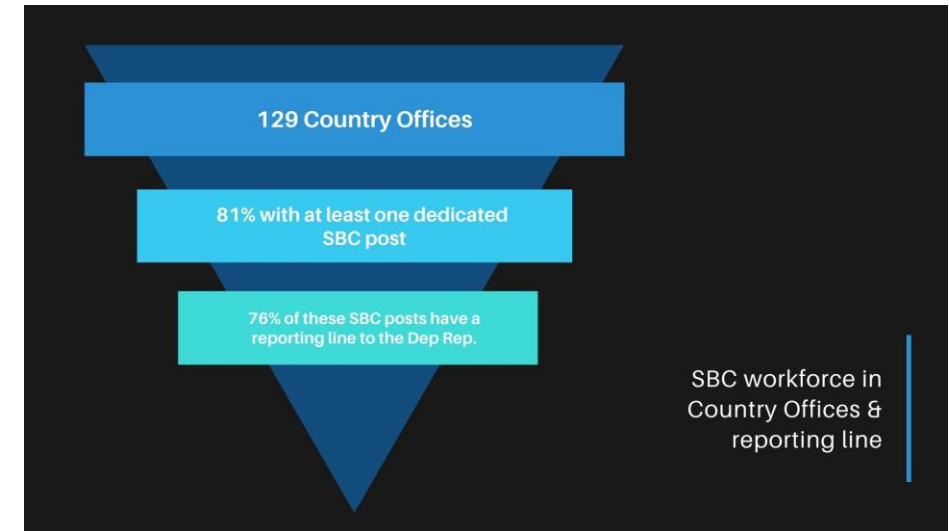
Countries	SBC Needs Score	SBC results articulation in CPs	SBC/C4D HR	SBC/C4D HR Accountability & reporting
Namibia	2.04	1.98	1.61	1.49
South Africa	1.93	2.49	2.04	2.56
Botswana	1.8	2.6	1.81	1.56

SBC HR workforce Global and ESAR

Almost all ESAR COs have at least one dedicated SBC full time position.

Only two thirds of the SBC lead in country report to Deputy Representatives; however, significant improvement observed since 2019 (from 48 to 66%)

“Given the programmatic focus and cross-sectoral nature of the work, C4D would gain from being systematically linked to sectoral results, under the supervision of the Deputy Representative to ensure the integration and cross-sectorial nature of the work, in particular at community level”. (extract from the ESAR Diagnostic Assessment, 2019)



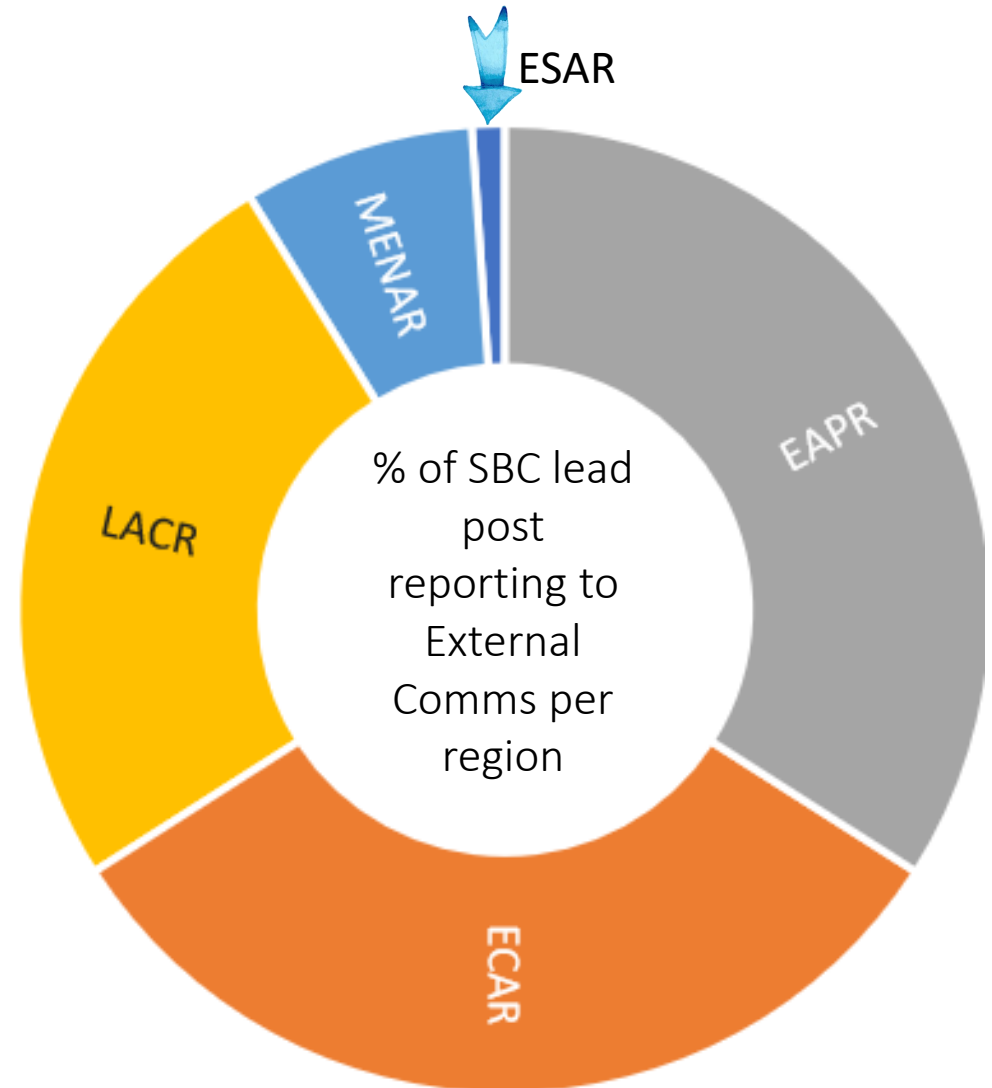
SBC and External Communications: more specialized functions and roles

Globally only 15% of the SBC lead post report to External Comms Chief; Significant percentage of SBC still reports to External Comms in 3 regions: EAPR (31%), ECAR (29%) and LACR (23%)

Interviews with COs demonstrating good SBC operational modalities (Montenegro, Bulgaria, Rwanda, Malaysia) highlighted the need to strengthen linkages between SBC and programmes and the trend observed in recent years to move SBC out from Ext Comms.

SBC shift requires further skills in social sciences applied to programmes, reducing the initial focus on communication products and events.

Keep relationships with External Comms for strategic communications (media engagement, social/digital engagement, U-Report/loGT, advocacy, etc.)





Questions?