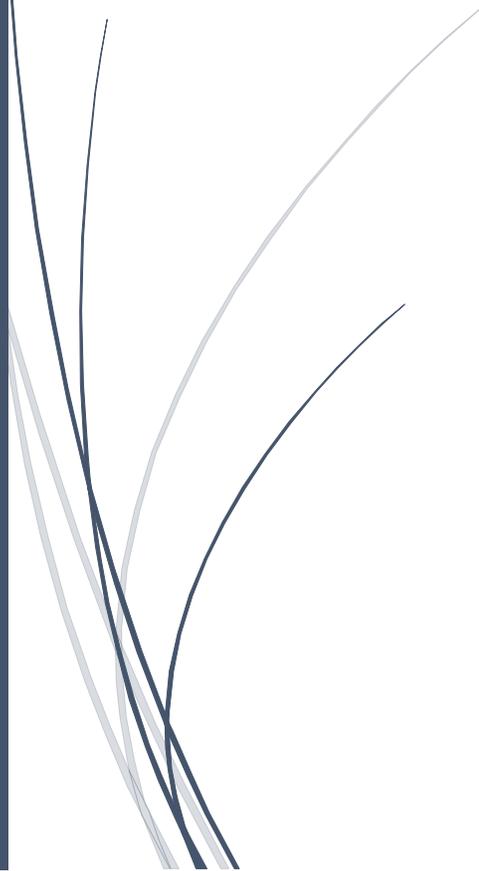# C-Change Project Mid-Term Evaluation: Capacity Building Assessment Report

By

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ACRONYMS

AED	Academy for Educational Development
AIDS	Acquired Immune Deficiency Syndrome
ART	Anti-Retroviral Therapy
BCC	Behavior Change Communication
C-Change	Communication for Change
CBOs	Community Based Organization
CSOs	Civil Society Organizations
CRBC	Cross River Broadcasting Corporation
CRUTECH	Cross River State University of Technology
DHIS	District Health Information System
Dreamboat	Dreamboat Theater for Development Foundation
EDFHO	Environmental Development and Family Health Organization
FCT	Federal Capital Territory
FGD	Focused Group Discussion
FHI	Family Health International
GHAC	Association for Grassroots Counselors
GI	Group Interview
HIV	Human Immunodeficiency Virus
ICT	Information Communication Technology
IEC	Information Education and Communication
INGRA	The Initiative for Grass Root Advancement
IDI	In-Depth Interview
ISY	In-School Youths
IP	Implementing Partners
IPC	Inter Personal Communication
KOSACA	Kogi State Agency for the Control of AIDS
LGA	Local Government Area
MARPs	Most At Risk Population
MDAs	Ministries Department and Agencies
MPPI	Minimum Prevention Package Intervention
M&E	Monitoring and Evaluation
NACA	National Agency for the Control of AIDS

NGOs	Non-Governmental Organization
OR	Operations Research
OSY	Out-of School Youth
OVC	Orphan Vulnerable Children
PLWHA	People Living With HIV/AIDS
PMTCT	Prevention of Mother to Child Transmission
PITT	Prevention Intervention Tracking Tool
RELIEF	Renaissance Life Line Foundation
SBCC	Social Behavior Communication Change
SACA `	State Agency for the Control of AIDS
SMoH	State Ministry of Health
TB	Tuberculosis
TA	Technical Assistance
TWG	Technical Working Group
UNICAL	University of Calabar
USIPs	United Stated Implementing Partners
USG	United States Government
USAID	United States Agency for International Development
VCT	Voluntary Counseling and Testing

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EXECUTIVE SUMMARY

This mid-term assessment aimed to examine C-Change human capacity building efforts with respect to SBCC and media literacy that key project implementers and other stakeholders attended since inception of the project. It assessed how the trainings attended impacted on their performance in providing HIV preventive information/services to target populations. The assessment also examine the institutionalization of SBCC in selected institutions of higher learning in two states in the country with a view to ensure continuous human capacity development in this area.

The assessment employed both qualitative and quantitative data collection techniques. In total 27 NGOs/CBOs staff, and 15 mass media journalists completed a self-administered questionnaire. In addition, selected key stakeholders were participated in 21 in-depth interviews (IDIs), and seven group interviews (GIs).

Key Findings & Recommendations

- Findings of this evaluation showed that NGOs/CBOs staff who participated in the formal SBCC trainings and TAs found "Implementation and Monitoring" core competency area most useful in the performance of their job. And the majority reported that the following specific topics-- "indicators," "monitoring, process and quality," and "people and analysis," were useful in the performance of their job as well. Efforts should be made to strengthen this core competency area, and the specific topics reported to maximize their usefulness, and impact on the program implementation. Also, respondents did not rate many core competency areas, or topics useful in the performance of their job. Future programming need to review bottlenecks to the usefulness of other core competency areas, and specific topics in order to harness and maximize their potential usefulness and impact.

- Results of this assessment showed that by far higher proportions of NGOs/CBOs staff reported that TAs received for core competency areas, and specific topics were more useful in the performance of their job than formal trainings on the same. A reason that may explain part of the gaps in the two training techniques is the need to adapt formal

trainings to local context by using examples and illustrations from the local contexts. It may be necessary for program implementers to examine other reasons for the gaps in the usefulness between formal and informal (TA) training with view to narrowing it while improving on the usefulness of the two training techniques well.

- Only a small proportion of NGOs/CBOs staff (22%) participated in media literacy trainings, but the majority of those who participated (67%) reported that they granted media interviews, produced media releases, and a small proportion entered collaboration with media houses. Similarly, a small proportion of journalists (13%) reported that they had partnership/collaboration with NGOs/CBOs in the last 12 months. Aspects of the reasons for the low partnership/collaboration between the two may be due to the end of the media component of the C-Change project about a year ago, and the exit of Internews. Efforts should be geared towards increasing and strengthening partnerships/collaborations between the two stakeholders to ensure that this important link in the chains of communication with youths and other beneficiaries is not dissipated in the long-run.

- Institutionalization of SBCC into institutions of higher learning in the two states is a key achievement of the C-Change project. SBCC courses including degree and certificate levels, are well entrenched in two institutions of higher learning and efforts are been made to extend to other institutions as well. It is important for the project going forward to remove bottlenecks, and get the course rolling in other institutions that are ready and eager to begin so as to sustain the enthusiasm of the staff trained in this institutions and to broaden the supply base for SBCC professionals in the country.

- In order to improve knowledge and impact of formal and informal SBCC trainings, it may be necessary to make these more adaptive to local contexts. Operations research (OR) which will provide evidence-based information for developing strategies for adapting formal training materials to the local contexts. Also, OR will proffer solution on other challenges and constraints to the project mainly, inadequate infrastructures at media houses, and funding for the media component of the project.

INTRODUCTION

The Communication for Change (C-Change) project is a 5-year cooperative agreement between the United States and the Nigeria Government to improve the effectiveness and sustainability of evidence-driven communication for social and behavior change for HIV prevention among selected target groups through Civil Society Organizations (CSOs) in Kogi and Cross Rivers states.

The project employs culturally appropriate and relevant evidence-based approaches and information to foster positive behavior change among youth, Ministries Department and Agencies (MDAs) key staff (mainly NACA, SACA, SMoH), NGOs/CBOs), media professionals, and other implementing partners of HIV and AIDS in Nigeria.

Main Project Objectives

1. To enhance coordination of social and behavior change communication efforts so that Social Behavior Change Communication (SBCC) interventions are aligned to the priorities for prevention outlined in the HIV and AIDS Prevention Plan 2007 to 2009, and National BCC Strategy 2009 to 2014.

2. To improve technical capacity of USG partners, NGOs/CBOs and health workers to design and implement evidence-based, community-informed SBCC so that prevention intervention engage in the program development processes and work towards the prevention priorities outlined in the National BCC Strategy.

3. To expand the utilization of mass media channels by SBCC implementation agencies and improve mass media's support of HIV prevention priorities outlined in the National BCC Strategy and Prevention Plan.

4. To contribute to reduction in HIV/AIDS prevalence by promoting prevention behaviors including abstinence, being faithful and condom use among youth aged 10-24 in Cross River and Kogi states.

Implementing Partners

The current implementing partners of C-Change with their functions are listed in the Table 1 below.

Table 1: Showing C-Change implementing partners and their key roles

Partner	Location	Key Roles
FHI 360 (prime partner)	Abuja, FCT	Program implementation, coordination, monitoring and evaluation
Internews (sub-partner)	Abuja, FCT	Capacity building of media professionals
RELIEF	Okene, Kogi	Local implementers
INGRA	Dekina, Kogi	Local implementers
EDFHO	Kaba, Kogi	Local implementers
GHAC	Ogoja, Cross River	Local implementers
Dream Boat	Calabar Cross River	Local implementers

Evaluation Objectives

This assessment is part of a mid-term evaluation of the entire C-Change project. The main evaluation was in two parts. (1) Assessment of capacity building of implementers and (2) assessment of project community intervention targeting specific beneficiaries in terms of project stated objectives.

Key evaluation objectives for the mid-term evaluation are listed below. Objectives two and four are the main focus of this capacity building assessment report.

1. To assess project's effort in enhancing the coordination of SBCC intervention in the two states to align with national priorities on HIV prevention.

2. To assess project achievements in terms of improvement in technical capacity and ability of USG implementing partners, NGOs/CBOs and health workers to design and implement evidence based community-informed SBCC.

3. To assess progress in project implementation with respect to promoting HIV/AIDS prevention behavior including abstinence, being faithful, and condom use among the youths.

4. To assess the extent of utilization of mass media channels by implementing partners and mass media improvement in support for SBCC towards achieving national priorities on HIV prevention.

METHODOLOGY

The mid-term evaluation (including both capacity assessment and community intervention assessment) employed participatory approach involving key stakeholders of the C-Change project right from the planning stage, to fieldwork, analysis, and reports. It elicited information using both quantitative and qualitative data collection techniques which enriched triangulation of findings in this report.

The capacity assessment component of the mid-term evaluation elicited information on individual background information, formal and informal trainings SBCC and applications, media literacy trainings and utilizations, technical assistance, and impact on job performance from program implementers including NGOs/CBOs staff, lecturers in higher institutions, mass media journalists, Internews staff, and C-Change staff.

Fieldwork was conducted in Kogi state between March 17 and 24, 2013, and Cross River, fieldwork was implemented from April 12 to 28, 2013, while data collection in FCT was mainly in the month of May, 2013.

Quantitative Methods

Sampling design

NGO/CBOs Staff: The sample size for NGOs/CBOs staff included all that were available at the time of the interview. Structured questionnaire was self-administered to all of NGOs/CBOs staff at the time of visit irrespective of their position or years of experience. In total, 27 NGOs/CBOs staff in both Kogi and Cross River states returned completed questionnaires to the evaluation team.

Mass Media Journalists: The sample size for journalist included only those who participated in the trainings conducted by Internews and were available for the evaluation. In all, 15 journalist completed and returned a self-administered survey questionnaire to the evaluation team during their visits to the two states.

Qualitative Methods

Stakeholders who participants in the qualitative data collection were purposively selected to include those who are knowledgeable about the project, and are able to provide in-depth insights on the evaluation objectives.

Stakeholders involved in the qualitative data collection are presented in Table 2 below.

Table 2: Showing the number of FGDs & KII, & GI conducted by categories of participants.

Categories of Participants	In-Depth Interviews (IDI)		Group Interviews (GI)	
	Planned	Actual	Planned	Actual
NGOs/CBOs Staff	N/S	N/S	2	5
Mass Media Journalists	4	4	N/S	N/S
Higher Institutions Lecturers	2	5	N/S	N/S
MDAs (State & Federal)	7	6	N/S	2
Internews Staff	2	2	N/S	N/S
C-Change Staff	3	3	N/S	N/S
USAID Staff	2	1	N/S	N/S
TOTAL	20	21	2	7

NB: IDI = in-depth interview, GI = group interviews, N/S = not scheduled

A total of 21 IDIs, and 7 GIs were conducted as presented in Table 2. As the table shows, more qualitative data were elicited than planned. This was partly due to the fact that we underestimated the number of GIs that will be conducted for NGOs/CBOs, and two IDIs for MDAs staff were converted to GIs as more relevant staff were invited to participate in the interview.

In general, participants in the qualitative data collection were mainly those with institutional memory, and were equally knowledgeable about the C-Change project especially with respect to the capacity building aspects of the implementation.

Limitations of the Assessment

- The stakeholders who participated in this capacity building assessment may have been skewed by those who were available at the time of the interview. For example, the assessment did not include staff of implementing organizations and mass media journalists who participated in the C-Change project but have moved to other organizations at the time of the evaluation team visits. However, there are no reasons to suggest that the results of this assessment are affected by staff motility.

- The quantitative component of the assessment was self-administered by NGOs/CBOs staff and mass media journalists themselves. Evaluation team members were not around to answer and clarify questions and other issues at the time questionnaires were completed. Aside, there was no way evaluation team members could ascertain the

conditions under which the questionnaires were completed i.e. completing questionnaire jointly with other staff or colleagues, or seeking helps of other people to respond to specific questions. These set-back did not affect the quality of the completed questionnaire as there no obvious falsifications or regular pattern in the responses provided.

- Some questions in both quantitative and qualitative instruments were retrospective in nature and responses may have been affected one way or the other by their inability to remember events of the past adequately. This possible information recall lapses did not adversely affect the results of this evaluation.

- It was difficult to track some of the stakeholders included in the assessment especially mass media journalists who were always on the move due to the nature of their work. This mainly affected the qualitative data collection which required face-to-face in-depth interviews. When it was difficult to get the face-to-face interview, the assessment team improvised by conducting phone interviews at a pre-agreed time suggested by the stakeholder. Results of this assessment did not suggest adverse effects of the phone interviews conducted.

KEY FINDINGS

This section presents key findings starting with background characteristics of the NGOs/CBOs staff and mass media journalists who participated in the capacity assessment, and evidence on each aspect of the C-Change project concerning their implementation.

Background Characteristics of Respondents

Table 3: Percentage distribution of NGOs/CBOs and Media Journalists by background characteristics

	NGO/CBOs staff (%)	*Journalists (%)*
Total (N)	**27**	**15**
State of residence		
Cross River	37%	47%
Kogi	63%	47%
Ebonyi	-	6%
Local Government Area (LGA)		
Calabar Municipal	33%	13%
Calabar South	-	13%
Ogoja	22%	7%
Lokoja	-	47%
Adavi	22%	-
Dekina	22%	-
Abakaliki	-	20%
Residence		
Urban	41%	64%
Semi-Urban	59%	14%
Rural	-	21%
Name of NGOs/CBOs		
RELIEF	33%	-
INGRA	15%	-
EDFHO	15%	-
GHAC	15%	-
Dream Boat	22%	-
Name of Media Organization		
Cross River Broadcasting Corporation, Calabar (CRBC)	-	29%
Cross River Broadcasting Corporation, Ikom (CRBC)	-	14%
Unity FM, Abakaliki	-	7%
Confluence FM, Lokoja	-	14%
Grace FM, Lokoja	-	14%
Prime FM, Lokoja	-	21%

Table 3: Percentage distribution of NGOs/CBOs and Media Journalists by background characteristics (continued)

	NGO/CBOs staff (%)	Journalists (%)
Total (N)	**27**	**15**
Sex of Respondent		
Male	77%	46%
Female	23%	54%
Age of Respondent		
25 or younger	38%	-
26-35	33%	31%
36 or older	29%	69%
Religion of respondent		
Traditional/other	-	20%
Catholic	26%	20%
Protestant	37%	60%
Muslim	37%	-
Marital Status		
Single-divorced	73%	14%
Married	27%	86%
Level of Education		
Primary	-	-
Secondary	10%	-
Tertiary	90%	100%
TOTAL	**100%**	**100%**

NGOs/CBOs Staff: Background Characteristics

Table 3 above shows that the majority of NGOs/CBOs staff who participated in this assessment were from Kogi (63%) compared to Cross River (37%). In terms of LGA, Calabar municipal reported more respondents (33%) compared to Ogoja, Adavi, and Dekina (each 22%). More respondents were from semi-urban (59%) than from urban (41%). More NGOs/CBOs staff who participated in this assessment were from RELIEF (33%) followed by Dream Boat (22%), and INGRA, EDFHO, and GHAC each had 15%.

The majority of respondents were males (77%), aged 35 or younger (71%), single/divorced (73%), and had tertiary education (90%). The majority were Christians (Catholic 26% vs. Protestant = 37%), and 37% were Muslims.

Mass Media Journalists: Background Characteristics

Also, Table 3 showed that the majority of journalists who responded to this assessment were equally split between Cross River (47%) and Kogi (47%) states, and Ebonyi had the least (6%). By far, Lokoja had more proportions of respondents (47%) than Abakaliki (20%), while Calabar

municipal, and Calabar south each had 13%, and the least was from Ogoja (7%). The majority of journalists who responded to this assessment were urban residents (64%), followed by rural (21%) and then semi-urban (14%). More CRBC staff (53%), compared to Prime FM (21%), Confluence FM (14%), and Grace FM (14%) Lokoja, and Unity FM Abakaliki (7%) participated in this evaluation.

More female journalists (54%) than their male counterpart (46%) participated. The majority were aged 36 or older (69%), Christians (80%), married (86%), and all had tertiary education (100%).

Types of Services Provided by NGOs/CBOs

Table 4: Types of service areas NGOs/CBOs engaged in C-Change project

	Percent (%)
Total (N)	**27**
Types of service areas	
% basic HIV/AIDS prevention	93%
% VCT	44%
% PMTCT	15%
% ART	7%
% Home based care	37%
% OVC	37%
% TB	37%
Cumulative index on number of service areas	
1 or 2	63%
3 or more	37%

As Table 4 shows, the most common service provided by NGOs/CBOs was basic HIV/AIDS prevention (93%), followed by VCT (44%), home based care (37%), OVC (37%), TB (37%), PMTCT (15%), and ART (7%). The majority of NGOs/CBOs provided one or two services (63%), and only 37% provided 3 or more services.

Table 5: NGOs/CBOs targeted sub-groups of the populations in their communities

	Percent (%)
Total (N)	**27**
Sub-groups of the population	
% general population	74%
% youths	70%
% young children	56%
% MARPs	37%
% adults	41%
% PLWHA	33%
Cumulative index on target population	

Only one	7%
Two or more	93%

The majority of respondents (Table 5) reported that their organization worked with the general population (74%), youths (70%) or young children (56%). Less than half of NGOs/CBOs worked with the adult population (41%), MARPs (37%), and PLWHA (33%).

Achievements on Key Program Objectives

The achievements of the C-Change are examined based on two of the four key objectives of the project explicitly stated in the cooperative agreement. Key objectives examined are on technical capacity, ability to design and implement evidence-based SBCC, utilization of mass media channels, and mass media support for SBCC.

Program Indicators

Table 6: Program indicators of achievements, and data sources/means of verifications

Program Indicators	*Targets*	*Achieved*	*Data sources/verification*
Number of BCC TWG members **trained** in the use of guidelines (manuals, coordination mechanisms & standards			List of participants at state SBCC TWG meetings
Number of USG partners/NGO/CBO provided with **technical assistance** to design and implement evidence-based community-informed BCC			Lists of participants & workshop reports
Number of mass media channels through which behaviors that prevent HIV infection are promoted		5	
Number of BCC implementing agencies utilizing mass media channels/programs to deliver HIV prevention messages by type of channel		5	C-Change sub-partners
Number of media practitioners trained to develop and deliver culturally appropriate BCC messages			List of journalists trained and workshop reports
Number of media HIV features that are supportive of prevention and behavior change			Reports from media stations
Number of SBCC interventions reflecting gender equity programming			Reports of trainings and workshops; list of participants, media materials produced, communication strategies developed

(Need your input to be able to complete this table)

Capacity Building Objective One: To Improve Technical Capacity of USG partners, NGOs/CBOs and Health Workers to Design and Implement Evidence-Based Community-Informed SBCC

A key objective of the C-Change project is to build capacity of stakeholders to enable them effectively design and implement evidence-based community-informed SBCC. Stakeholders here refers mainly to NGOs/CBOs and MDAs, USIPs staff. Capacity of stakeholders are examined in terms of, (1) specific formal trainings, (2) media literacy training, and (3) informal trainings in the form of technical assistance (TA) support.

Type of Training One: Formal SBCC Training

In this section, we examine participation in formal SBCC training, the content of the training, and effective applications of the training received.

Table 7: Percentage of NGOs/CBOs staff ever received formal SBCC trainings by core areas

	Percent (%)
Total (N)	27
% ever received trainings on SBCC	52%
Trainings ever received	
% understanding and situation	37%
% focusing and designing	26%
% creating	26%
% implementation and monitoring	48%
% evaluation and re-planning	37%
Cumulative index on core competency areas	
none	44%
One	19%
2 or more	37%

Table 7 shows that about half (52%) of NGOs/CBOs staff reported that they have attended formal training on SBCC. The core competency areas recalled on the SBCC trainings attended include, understanding and situation (37%), focusing and designing (26%), creating (26%), implementation and monitoring (48%), and evaluation and re-planning (37%).

Only 37% of NGOs/CBOs staff recalled two or more core competency area of the formal trainings received on SBCC while 19% recalled only one area, and 47% either did not attend any training or did not remember any core aspect of the trainings attended.

Findings from qualitative data below corroborated the findings that NGOs/CBOs staff participated in SBCC trainings. Except below also suggests that respondents reported attending several other trainings on MPPI, M&E, IPC, PITT, DHIS, among others sponsored by the C-Change project which helped to boost and perhaps, strengthen the applications of the SBCC trainings attended.

P1. "For me I have received training on SBCC social behavioral change and communication this was 2010, another training was 2012, we have received training on M&E on MPPI, DHIS and media on how to media the chart. P2 I have receive training on M&E, training on FGD in developing posters and drama, the FGD was done 2011 and M&E training was last month, training on MPPI, DHIS and PITT . What is MPPI? They are strategies that Cohort must be reached before we can say they have enough information, they are three strategy like peer education, peer education model and school base approach include drama etc., community awareness which as to with group discussion. We give them (cohort) three month (to graduate). P2 In addition the issue of MPPI has change now they are some interventions now that are merge together but still fall under the same strategy which we count as a different strategy, before we had peer education, peer education model, community awareness, school base approach and now it has been put into three i.e. structural, behavioral and bio medical this are under intervention the new MPPI. **(NGO/CBO1, Kogi State)**".

P1. "She is not there. Come, come, come, I have attended two social behavior change, and communication training, SBCC training-Social Behavior change and Communication training, SBCC training two. I attended MPPI training, IPC, I also attended DHIS 2.O3 which he attended too, he forgot. The two of us were there. (I it organized by Nigeria MEMS?)P1 Yes, yes, of course. (Nigeria MEMS?). P1 collaboration between Nigeria, MEMS and C-change. (Yes continue)P1 I am member of state Cross-river state prevention technical working group, on quarterly basis I attend a lot of trainings, other trainings multiple trainings. So, that's just it **(NGO/CBO4, Cross River State)**".

Note: P1, P2 etc. represent participants in an FGD

Effective Application of SBCC Training

This section discusses the effective application of the SBCC training attended with specific reference to sub-areas covered.

Table 8: Percentage of NGOs/CBOs who rated effective applications of specific aspects of SBCC training very much

	Percent (%)
Total (N)	**27**
Understanding the Situation	
% layers of causes and effects	25%
% people analysis	50%
% content analysis	23%
% partners, allies and gatekeepers	42%
Focusing and Designing	
% problem statement	36%
% audience segmentation	27%
% communication objectives	46%
% obstacles	27%
% strategic approach	33%

% positioning	20%
% implementation plan	33%
% evaluation plan	36%
Creating	
% creative brief	25%
% draft materials	25%
% pre-testing	30%
% effective message	33%
% production	33%
Implementation & Monitoring	
% work plan	38%
% Sequencing, timing, & synergy	31%
% partnership and staffing	39%
% monitoring, process and quality	47%
Evaluation & Re-Planning	
% definition of monitoring and evaluation	46%
% indicators	54%

NGOs/CBOs staff were asked to rate the effectiveness of on-the-job applications of specific topics under the core competency areas in the SBCC training attended. Core competency areas in the SBCC trainings are (1) 'Understanding the Situation,' (2) 'Focusing and Designing,' (3) 'Creating,' (4) 'Implementation & Monitoring,' and (5) 'Evaluation and Re-Planning.'

In Table 8 above, two common topics in the training that respondents rated very much for their effective applications on the job from 'Understanding the Situation' are 'people analysis' (50%), and 'partners, allies, and gatekeepers' (42%). With respect to the core competency area 'Focusing and Design,' the two topics that were rated very much are 'communication objectives' (46%), 'problem statement' and 'evaluation plan' (both 36%). Under 'Creating' the two topics whose effective applications were rated very much are 'effective message,' and 'production' (both 33%), and pre-testing (30%).

The two most common topics whose effectiveness were rated very much under 'Implementation and Monitoring' are 'monitoring, process, and quality' (47%), and 'partnership and staffing (39%). And for 'Evaluation and Re-Planning' close of half of NGOs/CBOs staff (46%) rated effective applications of 'definition of monitoring and evaluation' (46%), and 'indicators' (54%) very much.

Figure 1: Cummulative index on effective appilication of SBCC core competency areas
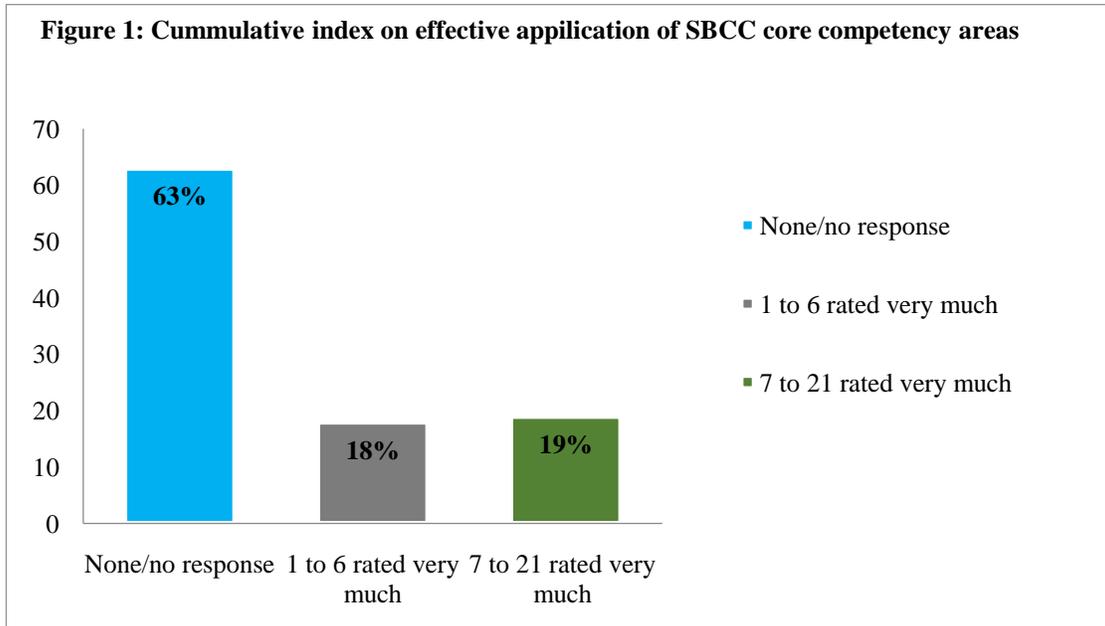
Figure 1 shows cumulative index that was constructed in order to have a summary view on the rating of the effective applications of core competency areas of the SBCC trainings received. Results suggest that only 19% of respondents rated the effective applications of seven to 21 topics of the SBCC trainings very much, and 18% rated effective applications of one to six topics of the training very much. The majority (63%) did not rate the topics very much or did not respond to the question. Future programming may need to examine how to make the formal trainings received more applicable to participants' on-the-job needs.

Overall Ratings of Formal SBCC Trainings

Overall (Figure 2 below), the majority of respondents (75%) reported that the formal SBCC trainings received enhanced the performance of their job, 8% reported that it affected their job somewhat, and 17% reported that it had little effect.

Figure 2: Overall Rating of Formal SBCC Trainings on Job Performance
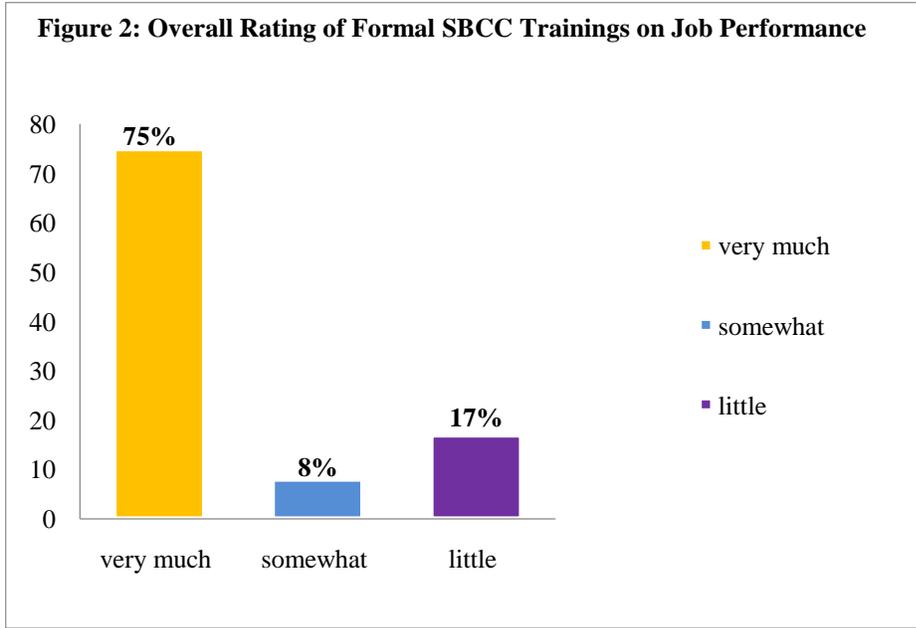
Formal SBCC Trainings and Material Development

Table 9: Percentage of NGOs/CBOs staff involved in SBCC material development

	Percent (%)
Total (N)	**27**
% Involvement in SBCC material development	44%
Number of materials developed	
% one	60%
% two or three	40%
Ratings on how formal SBCC trainings enhanced material development	
% very much	69%
% somewhat-little	31%
Total	**100%**

In addition, respondents were asked questions on how the formal trainings received affected SBCC material development. As Table 9 above shows, 44% of NGOs/CBOs staff reported that they were involved in the development of SBCC materials, and the majority (60%) have developed at least one SBCC material, while 40% have developed two or three materials.

Sixty-nine percent of respondents reported that formal SBCC training enhanced the SBCC material development very much.

Findings from the qualitative data analysis suggest that the SBCC trainings improved NGOs/CBOs staff knowledge and skills, and also enables them provide empirical evidence to support and justify behavior change. The SBCC enhanced the performance of all staff who participated in it and it helped with proposal writing as well. Also, the effectiveness of the SBCC

training may derive from the fact that other subject areas of programming such as M&E, and IPC are covered during trainings as well.

P1. "The SBCC training that was conducted, we thought traditionally from the implementation we knew the reasons for what we do at the communities to carry out awareness creation, most of the things we did were not evidence base to justify what we did. Since the objective of prevention shifted to behavioral change it became a problem to most of us that were traditional in methods to be able to show that what we are doing is gearing towards the behavior change we want. With the SBCC training it is now clear that most of what we were doing was based on research that means people have researched on human behavior and found out how people behave and if you want them to change behavior you have to do these and these. They make me to understand that all we were doing were gear towards behavioral change that was (not) based on evidence now we can stand and say fairly we understand the concept of human behavior and what activity we need to do if we want to change people's behavior added to it is the MPPI issue, the SBCC is a training you can go through every day and still get something from it. Most of the implementers, IPs in the state took part in the training and it was like our eyes was opening at the same time it is a reach package and it influenced how we intervened and write proposals **(NGO/CBO2, Kogi State)".**

P2 "Yes, it (the trainings) has really enhanced my performance. Just like I said initially, when I came into the accounting section, I was really having some problems in terms of, the retirements, but after the training, I began to understand the spread sheet and everything so, the training really enhanced my performance. My retirements now changed and everything. Has really enhanced my performance. (Program officer) P5 It enhanced my performance in a way that, i.e. knowledge has been gained, more knowledge has been gained. You can't give out what you don't have. Then, one thing c-change does, is if they are organizing training for say program person, they also copy M& E stuff. So that you gain knowledge from both sides, and also programs, that's one of the achievements (**NGO/CBO4 Staff, Cross River State)**".

Types of Training Two: Technical Assistance (TA)

This assessment also examined technical support which included regular backstopping on SBCC programming and management.

Table 10: percentage of NGOs/CBOs staff who reported receiving technical assistance (TA)

	Percent (%)
Total (N)	**27**
% who received technical assistance (TA)	86%
Types of TAs received	
% understanding and situation	52%
% focusing and designing	33%
% creating	22%
% implementation and monitoring	59%
% evaluation and re-planning	56%

Results in Table 10 suggest that the majority of NGOs/CBOs staff (86%) received TAs. More NGOs/CBOs staff reported receiving TAs on 'Implementation and Monitoring' (59%), than on

'Evaluation and Re-Planning' (56%), 'Understanding and Situation' (52%), and 'Focusing and Design' (33%), and the least TA was on 'Creating' (22%).

Figure 3: Cummulative index on types of TA received by CBOs/NBOs Staff
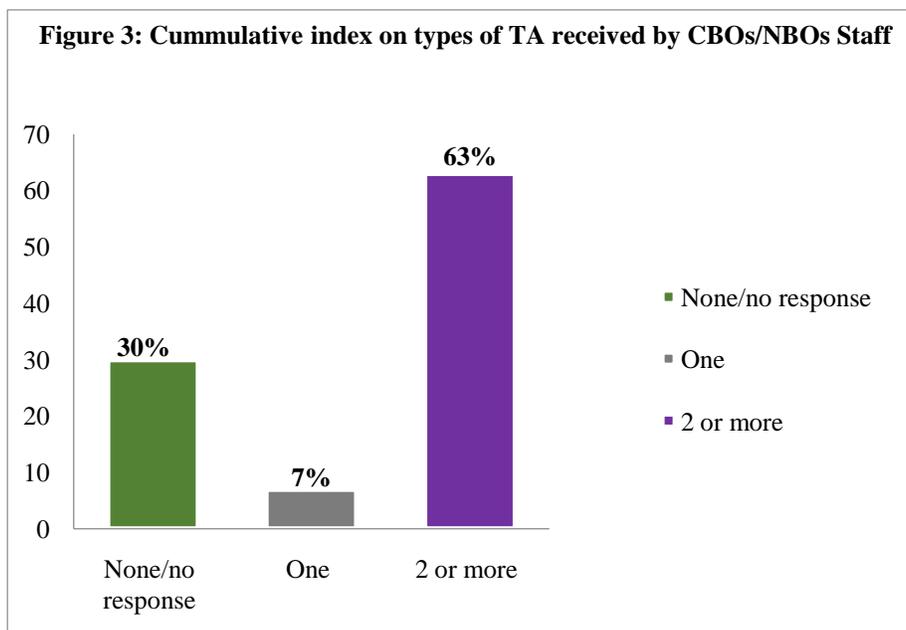
Figure 3 provides summary index on the core competency areas that NGOs/CBOs staff received TAs on. The majority (63%) reported receiving TAs from two or more core areas, 7% received from one core area, and 30% reported none/no response.

Qualitative quotes below suggest that NGOs/CBOs staff receive TAs on SBCC, state TWG on SBCC, as well as other areas of like M&E, programming, finance, and logistics and administration. On site TAs were usually quarterly or monthly depending on needs which were in most cases on demand. Aside, TAs were also provided through phone calls, or emails on regular bases.

P1. "C-Change constantly visits even though they do not have an office in Kogi the M&E person usually comes every month to give TA on issue concerning the PITT, MPPI and clarification concerning the MPPI. The program person is constantly on the phone this year, they also sponsor or facilitate the technical working group on SBCC in the state so we have quarterly meeting…….. Every quarter somebody from C-Change office comes to give us technical assistance on areas we are not very clear about and they clarify issues that have to do with logistics and the administration of the project. P1 Yes, the M&E person is always on the phone when you sent data, he will ask how did you go about it, area that are grey he will correct them and areas that need clarification he will do it, he constantly visit us to look at and track what we have been doing. P1 sometimes (TA is) at our instance, mostly base on needs, what we discuss with them which makes room for them to come down is the M&E or the program person who usually come down. P1 have received support from financial person no regular visit but she was here last year, she comes once in a while only when there is a serious issue. **(NGO/CBO2 Staff, Kogi State)"**.

P1. Yes, a lot. P1 They come in, sometimes quarterly, sometime, longer than at. Depending on the issues. There is, the M&E person then. Seyi, used to come on quarterly basis, sometimes longer than that. And the program person. P2. Including the financial, P1 the financial person comes in to ask if there is any challenge sometime quarterly, sometimes longer. Event the overall boss, Tom Ofem, and all, this one that succeeded him now, they come. Ann on mentoring was ok **(NGO/CBO4 Staff, Cross River State)"**.

TAs on Core Competency Areas & Usefulness

This section examines TAs provided to NGOs/CBOs in more details with respect to specific core competency areas, topics dealt with in each area, frequency of TAs and usefulness.

TAs on 'Understanding the Situation.'

Table 11: Percentage of NGOs/CBOs staff and their ratings on the usefulness of TAs on Understanding the Situation

	Percent (%)
Total (N)	**27**
% any TA from C-Change project to enhance job performance	86%
How often received TAs on 'understanding the situation' in the last 12 months	
Not at all	7%
Once	36%
Twice or more	57%
Ratings of usefulness of TAs on 'understanding the situation'	
% ratings on layers of causes and effects	63%
% ratings on peoples analysis	72%
% ratings on content analysis	50%
% ratings on partners, allies and gatekeepers	72%

As showed in Table 11, most NGOs/CBOs staff (86%) reported that they have received TAs to enhance the performance of their job. The majority of NGOs/CBOs staff (57%) reported that they received TAs on 'Understanding the Situation' at least twice in the last 12 months, and 36% received once.

With respect to the usefulness of TAs on 'Understanding the Situation,' the majority found 'layers of causes and effects' (63%), 'peoples analysis' (72%), and 'partners, allies and gatekeepers' (72%) useful in the performance of their job, while half (50%) reported same for 'content analysis.'

Figure 4: Cummulative index on rating of usefulness of "understanding the situation"
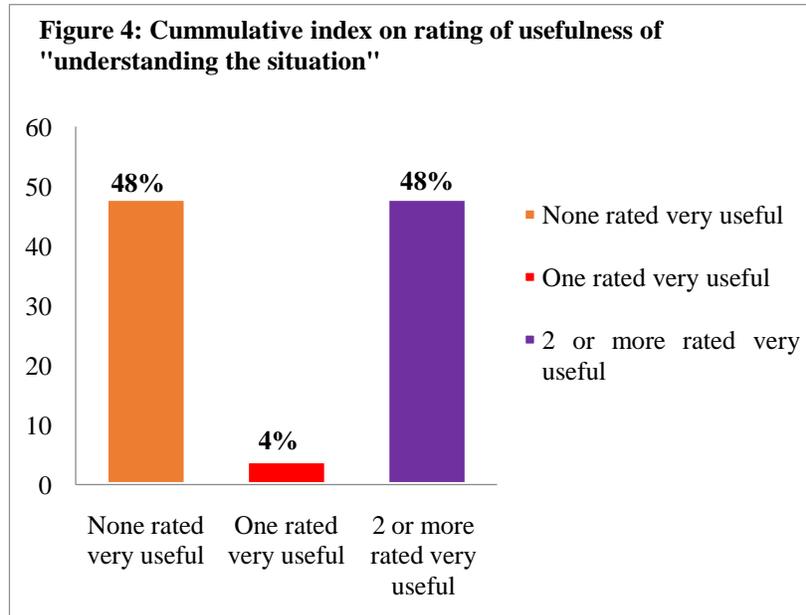
Figure 4 shows that 48% of respondents rated at least two topics on 'Understanding the Situation' very useful, while 4% rated one topic very useful and 48% did not rate any very useful.

TAs on 'Focusing & Designing'

Figure 5: How often recieved TA on "focusing and designing" in the last 12 months".
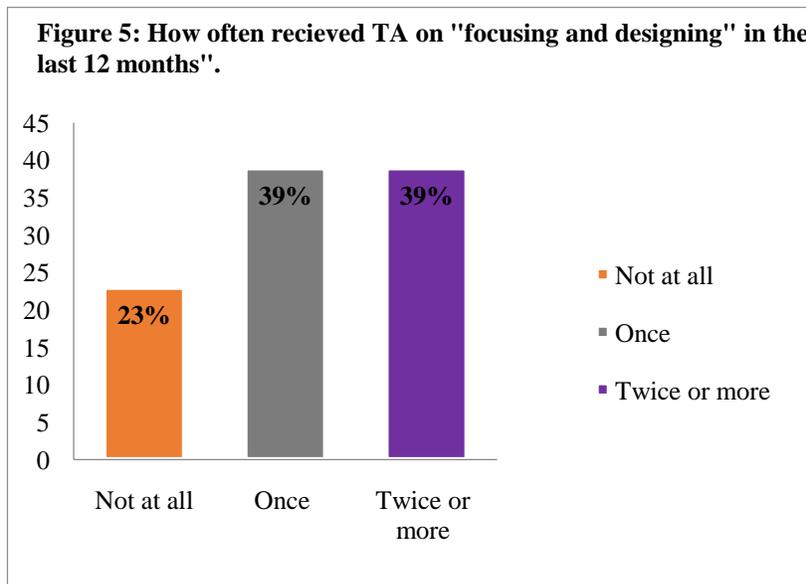
Figure 5 depicts how often respondents received TAs on 'Focusing and Design.' Thirty-nine percent reported receiving TAs on this core competency area at least twice, and same for those who reported receiving TA once (39%).

Table 12: percentage of NGOs/CBOs rating usefulness of TAs on "focusing and design" on job performance very much

	Percent (%)
Total (N)	**27**
Rating of TA on "focusing and design"	
% problem statement	73%
% audience segmentation	70%
% communication objectives	69%
% obstacles	39%
% Strategic approach	46%
% positioning	39%
% implementation plan	46%
% evaluation plan	67%

As Table 12 suggests that the majority of respondents rated usefulness of TAs on 'problem statement' (73%), 'audience segmentation' (70%), 'communication objectives' (69%), and 'evaluation plan' (67%) in the performance of their job very much. Other specific areas rated are; 'obstacles' (39%), 'strategic approach' (46%), 'positioning' (39%), and 'implementation plan' (46%).

Figure 6: Cummulative index on rating of usefulness of TAs on "Focusing and Design"
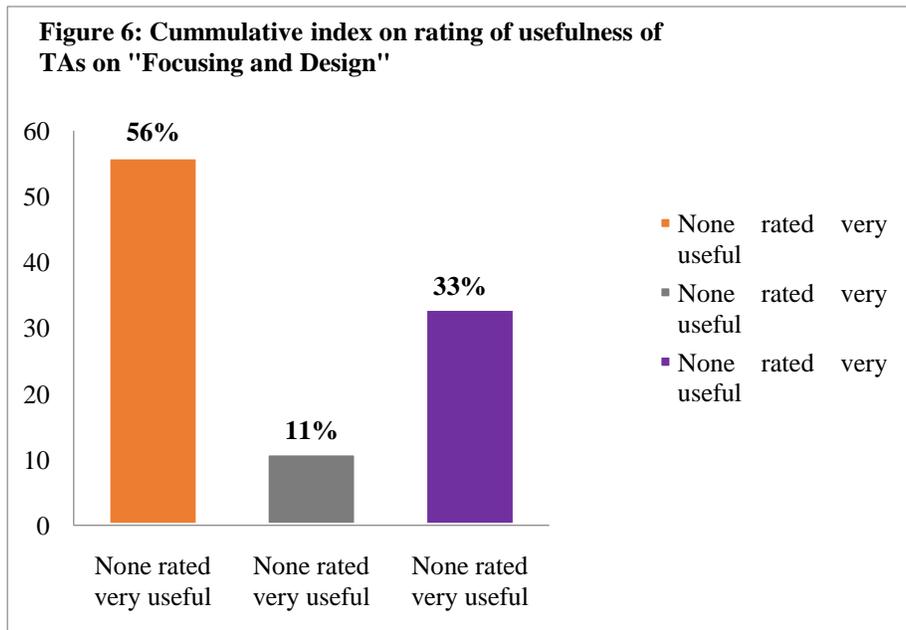
Figure 6 presents a summary picture of respondents' ratings on the usefulness of 'Focusing & Design' TAs in the performance of their job. About a third (33%) reported that at least two aspects of the core competency area were very useful in the performance of their job, and 11% reported the same rating for one aspect only, while 56% did provide similar rating.

TAs on 'Creating.'

Figure 7: how often recieved TAs on 'Creating' in the last 12 months
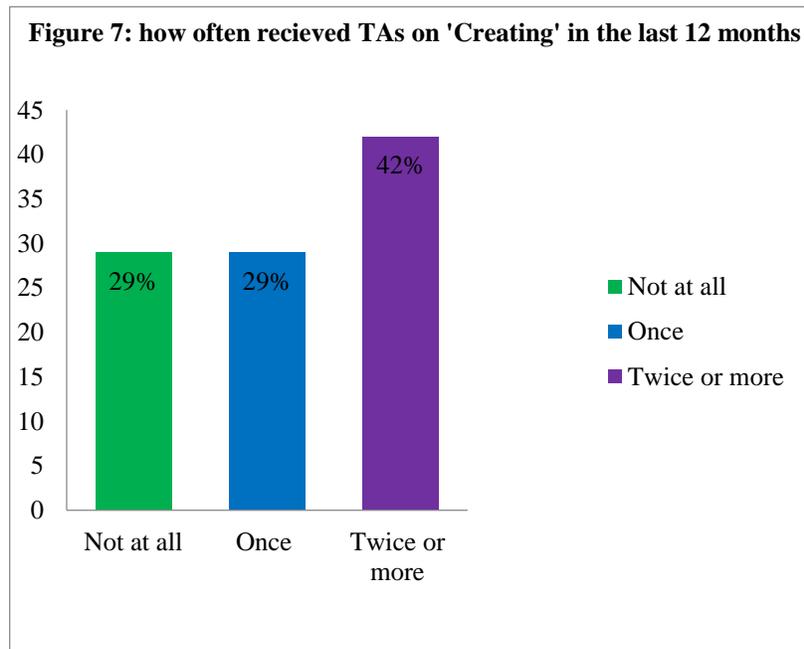
Figure 7 shows that 42% of respondents reported receiving TAs on 'Creating' in the last 12 months before this assessment was conducted, and 29% reported receiving TA once, while 29% did not receive TA.

Table 13: percentage of NGOs/CBOs staff who rated usefulness of "Creating" in the performance of their job very much.

	Percent (%)
Total (N)	**27**
Rating of TA on "creating"	
% creative brief	39%
% draft materials	43%
% pre-testing	50%
% effective message	64%
% production	39%

In terms of TAs on specific aspects of 'Creating,' reports (Table 13) suggest that the majority found 'effective message' (64%) useful in the performance of their job compared to those who found 'pre-testing' (50%), 'draft materials' (43%), 'creative brief' and 'production' (both 39%) useful.

Figure 8: cummulative index on usefulness of creating TAs

- None rated very much
- One rated very much
- 2 or more rated very much

63%
7%
30%
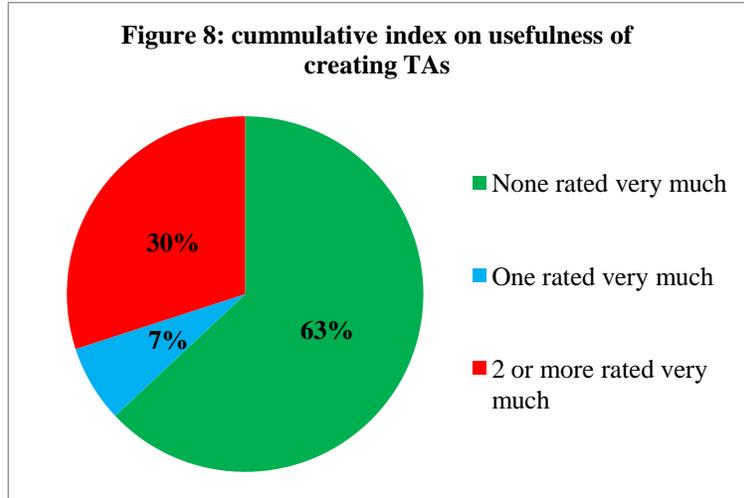
As Figure 8 shows, 30% of respondents rated very much the usefulness of TAs received on two or more aspects of 'Creating', 7% rated the usefulness of TAs on one aspect very much, and 63% did not rate the usefulness of any aspect of 'Creating' very much.

TAs on 'Implementation & Monitoring'

Figure 9: how often recieved TAs in the last 12 months on 'implementation and monitoring'

- Not at all
- Once
- Twice or more

20%
20%
60%
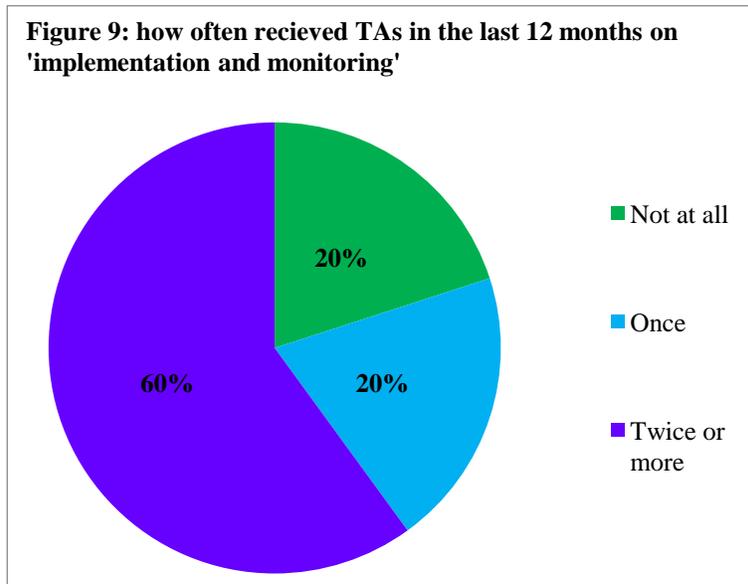
In Figure 9, the majority of respondents (60%) reported that they received TAs on 'Implementation and Monitoring' at least twice in the last 12 months, 20% reported that they received once, and another 20% did not receive during the period.

Table 14: percentage of NGOs/CBOs staff who rated usefulness of TAs on specific aspects on "Implementation and Monitoring" on job performance very much

	Percent (%)
Total (N)	**27**
Rating usefulness of TA on "implementation and monitoring"	
% work plan	79%
% sequencing, timing and synergy	53%
% partnership and staffing	61%
% monitoring process and quality	79%

Results in Table 14 suggest that the majority of NGOs/CBOs staff rated the usefulness of TAs received on 'work plan' and 'monitoring process and quality' (each 79%), and 'partnership and staffing' (61%) very much. Also, about half (53%) rated usefulness of TAs received on 'sequencing, timing, and synergy' very much.

Figure 10: cummulative index on usefulness of TAs on 'implementation and monitoring'
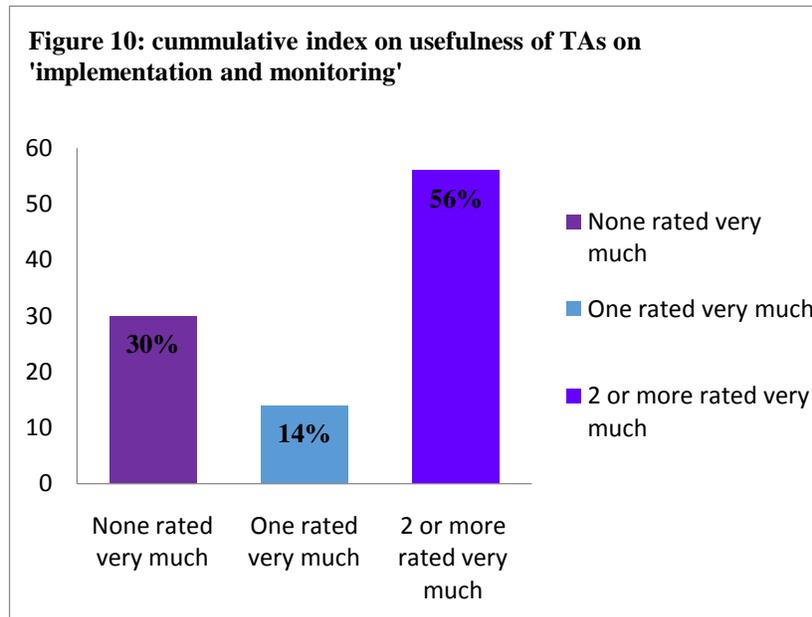
Figure 10 shows the cumulative index on the usefulness of TAs on 'Implementation and Monitoring.' Results suggest that the majority of respondents (56%) rated the usefulness of TAs received on at least two aspects of core competency area of 'Implementation and Monitoring,' very much, 14% rated usefulness of one aspect very much, and 30% did not rate usefulness of any aspect very much.

TAs on 'Evaluation & Re-Planning'

Figure 11 below presents the number of TAs received on the core competency area, 'Evaluation and Re-Planning,' in the last 12 months before assessment team's visit. Results suggest that the majority of respondents (61%) received TAs on 'Evaluation and Re-Planning' at least twice in the last 12 months, and 33% reported once during the period, while 6% did not receive any TAs during the period.

Figure 11: How often recieved TAs in the last 12 months on "evaluation and re-planning"
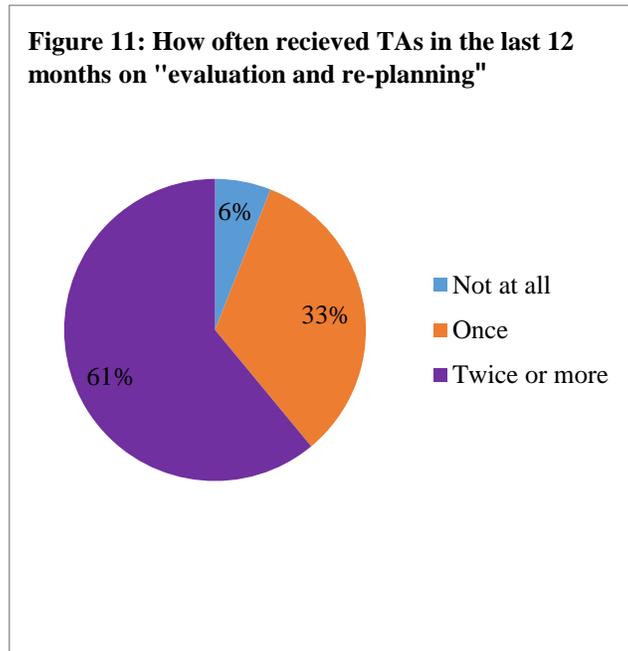
Table 15: percentage of NGOs/CBOs staff who rated usefulness of TAs on "Evaluation and Re-Planning" on job performance very much

	Percent (%)
Total (N)	**27**
Rating usefulness of TA on "Evaluation and Re-Planning"	
% definition of M&E	71%
% Indicators	81%

Findings in Table 15 shows that the majority of respondents (81%) reported that the usefulness of the TAs on job performance was very much, likewise the majority (71%) rated usefulness of the TAs on definition of M&E very much.

Figure 12: cummulative index on usefulness of "evaluation and re-planning TAs"

- ■ None rated very much
- ■ One rated very much
- ■ the 2 rated very much

41%

48%

11%
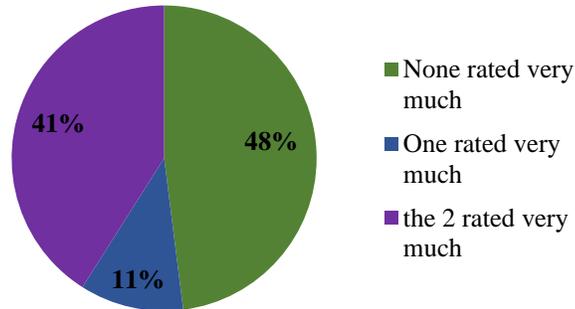
In addition, cumulative index in Figure 12 suggests that 41% of respondents rated very much the usefulness of the two specific aspects of 'Evaluation and Re-Planning' in the performance of their job, 11% rated one very useful, and 48% did not rate any specific area very much.

Overall Rating of Usefulness of TAs

Figure 13: overall rating of how TAs have effects job performance

- ■ very much
- ■ little

94%

6%
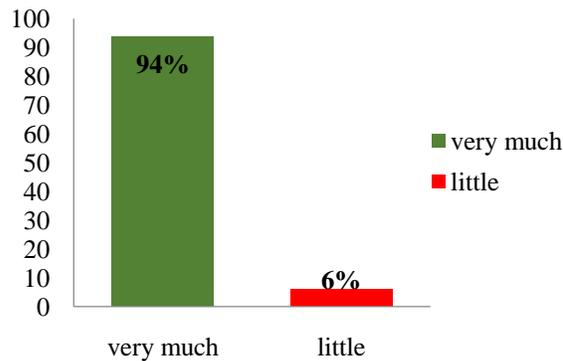
very much   little

Overall, Figure 13 shows that 94% of NGOs/CBOs staff rated very much the usefulness of the TAs received from the C-Change project in the performance of their job, and 6% rated it little.

Capacity Building Objective Two: To Expand Utilization of Mass Media Channels by SBCC Implementing Agencies and Improve Mass Media Support of HIV prevention.

The second main objective of the capacity building assessment is the utilization of the mass media to provide SBCC information to targeted population especially the youths. This assessment examines mass media utilization in terms of capacity building by the various stakeholders, media releases, and other related activities.

Types of Training Three: NGOs/CBOs Media Literacy Training

Table 16: Percentage of NGOs/CBOs staff who received trainings on media literacy

	Percent (%)
Total (N)	**27**
% who received training on media literacy	22%
% granted any radio-TV interview since media literacy trainings	67%
% written media release since media trainings	43%
% rated media literacy trainings helped prepare media release/s very much	43%
% organization gone into partnership/collaborations with a media house	70%

Aside formal SBCC training, NGOs/CBOs staff were exposed to media literacy trainings from Internews. Table 16 shows that 22% of survey respondents received media literacy training, and of these, 67% percent reported that they had granted radio-TV interview since the training, and 43% had written media release/s.

Also, of the proportion that had media literacy trainings, 43% reported that media literacy trainings helped very much in the production of the media releases, and 70% established partnership/collaborations with a media house.

"Yes, there was one training that I did with the CBOs and NGOs here in Abuja, there were supposed to be two trainings for the NGOs the TA who came from the UK conducted one and then I conducted one mid – way through the project and this was mostly around the Abuja axis, this training was supposed to be for IPs who were working with C-change to build their skills on how to engage the media (**Internews Staff, Abuja)**".

"There was training on radio listening program it was not only for our staff it was for some of our peer educators too. Actually it's just the matter of phone call and they will give whatever TA we want, apart from when we went to Abuja in October our staff was called, then we went back there again in February for the quarterly review meeting and at such level they also gave us TA, then they also took three of our staff to Enugu for another training apart from this the C-change program staff, M&E staff as well as the finance staff usually give use technically assistance anytime we call them on phone, if you send anything to them they would respond either by E-mail or by phone (**NGO/CBO3 staff, Kogi State)**".

Excerpt from qualitative data above corroborates quantitative findings that NGOs/CBOs staff received trainings on media literacy from Interviews to enable them collaborate effectively with mass media journalists to produce specific messages for each target audience.

Mass Media Journalists Area of Work

This section describes the type of work that mass media personnel do in order to get a better understanding on how this aligns with their involvement in SBCC programming.

Table 17: Mass media journalists' main news desk

	Percent (%)
Total (N)	15
New desk that they belong	
% communications	20%
% commerce and industry	7%
% education	20%
% health	27%
% politics	13%
% general	60%

The majority (Table 17) of mass media journalists were on the general desk (60%), while others were distributed across health (27%), communications (20%), education (20%), politics (13%), and commerce and industry (7%).

Table 18: Mass media organization's target audience

	Percent (%)
Total (N)	15
Organization target audience	
% general population	73%
% youths	20%
% adults	7%
% People Living With HIV/AIDS (PLWHA)	13%

With respect to target audience, Table 18 shows that the majority of media journalists (73%) reported that their organization's target audience is the general public while smaller proportions target the youths (20%), PLWHA (13%), and the adult population (7%).

Types of Training Four: Mass Media Journalists Training on HIV Awareness

This section examines capacity building of mass media journalists to enable them respond effectively to SBCC requests, airing of messages, and collaborations with relevant stakeholders as at when necessary.

Table 19: Mass media journalist reporting on HIV awareness training, and radio skills

	Percent (%)
Total (N)	15
% received training on HIV awareness and radio skills from Internews	93%
No of formal trainings received	
one	14%
two	50%
three	21%
four	14%
Rating on how trainings have enhanced job performance	
Very much	77%
Somewhat	23%

Table 19 shows that 93% of mass media journalists reported that they received HIV awareness training and radio skills from Internews the organization collaborating with FHI 360 on the C-Change project whose main responsibility is capacity building and on-the-job mentorship of mass media journalists, and training of other stakeholders.

Half of mass media journalists (50%) reported that they have attended two HIV awareness trainings, and radio skills, 21% have attended three trainings, 14% attended four, and another 14% reported only one.

The majority (77%) of the mass media journalists reported that the trainings they received on HIV awareness and skills enhanced their job performance very much, and 23% reported that it enhanced their performance somewhat.

The following from indebt interviews supports this findings on the knowledge and skills acquired by journalists who participated in this assessment. Journalists were taught how to think outside the box, how to make news relevant and acceptable to target audience for maximum impact. Aside, they were also empowered to HIV related news scripts themselves and train and mentor colleagues as well

"In terms of the media, I can speak specifically to the media literacy, I think quite apart we were trying to get journalist to talk about HIV and AIDs as an issues and the other key benefit is that the capacity of the journalist were built the positive part of it is that we are just not using scales that you developed to write stories on HIV &AIDs but you are also those scales to work on other systematic areas. We have some (journalists) from the news room, we had people because when we talk about HIV and young people it was not just limited to just given the information on basic things about HIV, but they are certain level of information say for instant that parent –child communication is not necessarily an HIV issues is a reproductive health issues is a child development issues if you notice this we were not just dealing with journalist. We were doing women stories, child survival story, we had DJ who has no business with us but we were engaging them so when they are on air their can help spread the information since they can spend more than 2 hours on air. And number of journalist that were trained and media house that were supported **(Internews Staff, Abuja)"**.

Mass media journalists reported receiving basic and advanced skills in radio programing on HIV and related areas i.e. basic script writing, how to conduct public voice interviews, and radio features among others.

"When we were at the advance training that we did in Abuja, we discovered that for instance there is a peculiar situation where the Calabar people had a taboo that was completely alien to us. They had a taboo around HIV/AIDS that we felt it's not of importance here and so, you know if you go and duplicate what you have in Calabar in this place, you will be completely out of context. So whatever program we do here must also address the peculiar needs (of the target audience). So those were some of the things that we learned in the course of the training. ……The two major workshops trainings that we did. One is basic training in radio skills for producers, presenters, these are just key on HIV/AIDS programs for radio. Then, advanced training for radio presenters, producers, reporters. I will like to specifically say that they first dealt with basic skills, like script writing, how to conduct voice public interviews for you know radio, the advanced one also dealt with those areas as the voice public interviews, how to package programs, but specifically, the advance was targeted at what we call feature, radio features you know, that was basically what we did. We did radio features that will move materials that we used in between hours, breaks in our programs **(Journalist2, Kogi State)**".

Types of Training Five: Technical Assistance (TAs) & Mentorship

This section discusses TAs received by journalists during the first two years with the C-Change project.

Table 20: Mass media journalists reporting TAs from Internews

	Percent (%)
Total (N)	15
% who received TA from Internews	71%
No of times received TAs from Internews	
None	8%
Once or twice	39%
Thrice or more	54%

In Table 20, the majority of respondents (71%) reported that they received TAs from Internews, and of these, 54% received TAs at least thrice, 39% received once or twice, and 8% reported that they did not receive any TA. The quote below from indebt interviews with a journalist supports the fact that they received unlimited access to TAs through phone calls, emails (often called voucher TAs) and personal visits.

"Yes, there have been specifics like I said, the facilitators had their lines open. We call apart from even the HIV/AIDS stories, we could give them (a call) any time, like I said earlier on. I had personal relationship with those that are accessible here, Desmond Njoko, Josephine Kamara, when they are around we could try their lines even as I speak If you try their line it goes. We ask questions, and they mentor us on. I will say in very clear term, very useful. Very, very useful…… It is always, when there is World's AIDS Day, you can be sure that we are on air to deal with the issue **(Journalist2, Kogi State)**".

Mass Media Products Developed & Collaborations

This section discusses mass media journalists' applications of the trainings received, and collaborative efforts with other stakeholders on SBCC programming.

Table 21: Mass media products developed and collaborations with NGOs/CBOs

	Percent (%)
Total (N)	15
No of media products developed on HIV awareness	
1or 2	9%
3 or more	91%
Nos. of media products developed and were broadcasted	
1 or 2	14%
3 or more	86%
% granted interview by any NGO/CBOs	85%
Nos. of interviews granted by any NGO/CBO	
1 or 2	44%
3 or more	56%
% of journalist who reported trainings enabled conduct of interviews very much	100%
% received media release from NGOs/CBOs	13%
% ever been invited to cover NGO/CBO activities	20%
Ratings on how trainings enabled airing of NGOs/CBOs project activities	
very much	67%
somewhat	33%
% partnership or collaboration with any NGO/CBO in the last 12 months	13%
Rating on overall satisfaction with partnership-collaboration with NGOs/CBOs	
not satisfactory/fairly satisfactory	57%
satisfactory/ very satisfactory	43%

Mass media Releases: As Table 20 shows, most mass media journalists (91%) who participated in this assessment reported that they developed at least three media products on HIV awareness, and 9% reported that they produced one or two.

On broadcasting media products, 86% reported that they had broadcasted three or more media products, while 14% reported broadcasting one or two.

Collaborative Efforts: Evidence of this assessment suggest some collaboration between NGOs/CBOs and media organizations on SBCC programming. Results in Table 18 showed that The majority of media journalists (85%) reported that they granted NGOs/CSOs interview on SBCC issues.

Also, the majority of journalists reported that they granted NGOs/CBOs staff three or more interviews, and 44% reported that they granted NGOs/CBOs staff one or two interviews after the HIV awareness and skills training. It is interesting to note that all media journalist (100%) who reported having collaboration with NGOs/CBOs said that the training they attended on HIV awareness and skills enabled the conduct of interviews with the NGOs/CBOs staff very much.

In addition, 13% of journalists reported that they received media release from NGOs/CBOs, and 20% reported that they have been invited to cover NGOs/CBOs activities. Furthermore, the majority of journalists (67%) reported that the trainings on HIV awareness and skills that they attended enabled then very much in airing NGOs/CBOs project activities, and 33% of NGOs/CBOs staff reported that it helped them somewhat to air NGOs/CBOs project activities.

Aside specific activities with NGOs/CBOs, 13% of journalist who participated in this assessment reported that their organizations had partnership/collaborations with NGOs/CBOs on SBCC issues in the last 12 months. And 43% of those in partnership/collaboration reported that the relationship was satisfactory/very satisfactory, while 57% reported that it was fairly satisfactory or not satisfactory.

Qualitative insights below corroborate these findings with specific examples of NGOs/CBOs that journalists had collaboration with, areas of collaboration which included radio production, i.e. interviews on talk shows, and media releases. The level of empowerment of the journalists by some who serve as mentor to other grassroots radio stations and individuals affected by HIV/AIDS.

"They came in two times, they sent us e-mails and they sent us addresses of the NGOs, CBOs that we could work together, and phone numbers of some resource people that came to trained us. You know, like the Dreamboat. We were asked to work with Dreamboat, Edisua you know and I called her several times on my program-- The talk show. She has appeared about twice or thrice, as a specialist to talk to the audience **(Journalist1, Cross River State)**".

"For instance, there have been time when NGOs I will mention specifically, Rainaizzon Life. Were innocent to tell me about their radio based program and sometimes we have discussions on how they go about their programs in the grassroots. Even outside the radio production. Ah, they will have reasons most time to say ok you are doing something on HIV, and you need somebody to call. He will be very useful here, I tell you this…... We bring in NGOs, those relevant to our discussion, and you know that has gone a long way to also give us the consciousness to continue to do HIV/AIDS program. It is no longer monotonous to some of us because we realize it is a problem that we need to continue to reinforce. Before that day may be we just read from Google that Google says this and this and that. We don't do that anymore. Well I'm not always in the habit of giving a percentage like teacher, but I will say it has been immensely rewarding **(Journalist2, Kogi State)**.

Institutionalization of SBCC Courses

This section discusses institutionalization of SBCC into institutions of higher learning with the aim of serving as centers of excellence in knowledge and skills on the subject. The process of institutionalization may be assessed from two dimensions— human resource building i.e. training, and institutional strengthening including materials i.e. curriculum development, establishing meeting platforms for engagement, and funding.

Institutionalization of SBCC in Institutions of Higher Learning

This is a key objective of the C-Change project and a major achievement reported in this assessment. Courses on SBCC are well entrenched into the University of Calabar (UNICAL), and Cross River State University of Technology (CRUTECH) courses and curriculums. UNICAL now offers SBCC at the masters, degree, and graduate diploma levels and is in the process of offering short-termed certificate courses for development professionals.

This feat was achieved through efforts which was first focused on building the capacity of the lecturers in the two universities, both in Nigeria and outside through collaborations with Ohio State University, and Tempo University in the United States, and University of Witwatersrand in South Africa. Aside building human resources, the universities also benefitted from training materials and funding.

Below are excerpts from the horses' mouth on the institutionalization of SBCC into the two universities in Cross River State.

"We signed the memorandum of understanding in February 2011, our first crops of master's degree students of the program have just completed their course work, and they are now going to write a project. The first set of graduate diploma students have also completed their course work, they are doing their project. So, we cannot assess now. We can say ok; from the performance in the course work they are responding well, when they go into the communities to do projects in schools, or whether it is about sanitation or cholera or other things, the reports are very impressive. But for us as an institution, as a department, it will take us to finish the project to see what the project has done for us to do a proper evaluation to say we have done well. They first set have finished their course work. We have admitted seven more people for the masters and eleven more people for the graduate diploma program into the SBCC. So, we are doing well. People are responding and we are now mounting a pilot phase of the short course program. We are getting about 20 people from NACA, from National Orientation Agency, from Ministry of Information. It is catching up. Even professionals in the field are coming to us now' (**Institution1, Cross River State**)".

They have also contributed in terms of educating, trying to institutionalize (SBCC) every citadel in Sub region of Africa, they have also provided substantial material toward every citadel training huge money for materials and I think that have gone a long way in making teaching SBCC, we have been able to take up as a result of that, because have adequate material for teaching. Are they any mentoring in the cause of the project? Yes we have this Organization that collaborate with C-change in America Ohio State University than a lady from Tempo University so there is this collaborative work that are also aided your facilitated the teaching of SBCC in CRUTECH and UNICAL and of course you know that call of a building to a lot of teaching aide, teaching material and even human resources you know we have people who assist us in providing the technical knowhow (**Institution2, Cross River State**).

Not all institutions of higher learning that participated in the trainings organized by the project are currently running courses on SBCC. Some are yet to kick-off with the courses or curriculum as expressed in the indebt interviews provided below.

"Because they told us that they were going to call for workshop or training for heads of departments from the different institutions. So as at now, as I'm talking to you, we have not been able to implement that. (May be we should see that as part of the challenges) Yes. That's one of the challenges. Are there other challenges? May be we should talk on the challenges before we move on to.) Because the lectures have to be trained because if they are trained, and there is something in the curriculum for them then they will be able to train the other ones. We were just, they were to in from the management so that incase these things come up, we will be aware. Understand? (Yes ma) but the lecturers, the heads of departments and the lectures, who are directly involved in the training of the students **(Institution3, Cross River State)**".

"The school because we have some of our tertiary institutions. The Principals were invited and they bought into it. So, it's going to be inside the curriculum. The school curriculum, we talk of the School of Nursing, school of nursing Obagede, School of Nursing Egbe, School of Midwifery Egbe, and School of Midwifery, Ayangba. A school of health technology. Yes. They participated (in the training) and they have agreed that it's going to be in their curriculum **(MDA3, Kogi State)**".

Institutionalization of SBCC in Other Stakeholders

Other stakeholders that have experienced some form of institutionalization of the SBCC without focusing on this as a main objective are local NGOs/CBOs providing services target population on HIV prevention. Findings of this study suggest that some of the NGOs/CBOs have acted as or currently mentoring smaller organizations on SBCC. Except below attest to this fact.

"We mentor as CBOs. We don't just come with this knowledge and hoard it here, we do step-down trainings, a lot of step-down trainings have been done in the past few years. P1.And we have knowledge gained, at that level, we come back and share it with other NGOs whether they are working on C-Change or not so, we don't just hoard the knowledge. We have done a lot of step-down trainings on MPPI, a step-down training on SBCC. So, we don't just take the knowledge and hoard it. We leverage resources through their encouragement to get IEC materials. So, that as we are doing community dialogue and other programs, we get good IEC materials and share with the target populations. For this it's been a success **(NGO/CBO4 Staff, Cross River State)**".

Findings of this assessment showed that MDAs have also experienced some level of institutionalization of SBCC. These were in the form of trainings attended by health professionals, platforms of engagement in the form of technical working groups created and funded by the project, collaborative efforts enabled between NGOs/CBOs and media houses, and technical support and funding provided for the production of IEC materials and course materials as is required. Below are quotes from representatives of MDAs and FCT.

I also need to acknowledge that through the c-change project, I have been really part of it, so I can speak to that, we are able to have an engagement with major stake holders in the health sectors towards trying to institutionalized behavior change communication into the curriculum of our health institutions in the State. We have that once, we have that stakeholders meeting and advocacy that was championed through that project and eventually we had a two weeks training with all the management of the health institution that trains bulk of health workers in the states. And that training was done in Enugu and I believe that arising from that training we now have a hands capacity in our health institutions, health training institutions that can be able to be part of the training of health workers, inculcate in them some of these basic skills of trying to understand health, even from the point of view of the glance and having better skills of communicating and also changing behaviors, that also enhanced skill and capacity has been attained in our health institutions. And I need to acknowledge the fact that through this project, two……..Cross Rivers State, are now running post graduate training program that will also significantly contribute to upscale of skills and manpower in the state in respect of behavior change communication for critical stakeholders as well as other critical manpower in a state that can be deployed easily **(MDA1, Cross River State)**.

C-Change has help to build the capacity of healthcare providers, I want to believe that they are using it in communication because effective communication is key in every service delivery it's not just health sector, if you are able to communicate using the right language, right communication media appropriate for specific target group. So if you are of that for each person you need provide service to you know what specific strategy or media to pass the message across and then the language to use and also having been able to support the state to develop the communication document on MPPI and the meetings they've been supporting the state to hold also is an achievement, they've been able to bring the state to a point that they the sense of direction in what they are doing **(MDA2, Cross River State)**.

"At least, they've been able to up our capacity for us to perform. Through capacity building, once your capacity is built, you are able to perform, because all the treatment centers all the HIV service, delivery points are under us here……... We are coordinating them, we monitor them though we don't go out regularly, we call them on phone and also have monthly M&E meeting. Yeah. The M&E officer on the site, they come, they bring their documents to us. They record the successes and challenges and way forward **(MDA3, Kogi State)**".

Basically, we have a national SBCC technical working group which is a technical platform that provides opportunities for us to meet for partners who are involved in SBCC programming to share ideas and experiences and it also serves as a clearing house for BCC related issues especially partners are developing materials, they can pass it through the technical working group. It is a collection of experts from different partners. It is usually a very robust process and C-Change has been supporting that meeting. C-Change supports us to hold those quarterly meetings. We actually depend on them in that area. We have been having our national SBCC technical working group quarterly meetings regularly and C-Change has been supporting. Apart from supporting in terms of financing the meeting, they support by way of providing technical assistance **(MDA4,Abuja FCT)**.

Challenges & Constraints

This section discusses the main challenges reported by key stakeholders with respect to the capacity building component of the C-Change project.

Key capacity building challenges are stated below:

- Logistical challenges such as lack of vehicles or funds to move around and cover HIV and related stories may have affected the number of stories covered or by-lines produced and thus, the monitoring and mentorship opportunities not utilized.

- Results of this assessment suggest that SBCC materials for training such as textbooks and manuals are illustrated using foreign examples which have no bearings to the environmental circumstances of the students thus, creating gaps in understanding and knowledge transfer.

- Inadequate infrastructures at the media houses especially at public radio stations i.e. equipped transmitter room, generator to ensure constant power supply, computer facilities, and literature may have affected production of scripts and features that may have improved the skills of mass media journalists.

- Staff of some institutions of higher learning have been trained but are yet to begin running SBCC courses in their institutions. This delay may have dampened their

motivation, enthusiasm, and retentive memory.

Findings suggest that the media capacity building component was not adequately funded. It was difficult for Internews staff to implement the continuous mentorship visits included in the program design. Thus, inadequate funding may have affected the quality of mentorship skills transferred to the journalists and NGOs/CBOs staff as well.

- The design of the project provides for only a few days per month for the Internews staff to provide continuous train for mass media journalists and other stakeholders.

- Findings suggest that some private media houses be giving priority or preference to features or programs that have commercial values or content than to rather than

- The two-year life span of the media component of the C-Change project may have reduced or eliminated completely continuous mentorship necessary between Internews and mass media journalists on the one side, and perhaps, weakened collaboration efforts between NGOs/CBOs and the media houses involved in the project.

BEST PRACTISES & LESSONS LEARNED

In this section provides insights on best practices and lessons learned during the course of implementation of the capacity building component of this project.

Best Practices:

Evidence based programming in both SBCC and media literacy trainings. A baseline assessment was conducted for the NGOs/CBOs and other stakeholders which served as the bases for the customized trainings tailored to their needs in each state and communities. Media consumption mapping was also conducted to enable context specific trainings to be developed for journalists. Baseline mapping exercise assessed media journalists' knowledge and skills gaps, with continuous mentorship through monitoring on skills development by personal visits, phones, and emails. This evidence based approach may have quickened the empowerment of NGOs/CBOs staff and media journalists within reasonably short period of time.

Lessons Learned

Building human capacity of mass media journalists on HIV awareness is good but not sufficient. Equally important is the need to have functional infrastructures (e.g. equipment) in place to make human capacity built fully operational and productive.

It is easier air HIV messages in public than private stations who may be more interested in messages with commercial content and value.

Journalists are not development experts, they must be willing and motivated to provide quality HIV/AIDS information, and they must be seen as partners from the beginning of a project to the end.

Media should not be seen as just by the way side, it must be part and parcel of the design process for a successful SBCC project.

There are enough experts and potential human resources in-country that can be developed to achieve the goals and objectives of the project.

CONCLUSIONS

The main objective of this assessment is to examine the trainings that key implementers of the C-Change project have received on SBCC and media literacy so far, and how these have effectively affected the performance on their roles and responsibilities. In total, 27 NGOs/CBOs staff, and 15 mass media journalists completed a self-administered questionnaire, while qualitative data included 21 in-depth interviews (IDIs), and seven group interviews (GIs).

NGOs/CBOs Background Characteristics: More NGOs/CBOs staff were from Kogi state (63%) compared to Cross River state (37%). The majority were males (77%), aged 35 or younger (71%), single/divorced (73%), and had tertiary education (90%).

Mass Media Journalists Background Characteristics: Equal proportions of mass media journalists in Cross River (47%) and Kogi (47%) states, (6% in Ebonyi state) responded to the self-administered survey questionnaire. More females (54%), than males (46%) participated, and the majority were aged 36 or older (69%), and all had tertiary education (100%).

Key Achievements: Objective One

2. *To improve technical capacity of USG partners, NGOs/CBOs, and health workers to design, and implement evidence-based community-informed SBCC.*

Formal SBCC Trainings

- Slightly above half of NGOs/CBOs staff (52%) reported that they attended formal training on SBCC. T This proportion may have been affected by staff attrition alluded to by some of the organizations that participated in the assessment. The five core areas of the trainings are; (1) understanding the situation, (2) focusing and designing, (3) creating, (4) implementation and monitoring, and (5) evaluation and re-planning. Findings showed that more NGOs/CBOs staff (48%) recalled training on 'implementation and monitoring' than on any other core competency areas.

- Findings showed that a little more than one-third (37%) recalled two or more core competency areas of the training attended. Six most common specific areas of the training rated very much in terms of their application to job performance are; indicators (54%), people analysis (50%), monitoring, process, and quality (47%), definition of monitoring and evaluation (46%), and communication objectives (46%).

- Overall, the majority of NGOs/CBOs staff (75%) reported that the formal SBCC training that they attended enhanced their job performance very much. For example, the majority of NGOs/CBOs staff (69%) who participated in the training reported that it helped them to develop SBCC materials very much. Also, evidence from qualitative data suggest that the trainings provided more insights and justification for behavior change processes which hitherto, was not understood by many of those involved with HIV prevention services.

- Evidence from qualitative data showed that other stakeholders were empowered by the SBCC training/workshop. Notables are lecturers at institutions of higher learning i.e. universities, school of nursing, and college of education, staff of MDAs, and others. Lecturers in two universities are currently running courses on SBCC at various levels, and MDAs staff are able to perform better in their coordination role at TWGs, monitoring of projects and at other platforms.

Technical Assistance & Support

- The majority of NGOs/CBOs staff (86%) received TAs mainly on 'Implementation and Monitoring.' And the majority (63%) also reported receiving TAs from two or more core competency areas. Findings from qualitative data corroborated those of quantitative findings with additional insight that the technical staff of the project (both FHI 360 and Internews) provided TAs with technical expertise and considerable flexibility at any time it was requested either through personal visits, phone, or email whichever is best for the situation.

- Results of this assessment showed that NGOs/CBOs staff rated TAs more favorably than formal training with respect to usefulness and effective applicability to enhance job performance. Of the 21 specific areas/topics the following six were rated very much in terms of their effective applications on job performance; indicators (81%), work plan (79%), monitoring process and quality (79%), problem statement (73%), people analysis (72%), and partners, allies, and gatekeepers (72%).

- Overall, most NGOs/CBOs staff (94%) who reported receiving TAs rated its usefulness on job performance very much. Insights from qualitative data suggest that TAs were on a wide range of areas aside SBCC including M&E, program, logistics and administration issues.

- For other stakeholders like MDAs, and institutions of higher learning, TAs were in the form of support for TWG on SBCC, standardization of SBCC documents, and curriculum development review, and other issues as the need arises.

Key Achievements: Objective Two

2. To expand utilization of mass media channels by SBCC implementing agencies and improve mass media support of HIV prevention.

- A small proportion of NGOs/CBOs staff (22%) reported that they received media literacy training. This proportion may have been affected by staff attrition which is one of the main challenges for NGOs/CBOs at the grassroots. Of those who reported they

participated in media literacy training, the majority (67%) granted radio TV interviews, and all (100%) reported that the training that they attended enhanced their effective conduct of the interviews very much. Also, less than half (43%) produced media releases, and similar proportion (43%) rated the effect of media training on their performance on the media release very much (43%).

- This assessment showed that most mass media journalists (93%) reported that they attended HIV awareness and skills training, and the majority (77%) reported that the training that they received enhanced their job performance very much. Insights from qualitative data analysis showed that the journalists received specific trainings on basics of radio programming on HIV including script writing, voice interviews and radio features. Most important aspect of the training echoed by the journalists was the skills on how to develop radio messages appropriate to the environment and target population.

- The majority of the journalists (71%) who participated in this assessment reported that they received TAs from Internews technical staff. Findings from qualitative data analysis showed that journalists reported that they had unlimited access to TAs which were in the form of site visits, phone calls, and emails as necessary.

- Most Journalists (91%) reported that they developed three or more media products during the period before the assessment, and most (86%) broadcasted three or more HIV related media releases. The numbers may have increased with more active engagement of the journalists with the project, and with continued active collaboration between FHI 360 and Internews.

- Also, media journalists reported some level of collaboration with NGOs/CBOs on HIV and related programming. In the last 12 months, only 13% reported partnership/collaboration with the project's NGOs/CBOs. The apparently short-lived design of the media component of the project may have affected the level of collaboration between NGOs/CBOs and the media houses involved in the project. Future programming need to give the media component of the project more prominent in order to foster more collaborations among the key stakeholders involved.

Institutionalization of SBCC

- Establishing SBCC courses in institutions of higher learning is perhaps one of the major achievements of the C-Change project. Results of this assessment showed that two universities in Nigeria are now running full courses on SBCC and one of them has a master's program with standards comparable to other universities offering such courses in Africa. However, SBCC institutionalization had suffered delays in its take-off at some institutions in the two states where lecturers and teachers had already attended trainings and were ready to begin student registration, and course rollout.

Challenges & Constraints

- The challenges reported in this capacity assessment were mainly on inadequate infrastructures for mass media organizations to function effectively, inadequate funding for the mass media component of the project as a whole, gaps and contextual differences in SBCC textbooks and materials, and delay or bottlenecks in take-off of the courses in some institutions of higher learning.

Best Practices & Lessons Learned

- A key best practice that perhaps gave strong backing to programming was the evidence based approach adopted for both SBCC trainings/workshops and media literacy trainings for the various stakeholders. This may have influenced customized trainings to meet specific contextual needs of the stakeholders i.e. NGOs/CBOs staff, media journalists, lectures/teachers at institutions of higher learning and MDAs staff and other stakeholders.

- The main lesson learned with respect to this capacity assessment may be that human capacity building is important but not sufficient for successful programming that does not consider adequate and effective functioning of infrastructures.

RECOMMENDATIONS

The following recommendations are made based on the findings of this assessment.

- The findings of this assessment showed that only about half of the NGOs/CBOs staff reported that they received SBCC training. This proportion may have been affected by attrition of staff at the NGOs/CBOs alluded to by some during the assessment visits. Future programming should endeavor to schedule more training and retraining for the staff and other stakeholders as well to ensure that new staff are trained as soon as they joined the organization.

- A core competency area recalled by NGOs/CBOs who participated in the SBCC formal training was 'Implementation and Monitoring.' Also, the majority echoed the same core area (Implementation and Monitoring) as the most useful TA received on job performance of the five core competency areas of the SBCC training. Also, specific areas/topics rated as very useful at both the formal and TAs training were "indicators," "monitoring, process and quality," and "people analysis." The core competency area, and the specific area/topics identified above were relevant and most useful to the NGOs/CBOs staff job performance, and should be emphasized in future formal trainings and TAs provided on SBCC. Also, efforts should be made to increase relevance and usefulness of other core competency areas and their respective specific area/topics in order to improve overall job performance of the NGOs/CBOs staff.

- In general, findings of this assessment showed that respondents benefitted more from the TAs than from the formal trainings on SBCC. These was evident from higher proportions of NGOs/CBOs staff responses on TAs than formal trainings on; (1) usefulness and applications of core competency areas, (2) usefulness and applications on specific areas/topics, and (3) overall usefulness of core competency areas or specific areas/topics on job performance. Future programming need to zero-in on bridging the gaps between formal trainings and TAs with respect to effects on job performance. This may involve a review of the strategies to make SBCC training more relevant and context specific including adaptability of training materials as well.

- A small proportion of NGOs/CBOs staff reported that they participated in media literacy training, the majority of these granted media interviews, some produced media releases, and some entered partnership/collaborations with media houses as well. Although part of the reason for the small proportion of NGOs/CBOs involvement with the media literacy training may be explained by staff attrition, the major part seems to be due to contractual end of the media component of the project and inactivity as a result. Future programming needs to strengthen the media component ensuring full implementation to full life of the project, and encourage strong partnership/collaboration between NGOs/CBOs and mass media organizations.

- One of the major achievements of the C-Change is the institutionalization of SBCC in institutions of higher learning in one of the two project states with courses running up to a

master's degree level. Findings suggest that the standards of the SBCC courses were competitive and comparable to those offered in reputable institutions of higher learning in other countries of Africa, and the demand for the course is now expanding to include short certificate courses for development professionals as well. Future programming would need to assist other institutions of higher learning whose staff have been trained in SBCC to start running the course in earnest.

- Findings from this assessment showed that inadequate infrastructures affected production and airing of mass media releases especially at public radio stations. Also, funding of technical media experts to monitor and supervise airing of messages was a challenge. Future programming would need to allocate more funding for the mass media component of the C-Change project to give it more presence and impact.

- Results of this assessment suggest that the SBCC materials used for the trainings especially examples and illustrations included do not match the cultural settings of the country very well. This issue of adaptation may be addressed by revising and changing some of the examples and illustrations in the training documents to make them more sensitive to the contexts.

- In order to make SBCC trainings, TAs, and media literacy workshop more useful and impactful to the various stakeholders, it may be necessary to conduct operations research (OR) to provide ongoing evidence-based information that may be fed back to the implementation process to help resolve the adaptability challenges of SBCC materials and illustrations to the local contexts. The OR will also provide a platform for customizing context specific training strategies to improve knowledge in the short-run, and perhaps, fine-tune program implementation and impact in the long-run.

- Evidence based approach adopted to both SBCC trainings/workshops and media literacy workshops for various stakeholders may be referred to as best practice in this project because it provided initial database for customized focused programming to achieve the best results. Also, key program implementers reported that evidence based programming provided a strong bases for behavior change intervention which hitherto, was not clear and convincing.

- The main lesson learned which should be factored into future programming is that effective and functioning infrastructures should go side-by-side with human capacity building in SBCC in order to maximize desired impact on target population and the society at large.

APPENDIX ONE: LIST OF EVALUATION INSTRUMENTS

Qualitative Instruments

1. C-Change Mid-Term Evaluation: Group Inter Guide for USAID IPs
2. C-Change Mid-Term Evaluation In-Depth Interview Guide for USAID Staff
3. C-Change Mid-Term Evaluation: Group Interview Guide for NGOs & CBOs
4. C-Change Mid-Term Evaluation: Group interview Guide for NGOs & CBOs
5. C –Change Mid-Term Evaluation: In-Depth Interview Guide for Policy Makers (NACA &SACA)
6. C-Change Mid-Term Evaluation: In Depth Interview Guide for Mass Media Journalist
7. C-Change Mid-Term Evaluation In-Depth Interview Guide for C-Change Staff
8. C-Change Mid-Term Evaluation: In-Depth Interview Guide for Interview Staff
9. C-Change Mid-Term Evaluation: In-Depth Interview Guide for Health Personnel (School of Nursing & Midwifery)
10. C-Change Mid-Term Evaluation: FGD for In-School-Youth (ISY)
11. C-Change Mid-Term Evaluation: FGD Guide for Out–of –School Youth (OSY)
12. C- Change Mid-Term Evaluation: FGD Guide for Youth in Tertiary Institutions
13. C-Change Mid-Term Evaluation: In Depth Interview Guide for Traditional Opinion Leaders, & Youth Leaders
14. C-Change Mid-Term Evaluation: In-Depth Interview Guide for SBCC Course Lecturers (UNICAL&CRUTECH)
15. C-Change Mid-Term Evaluation: In-Depth Interview Guide for Principals/Lecturers (Secondary/Tertiary Institutions)

Quantitative Instruments
16. C-Change Mid-Term Project Evaluation: NGOs &CBOs Capacity Evaluation Questionnaire
17. C-Change Mid-Term   Project Evaluation: Mass Media Journalist Capacity Evaluation Questionnaire
18. C-Change Mid-Term Project Evaluation: In School & Out of School Youth Questionnaire

APPENDIX TWO: LIST OF DOCUMENTS REVIEWED

1. AED C-change Quarterly Report (July 1- September 30, 2009)
2. BCC Quality Individual Assessment Tool
3. Behavior Change communication for HIV and AIDS in Nigeria, C-change 5year Work Plan. (May 1, 2009 – September 30, 2014)
4. C- Change (Communication for Change) May 1, 2009 September 30, 2014 – 5 years Cooperative Agreement
5. C –Change Cooperative Agreement
6. C-Change 3 Quarter Report (April 1 to June 30, 2009)
7. C-Change Nigeria QTR. Report (April-June 2012) Q3 Yr 3
8. C-Change Nigeria Quarterly Report (Jan –March, 2010)
9. C-Change, Nigeria Project Performance Management Plan (PMP) September 2012
10. C-Change 3 Quarter Report (April 1 to June 30, 2009)
11. Desk of Review of Recent HIV/AIDS KAPB Studies and Reports in Kogi and Cross River States of Nigeria (October 2009)
12. Indicators for C-change Evaluation and Possible Data Sources
13. Innovative Approaches to Social and Behavior Change Communication (SBCC).
14. Indicators for C-change Evaluation and possible Data Sources
15. KAP Study on HIV&AIDS among the Youth in Kogi State
16. Media Utilization Tool-NGOs
17. Presentation at the Cross-River State Annual HIV/AIDS Summit (May 2009)
18. Presentation at the Cross-River State Annual HIV/AIDS Summit, (November 22-23, 2011)
19. Proposal Mid-Term Evaluation of Communication for Change (C-change) Social Behavior Change Communication (SBCC) Interventions in Nigeria
20. SBCC Capacity Assessment of SACA, and NGOs in Kogi State, Nigeria a Report to AED/C-change Nigeria (October2009)
21. Quarterly Progress Report :(October – December, 2009)
22. Year 2: Quarterly Report (April – June 2011)
23. Year 3: 1st Quarterly Report (Oct – Dec 2011)

APPENDIX THREE: LIST OF PEOPLE CONTACTED

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UNICAL

Prof. Chris Nwamuo   Director SBCC

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