

SOCIAL AND BEHAVIOR CHANGE COMMUNICATION - CAPACITY ASSESSMENT TOOL (SBCC-CAT)

FOR USE WITH INDIVIDUALS

FACILITATOR'S GUIDE AND ASSESSMENT TOOL

Communication for Change (C-Change) Project 2012

This publication is made possible by the generous support of the American people through the United States Agency for International Development (USAID) under the terms of Agreement No. GPO-A-00-07-00004-00. The contents are the responsibility of the C-Change project, managed by FHI 360, and do not necessarily reflect the views of USAID or the United States Government.



Recommended Citation:

C-Change. 2012. *Social and Behavior Change Communication - Capacity Assessment Tool (SBCC-CAT) for Use with Individuals*. Washington, DC: C-Change/FHI 360.

C-Change is implemented by FHI 360 and its partners—CARE; Internews; Ohio University; IDEO; Center for Media Studies, India; New Concept, India; Soul City, South Africa; Social Surveys, South Africa; and Straight Talk, Uganda.

CONTACT INFORMATION

C-Change
1825 Connecticut Ave., NW, Ste. 800
Washington, DC 20009 USA
Tel: +1.202.884.8000
Fax: +1.202.464.3799
Email: cchangeCS@fhi360org
Website: www.c-changeproject.org



CONTENTS

- CONTENTS..... 3
- INTRODUCTION 4
 - Background 4
 - What Is the Purpose of the *SBCC-CAT for Individuals* and Who Should Use It? 4
 - Pre- and Post-Assessments: Instructions for Facilitators 5
 - Follow-up Survey 6
- SBCC CAPACITY ASSESSMENT TOOL (SBCC-CAT)..... 7
 - I. SBCC Knowledge Questions 7
 - Section 0 or Module 0: Basic SBCC Concepts 7
 - Section 1 or Module 1: Understanding the Situation 8
 - Section 2 or Module 2: Focusing and Designing the Communication Strategy..... 8
 - Section 3 or Module 3: Creating Interventions and Materials for Change 9
 - Section 4 or Module 4: Implementing and Monitoring the Change Process 10
 - Section 5 or Module 5: Evaluating and Replanning..... 11
 - II. SBCC Skills and Competencies 12
 - Follow-Up Assessment..... 14
 - Answer Key for Knowledge Questions 17
- Resources Used to Develop the SBCC-CAT 18
- Images Cited 19

INTRODUCTION

Background

C-Change developed the Social and Behavior Change Communication– Capacity Assessment Tool (SBCC-CAT) for Individuals to help assess the impact of capacity strengthening efforts and inform further capacity strengthening assistance that may be appropriate at the individual level.

SBCC is an interactive, researched, and planned process that aims to change social conditions and individual behaviors. SBCC uses advocacy, social mobilization, and behavior change communication to achieve its desired goal: to find a tipping point for sustainable changes in behaviors and society overall. Successful SBCC hinges on a five-step process called C-Planning. Meeting particular standards in each of the following components is crucial:

1. Understanding the Context through Situation Analysis
2. Focusing & Designing the Communication Strategy
3. Creating Interventions & Materials for Change
4. Implementing & Monitoring Change Processes
5. Evaluating & Replanning the Program

More about C-Planning and each of these steps can be found in C-Change's *C-Modules: A Learning Package for Social and Behavior Change Communication* (<http://c-changeproject.org/focus-areas/capacity-strengthening/sbcc-modules>). This document reflects the *C-Modules* and C-Planning, but its contents can be adjusted and tailored to other SBCC trainings.

What Is the Purpose of the SBCC-CAT for Individuals and Who Should Use It?

This tool is used to assess the SBCC knowledge and competence of individuals and how successful a specific training has been for them. Individuals about to take an SBCC training fill in the pre-assessment provided in this document, then fill in the post-assessment right after completing the training. The questions and items are the same for both assessments. Individuals completing a successful training and filling in the post-assessment will answer a higher number of questions correctly and rate their own SBCC competencies at increased levels. It is the comparison that matters. The difference between an individual's scores and ratings in the two assessments allows the training to be monitored and measurably evaluated. The score indicates whether an individual increased his or her SBCC knowledge, skills, and competencies during the training, and the ratings can suggest whether further training or capacity strengthening is needed and in which specific SBCC competencies.



SOURCE: Adapted from: Health Communication Partnership, CCP at JHU (2003) the P-Process; McKee et al (2000) the ACADA Model; Parker, Dalrymple, and Durden (1998) The Integrated Strategy Wheel; Roberts et al (1995) the Tool Box for Building Health Communication Capacity; and National Cancer Institute (1989) Health Communication Program Cycle.

Individuals who enroll in the online *C-Modules* can use the *SBCC-CAT for Individuals*, can fill in the pre- and post-assessments on their own, but do not score the pre-test or use the answer key at the end of this document until they have taken the post-assessment. They then compare their scores and ratings in the two assessments to determine whether their knowledge and competencies in SBCC increased after completing the online training.

The process is different when individuals participate in a facilitated, face-to-face SBCC training arranged by their program or organization. In this case, it is the facilitator who administers the pre- and post-assessment, after determining which questions or items relating to SBCC knowledge and competency are appropriate for the specific training. The percentage of participants who increased their knowledge and competencies in SBCC as a result of the training is calculated, and these data are sent to program or organization sponsoring the training. Program managers and technical assistance providers can use these data to assess the training's success and whether participants are sufficiently prepared in SBCC.

Three to six months later, an online or emailed survey is sent to the same participants to find out how they applied what they learned during the training and whether they transferred their SBCC knowledge and skills to colleagues.

Pre- and Post-Assessments: Instructions for Facilitators

On the first day

- Give a brief introduction about the purposes of the pre- and post-assessments and the need for all participants to complete both.
- Tell participants that their personal results will not be shared or affect future training opportunities. (If asked, state that gender information is collected for President's Emergency Plan for AIDS Relief reporting purposes.)
- Ask participants to fill out the pre-assessment, entering their names or their assigned numbers or another anonymous ID code. They try to choose the correct answer for the knowledge questions, and then they rate their SBCC competencies on a scale of 1 to 5.
- Gather the completed forms from participants and use the answer key to calculate the number of knowledge questions that each of them answered correctly. Enter each of their names or ID numbers on the related Excel sheet, together with the number of questions answered correctly and their own ratings of their SBCC competencies. Do not share these results or the correct answers with participants.
- Ensure that all participants complete the pre-assessment on the first day, before training begins. (Anyone who arrives late or misses the first day needs to complete the pre-assessment before joining the training.)

At the end of the training

- Ensure that all participants complete the post-assessment on the last day of the training. Those who leave before the end must complete the form before leaving the venue.
- In the Excel sheet that was used for the pre-assessments, enter the number of knowledge questions answered correctly beside the participant's name or ID number. The spreadsheet will automatically generate the change in the number of correct answers between the pre- and post-assessment. This difference is the score, not the number of correct answers.
- Do not report changes in knowledge and competencies for a participant who has not completed both assessments. The comparison is the score, not the number of correct answers or the number of participants who gave themselves a high rating.
- Enter on the Excel sheet the number of male and female participants who increased their knowledge scores between the pre-assessment and the post-assessment. The Excel sheet then calculates the percentage of all participants who increased their knowledge scores during the training.
- Enter on the Excel sheet the number of male and female participants who increased their average competency levels between the pre-assessment and post-assessment. The Excel sheet then calculates the percentage of participants who increased their competency levels during the training.
- If participants ask for their individual results, tell them privately. Facilitators can also give the originals assessments back to the participants if all the scores are recorded and there is no need to keep the documents.
- Keep completed pre- and post-assessments under lock and key.
- Report overall scores and ratings to the organization or agency in charge of the training, but without disclosing participants' names.

Follow-up Survey

Three to six months after the SBCC training, the facilitator or the organizer of the training sends an email to each participant that asks them to complete a survey within the next week. The email could contain a hyperlink to an online survey or the survey questions themselves.

Two weeks later, the person sending out the email calculates the percentage of participants who responded and sends reminder emails sent those who did not respond. (A response rate of 75 percent is the goal.) The survey results are used to assess the impact of the SBCC training in the workplace.

SBCC CAPACITY ASSESSMENT TOOL (SBCC-CAT)

Check which type of assessment is being completed: ___ Pre-assessment ___ Post-assessment

Date: ___/___/___
Day Month Year

Gender: ___ Male ___ Female Name or ID Code: _____

Please circle only one response to each question.

I. SBCC Knowledge Questions**Section 0 or Module 0: Basic SBCC Concepts**

1. From which level does a socio-ecological model address change?
 - a. Individual
 - b. Community
 - c. Socio-political environment
 - d. All of the above

2. Which of the following is NOT a cross-cutting principle of SBCC?
 - a. Consider the social context.
 - b. Use theories and models to guide decisions.
 - c. Keep the focus only on individual behavior change.
 - d. Use research to drive the program.

3. Which of the following is a key characteristic of SBCC?
 - a. SBCC is an interactive, researched, and planned process that aims at changing social norms as well as individual behaviors.
 - b. SBCC uses a socio-ecological model for change.
 - c. SBCC operates through three key strategies: advocacy, social mobilization, and behavior change.
 - d. All of the above.

Section 1 or Module 1: Understanding the Situation

1. People who have worked on a topic for many years can skip the step called Understanding the Situation.
 - a. True
 - b. False
2. Which of the following applies to SBCC theories and theoretical models?
 - a. They tell you what people will always do in any type of situation.
 - b. They provide programs with information on how to budget their activities.
 - c. They help you understand how and why people behave a certain way.
 - d. They help determine staffing needs for an SBCC program
3. Which of the following is addressed when an SBCC program uses a socio-ecological model?
 - a. Cross-cutting factors (information, motivation, ability to act, norms)
 - b. Context analysis (enabling environment, community, interpersonal)
 - c. People analysis (self, partners, family, peers, leaders, providers, the government, NGOs, the private sector)
 - d. All of the above
4. Checking assumptions by looking at existing research is a key step in understanding the situation.
 - a. True
 - b. False
5. Which of the following is a reason to review stakeholder activities during a situational analysis?
 - a. To explore opportunities for linkages and collaboration.
 - b. To help ensure that stakeholders favor your program over others.
 - c. To avoid duplication of effort in the community.
 - d. A and C.

Section 2 or Module 2: Focusing and Designing the Communication Strategy

1. Which of the following does NOT describe the role played by a SBCC communication strategy?
 - a. It is a bridge between the situation analysis and the creation of materials, products, and activities.
 - b. It limits a program's ability to shift direction.
 - c. It provides direction for the rest of the intervention.
 - d. It ensures that different products, materials, and activities work together to create change.

2. For a family planning program for urban men and women of reproductive age, which of the following groups in a people analysis would be considered among the *people directly influencing* the people most affected?
 - a. Journalists and radio programmers who report on health in cities.
 - b. National advocates for women's rights.
 - c. Urban pharmacists who provide modern contraceptives.
3. Communication objectives are audience specific, measurable, and what else?
 - a. Include detailed descriptions about the various audiences.
 - b. Address barriers to change that the audience will face
 - c. Tell the audience what they are doing wrong.
 - d. Are the same as the overall program objectives.
4. A strategic approach refers to the way an SBCC program decides to package activities into a single intervention, campaign, or activity.
 - a. True
 - b. False
5. SBCC activities will have the greatest impact if which of the following is done?
 - a. One communication channel is used for all activities.
 - b. Communication channels are strategically combined so that messages and activities mutually reinforce each other.
 - c. Print media is primarily used to communicate messages.
 - d. A and C.

Section 3 or Module 3: Creating Interventions and Materials for Change

1. Which of the following is generally NOT part of a creative brief?
 - a. Goal and selected audience(s) for materials and activities
 - b. Desired changes, barriers to change, and communication objectives
 - c. A message brief
 - d. Names of program staff who will work on the material or activity
2. Which if the following is NOT a key element of material and message design?
 - a. Keep it simple.
 - b. Know and involve your audience.
 - c. Present a solution.
 - d. Use as many messages and as much information as possible.

3. There is no real difference between a concept test and a pretest.
 - a. True
 - b. False
4. Which of the following should never come last when developing SBCC materials?
 - a. A stakeholder review
 - b. A concept test
 - c. An audience pretest
 - d. An audience field test

Section 4 or Module 4: Implementing and Monitoring the Change Process

1. Which of the following is NOT a major component of an SBCC program workplan?
 - a. Names of communities where activities will be implemented
 - b. Activities tied to communication objectives
 - c. M&E indicators
 - d. None of the above
2. What is a major expense category that should be included in an SBCC budget?
 - a. Communication research and planning
 - b. Special events
 - c. M&E
 - d. Production of SBCC broadcast and print materials
 - e. All of the above
3. Which of the following is the most important for staff managing and implementing an SBCC program?
 - a. Training and past experience in SBCC
 - b. A college degree
 - c. Relationships with important people in the community
 - d. A good attendance record
4. Which of the following should be included in the supervision of SBCC field workers and volunteers?
 - a. Making sure they have the communication materials they need to carry out their duties.
 - b. Reviewing their weekly timecards.
 - c. Making weekly phone calls to each person.
 - d. Conducting regular site visits and offering feedback.
 - e. A and D.

Section 5 or Module 5: Evaluating and Replanning

1. Output and quality are two types of monitoring indicators.
 - a. True
 - b. False

2. Which of the following is NOT a key decision to be made before data collection?
 - a. Who will use the data and how?
 - b. Where will we implement our next program?
 - c. What evaluation research methods best suit the indicators?
 - d. How will we ensure quality of the data collected?
 - e. What are our indicators?

3. Which of the following is NOT an example of a typical monitoring tool?
 - a. A proposal for funding
 - b. A log used by an outreach worker
 - c. A Demographic Health Survey
 - d. A training observation form

4. Which of the following is typically NOT included in an M&E plan?
 - a. Indicators
 - b. Data collection methods
 - c. Roles and responsibilities
 - d. A creative brief
 - e. M&E timeline

5. You only need monitoring data for re-planning (Step 5).
 - a. True
 - b. False

II. SBCC Skills and Competencies

For each SBCC skill and competency listed, please circle the level you possess, based on 1 to 5 ratings and the definitions below. Please circle only one rating per item.

1=No skill/competency
I have never performed this competency and do not know how

2=Novice level
I have a superficial understanding of this competency but not enough to perform it.

3=Apprentice level
I can perform this competency but could use some additional training on it.

4=Professional level
I can perform this competency well and apply it in my work.

5=Expert level
I can perform this competency, apply it, and train others in it.

Skill/Competency	Competency Level				
	None	Novice	Apprentice	Professional	Expert
Section 1 or Module 1: Understanding the Context through Situation Analysis					
1. Conducting a situation analysis	1	2	3	4	5
2. Using theories or models for situation analysis or communication strategy design	1	2	3	4	5
3. Using research data to assist with SBCC program design.	1	2	3	4	5
4. Reviewing activities of stakeholders during a situation analysis to reduce replication of programs.	1	2	3	4	5
Section 2 or Module 2: Focusing and Designing the Communication Strategy					
1. Developing a communication strategy	1	2	3	4	5
2. Conducting audience segmentation	1	2	3	4	5
3. Developing communication objectives	1	2	3	4	5
4. Determining an effective channel mix to reach audiences	1	2	3	4	5
5. Using a strategic approach that links all strategies and channels into a coordinated effort	1	2	3	4	5
Section 3 or Module 3: Creating Interventions and Materials for Change					
1. Developing creative briefs	1	2	3	4	5
2. Conducting concept testing with key audiences	1	2	3	4	5
3. Conducting stakeholder and technical reviews of messages and developed materials	1	2	3	4	5
4. Pretesting materials with key audiences	1	2	3	4	5

Skill/Competency	Competency Level				
	None	Novice	Apprentice	Professional	Expert
Section 4 or Module 4: Implementing and Monitoring Change Processes					
1. Developing a detailed workplan	1	2	3	4	5
2. Coordinating implementation with other SBCC programs	1	2	3	4	5
3. Developing detailed and accurate budgets before initiating SBCC activities	1	2	3	4	5
4. Coordinating implementation of activities for impact (i.e., considering competing activities, synchronizing program elements, having activities enhance each other)	1	2	3	4	5
5. Determining if management and staff have the capacity to manage and implement SBCC programs	1	2	3	4	5
6. Providing regular supervision of field staff and ensuring they have materials available (including through field observation)	1	2	3	4	5
Section 5 or Module 5: Evaluating and Replanning					
1. Developing M&E plans for SBCC programs	1	2	3	4	5
2. Developing indicators for SBCC programs that are linked with communication objectives	1	2	3	4	5
3. Developing tools to monitor implementation of SBCC programs	1	2	3	4	5
4. Putting a system in place to assure high quality of M&E data collection and analysis	1	2	3	4	5
5. Documenting and disseminating results, lessons learned, and best practices	1	2	3	4	5
6. Analyzing and sharing M&E data with implementers of SBCC programs	1	2	3	4	5
7. Using M&E data to improve current SBCC programs	1	2	3	4	5

Thank you for completing this assessment!

Follow-Up Assessment

Thank you for participating in the recent training in social and behavior change communication (SBCC) . This follow-up survey seeks to assess whether the training has been helpful to you in your ongoing work. Your feedback will be used to monitor, evaluate, and improve the training.

Please visit <http://c-changeproject.org/> for more SBCC tools and information on C-Change resources.

Trainings, online courses, and mentoring experiences

1. What topics were covered by your recent training, online courses, or mentoring? Please check or circle all that apply.
 - Section 0 or C-Module 0: Introduction, or a training that defined and described SBCC and its theoretical base.
 - Section 1 or C-Module 1: Understanding the Situation, or a training on conducting a situation analysis and a socio-ecological model for change.
 - Section 2 or C-Module 2: Focusing and Designing, or a training on developing an SBCC communication strategy, communication objectives, and program audiences.
 - Section 3 or C-Module 3: Creating, or a training on the development of a creative brief and material and message design.
 - Section 4 or C-Module 4: Implementing and Monitoring, or a training on the development of an SBCC program workplan and budget, implementing for impact, and staff and field worker management.
 - Section 5 or C-Module 5: Evaluation and Replanning, or training on M&E, indicators, data collection methods and tools, and the development of an M&E plan.

Follow-up assessments

2. Have you completed a three-to six-month follow-up assessment related to any of these trainings?
 - Yes
 - No
- 2a. If yes, please check the trainings for which you completed a follow-up assessment.
 - Section 0 or C-Module 0: Introduction, or equivalent
 - Section 1 or C-Module 1: Understanding the Situation, or equivalent
 - Section 2 or C-Module 2: Focusing and Designing, or equivalent
 - Section 3 or C-Module 3: Creating, or equivalent
 - Section 4 or C-Module 4: Implementing and Monitoring, or equivalent
 - Section 5 or C-Module 5: Evaluation and Replanning, or equivalent

Application of training and skills transfer

3. How have you applied what you learned during the training or trainings? Please check all statements that apply.

- I informally shared what I learned with co-workers.
- I formally shared what I learned and gave a presentation to co-workers.
- I formally shared what I learned and gave a presentation to the organization's leaders.
- I formally trained my co-workers on content of the training and what I learned.
- I developed concrete plans to use what I learned during the training in my work.

3a. If you shared what you learned, please briefly explain what you shared—tools, concepts, or other types of information—and how and with whom you shared it.

3b. Please describe any plans to use what you learned during the training.

4. With approximately how many co-workers have you shared knowledge about SBCC gained from the training?

- 0
- 1-3
- 4-6
- 7-10
- More than 10

4a. How many paid staff are with your organization or agency?

- 1-3
- 4-6
- 7-10
- More than 10

5. How successful have you been in applying what you learned from the training in your work? Please rate on a scale of 1 to 5, with 5 representing high success, 3 and 4 representing medium success, and 1 and 2 representing low success.

1 2 3 4 5

If you marked 3, 4, or 5, please describe *what* you applied and *how* you applied it.

If you marked 1 or 2, please describe the challenges.

Thank you for completing this feedback survey.

Answer Key for Knowledge Questions

Section 0 or C-Module 0:	1. d	2. c	3. d		
Section 1 or C-Module 1:	1. b	2. c	3. d	4. a	5. d
Section 2 or C-Module 2:	1. b	2. c	3. b	4. a	5. b
Section 3 or C-Module 3:	1. d	2. d	3. b	4. b	
Section 4 or C-Module 4:	1. a	2. e	3. a	4. e	
Section 5 or C-Module 5:	1. a	2. b	3. c	4. d	5. b

Resources Used to Develop the SBCC-CAT

Following are useful resources and documents used in the development of the SBCC-CAT.

Association of Schools of Public Health. 2006. *Master's Degree in Public Health Core Competency Development Project Report*. Version 2.3, October 2004–August 2006. Washington: ASPH. www.asph.org/userfiles/Version2.3.pdf

Bantwana Institute. 2007. *Community Assessment Tool: Providing Comprehensive OVC Care in Resource-Limited Settings*. Washington: John Snow, Inc, World Education, and Bantwana Institute.

Calhoun, J., et al. 2008. Development of a core competency model for the master of public health degree. *American Journal of Public Health*, 98 (9), 1598–1607.

Castro, A. G. Coe, and S. Waisbord, eds. 2003. *Comunicación en Salud: Lecciones Aprendidas y Desafíos en el Desarrollo Curricular*. Preparado por la Organización Panamericana de la Salud y el Proyecto CHANGE. Washington: AED/Grupo Manoff

College of Nurses of Ontario. 2006. *Competency Review Tool*. Toronto: CNO.

International HIV/AIDS Alliance. 2008. *Network Capacity Analysis: A Toolkit for Assessing and Building Capacities for High Quality Responses to HIV*. Brighton: The Alliance. www.aidsalliance.org/publicationsdetails.aspx?id=278

Irigoin, M., P. Tarnapol, D. Faulkner, and G. Coe. 2002. *Mapping Competencies for Communication for Development and Social Change: Turning Knowledge, Skills, and Attitudes into Action*. Washington: The Change Project/USAID. www.comminit.com/en/node/1305

United Nations Development Program. 1997. *A Synopsis of General Guidelines for Capacity Assessment and Development*. New York: UNDP.

United Nations Population Fund. 2001. *Communication for Development Roundtable Report: Focus on HIV/AIDS Communication and Evaluation*. New York: UNFPA.

Images Cited

Graphic: C-Planning adapted from:

Health Communication Partnership. 2003. *The new P-Process: Steps in strategic communication*. Baltimore: Johns Hopkins Bloomberg School of Public Health, Center for Communication Programs, Health Communication Partnership.

McKee, Neill, Erma Manoncourt, Chin Saik Yoon, and Rachel Carnegie (eds.). 2000. *Involving people, evolving behavior*. New York: UNICEF; Penang: Southbound.

Parker, Warren, Lynn Dalrymple, and Emma Durden. 1998. *Communicating beyond AIDS awareness: A manual for South Africa* (First Edition). South Africa: Beyond Awareness Consortium.

Academy for Educational Development (AED). 1995. *A tool box for building health communication capacity*. SARA Project, Social Development Division. Washington: AED.

National Cancer Institute. 1989. *Making health communications work: A planner's guide*. Rockville: U.S. Department of Health and Human Services.