



AIDSCAP

Assessment
and
Monitoring
of BCC
Interventions

Reviewing the
Effectiveness
of BCC
Interventions

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This handbook was developed by the AIDSCAP
Behavior Change Communication Unit.

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Instrument for Assessment and Monitoring of Behavior Change Communication (BCC) Interventions



INTRODUCTION

This is a handbook to help planners and implementors look at the effectiveness of their BCC interventions.

Implementors can use the handbook to help them *MONITOR* since the handbook can point out both strengths and potential weaknesses of an ongoing intervention.

The handbook can also be used as a *PLANNING TOOL* because it highlights important points for the design and development of effective BCC programming.

Please remember that not all criteria will be appropriate for all interventions. Nevertheless, following the criteria is likely to ensure a thoughtfully designed and effective intervention.

For guidance on additional aspects of BCC interventions please see the following AIDSCAP handbooks:

How to Create an Effective Communication Project

Behavior Change Through Mass Communication

How to Create an Effective Peer Education Project

How to Conduct Effective Pretests

HIV/AIDS Care and Support Projects

BCC for STD Prevention

Partnership with the Media

Policy and Advocacy Work on HIV/AIDS Prevention

Description of BCC Intervention

- 1. What are the specific objectives of this behavior change communication intervention? What changes in knowledge, attitude and/or behavior do you expect from the target audience?**

List the specific objectives of this project here.

There will be an increase of at least 25% of market women who can recall 2 female STD symptoms.

2. How do you plan to carry out this communication intervention? Check all that apply.

- | | |
|---|---|
| <input type="checkbox"/> training | <input type="checkbox"/> print materials |
| <input type="checkbox"/> radio | <input type="checkbox"/> print media |
| <input type="checkbox"/> television | <input type="checkbox"/> group work |
| <input type="checkbox"/> drama | <input type="checkbox"/> individual counselling |
| <input type="checkbox"/> other (please specify) | <input type="checkbox"/> one-to-one education |

3. Briefly describe when this intervention is taking place. Also describe the difficulties in this situation.

4. Did you involve the target audience in the planning and message development of this intervention?

- yes no

Standard 1:

Interventions should focus on well-characterized, specific target audiences.

Criteria 1: Who is the primary target audience for this BCC intervention?

Below are some examples of specific primary target audiences. Who is the primary target audience for this BCC intervention?

- | | |
|---|---|
| <input type="checkbox"/> Students | <input type="checkbox"/> Monogamous women |
| <input type="checkbox"/> Military | <input type="checkbox"/> Community leaders |
| <input type="checkbox"/> STD patients | <input type="checkbox"/> Out-of-school youth |
| <input type="checkbox"/> Pharmacists/chemists | <input type="checkbox"/> Women with multiple partners |
| <input type="checkbox"/> Health care providers | <input type="checkbox"/> Low-income communities |
| <input type="checkbox"/> Population/General | <input type="checkbox"/> Men in the workplace |
| <input type="checkbox"/> People away from home | <input type="checkbox"/> Women in the workplace |
| <input type="checkbox"/> Men with multiple partners | <input type="checkbox"/> Men who have sex with men |
| <input type="checkbox"/> Female CSWs (Commercial sex workers) | |
| <input type="checkbox"/> PLWAIDS (People living with AIDS) | |
| <input type="checkbox"/> Others (please specify) | |

Criteria 2: Has this primary target group been further divided by segmenting variables?

- yes no

If yes, which variables did you consider?

- | | |
|--|--|
| <input type="checkbox"/> gender | <input type="checkbox"/> attitudes toward sex |
| <input type="checkbox"/> age | <input type="checkbox"/> media habits |
| <input type="checkbox"/> educational level | <input type="checkbox"/> health history |
| <input type="checkbox"/> language | <input type="checkbox"/> income |
| <input type="checkbox"/> occupation | <input type="checkbox"/> lifestyle |
| <input type="checkbox"/> marital status | <input type="checkbox"/> others (please specify) |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

Criteria 3. Are there other people who influence the primary target group?

- yes no

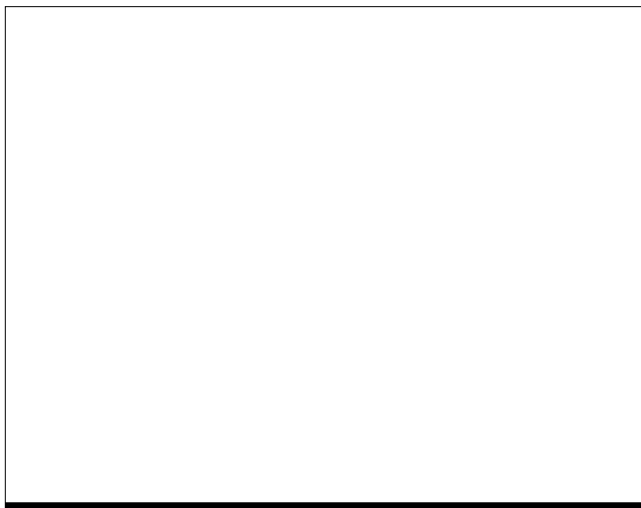
If yes, who are they?

- | | |
|--|--|
| <input type="checkbox"/> community leaders | <input type="checkbox"/> politicians |
| <input type="checkbox"/> top-level decision makers | <input type="checkbox"/> parents |
| <input type="checkbox"/> media gatekeepers | <input type="checkbox"/> religious leaders |
| <input type="checkbox"/> health care providers | <input type="checkbox"/> merchants |
| <input type="checkbox"/> educators | <input type="checkbox"/> others (please specify) |
| <input type="checkbox"/> family | <input type="checkbox"/> |
| <input type="checkbox"/> friends | <input type="checkbox"/> |

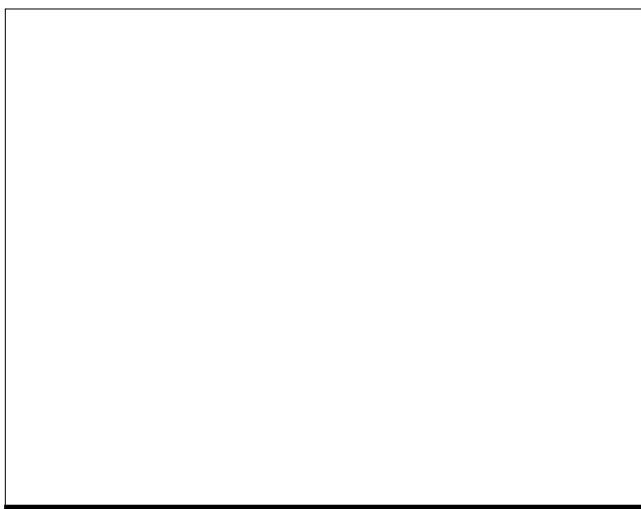
Criteria 4. Is this intervention addressing the needs of these other people?

- yes no

Criteria 5. What is the risk behavior(s) that the primary target audience is practicing?



Criteria 6. What is the desired behavior?



Criteria 7.

What *ATTITUDES* need to change, which *SKILLS* need to be learned and which *BEHAVIORS* must change *BEFORE* the target audience will be able to adopt this final desired behavior?



If you answered NO to question 2 or 3 OR if you did not have clear and complete answers to any of the questions, this intervention probably has some weaknesses. You will be able to improve the intervention by giving time and detailed attention to the criteria for this standard. Pay particular attention to complete answers for questions 5 and 6.

STANDARD 2:

HIV/AIDS prevention interventions and messages must be crafted to motivate and appeal to the needs, beliefs, concerns and readiness of the specific target audience.

Criteria 1. What are the main messages used in this intervention?

Criteria 2. Does the main idea running through the above messages aim at reducing the risk behavior mentioned in Standard 1, Criteria 5?

yes no

Criteria 3. Does the main idea running through the above messages encourage people to move towards the desired behavior mentioned in Standard 1, Criteria 6?

yes no

Criteria 4. Are you able to identify the prevention or care *NEEDS* of the target audience?

yes no

What are they?

Criteria 5. What are the popular prevention or care *BELIEFS* to be addressed?

Criteria 6. What are the prevention or care *CONCERNS* of the target audience?

Criteria 7. Do some of the messages refer to the *NEEDS* of the target audience?

yes no

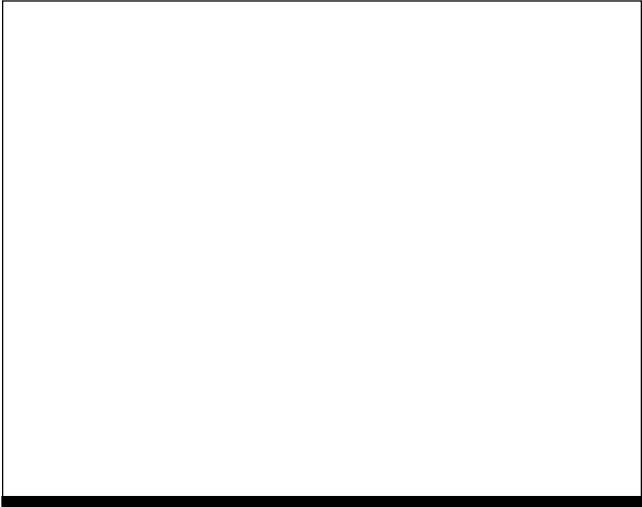
Criteria 8. Do some of the messages appeal to the *BELIEFS* of the target group?

yes no

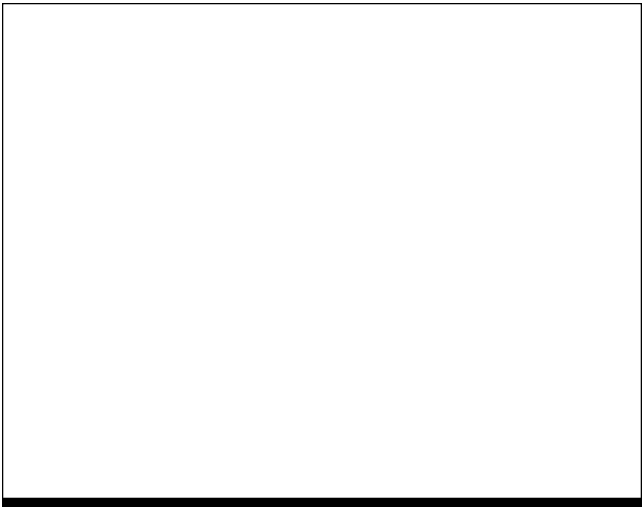
Criteria 9. Do some of the messages refer to the *CONCERNS* of the target audience?

yes no

Criteria 10. Which messages encourage people to change their *ATTITUDES*?



Criteria 11. Which messages help people to learn *SKILLS* to protect them from *STD/HIV* infections?



Criteria 12. Which messages refer to the *UNDESIRE*D BEHAVIORS?

Criteria 13. Do some of the messages refer to the target audience's ideas of the *DISADVANTAGES* or barriers of adopting this desired behavior?

yes no

Here are some examples of disadvantages and barriers. Check those or list others that your intervention addresses.

- | | |
|--|--|
| <input type="checkbox"/> money | <input type="checkbox"/> time |
| <input type="checkbox"/> convenience | <input type="checkbox"/> physical ease |
| <input type="checkbox"/> mental ease | <input type="checkbox"/> social standing |
| <input type="checkbox"/> comfort | <input type="checkbox"/> popularity |
| <input type="checkbox"/> others (please specify) | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

Criteria 14. Do some of the messages refer to the target audience's ideas of the ADVANTAGES of adopting this desired behavior?

- yes no

Here are some examples of advantages. Check those or list others that your intervention addresses.

- | | |
|--|---|
| <input type="checkbox"/> protected health | <input type="checkbox"/> being "modern" |
| <input type="checkbox"/> protection of family | <input type="checkbox"/> pain reduction |
| <input type="checkbox"/> fewer medical costs | <input type="checkbox"/> peace of mind |
| <input type="checkbox"/> others (please specify) | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

Criteria 15. Have the messages and materials in this intervention been pretested with the target audience?

- yes no

If not, why not? If yes, what changes did you make?

Criteria 16. Are the intervention and the messages planned so that they fit with the specific stage in the target audience's movement in the Behavior Change process? Which stage is your target audience in?

- Stage of dispelling myths and misinformation
- Stage in which assessing personal risk of infection is crucial
- Stage of learning negotiation skills and condom use
- Stage of actually trying out the new behavior
- Stage at which reinforcement of messages is appropriate

Criteria 17. Does this intervention use a combination of communication channels?

- yes no

If yes, which channels?

- interpersonal
- small group
- newspapers
- community networks
- radio
- traditional and folk media
- small media
- magazines
- television
- video
- others (please specify)
-



If you answered NO to any questions OR if you did not have clear and complete answers to any of the questions, this intervention probably has some weaknesses. You will be able to improve the intervention by giving time and detailed attention to the criteria for this standard.

Standard 3:

At-risk individuals must be provided with both skills and supplies to prevent HIV.

Criteria 1. Does this intervention provide for skill development?

yes no

What skills are being learned? Check all that apply.

- how to discuss safer sex with partner(s)
- how to refuse to engage in unsafe sex
- how to discuss condom use with partner(s)
- how to obtain condoms
- how to use a condom correctly
- how to dispose of a condom correctly
- how to discuss safer sex with children
- how to recognize need for STD treatment
- how to find professional STD treatment
- others (please specify)
-
-
-

Criteria 2. Are condoms easily available?

yes no

Criteria 3. Are condoms affordable?

yes no

Criteria 4. Is STD treatment easily available?

yes no

Criteria 5. Is STD treatment affordable?

yes no

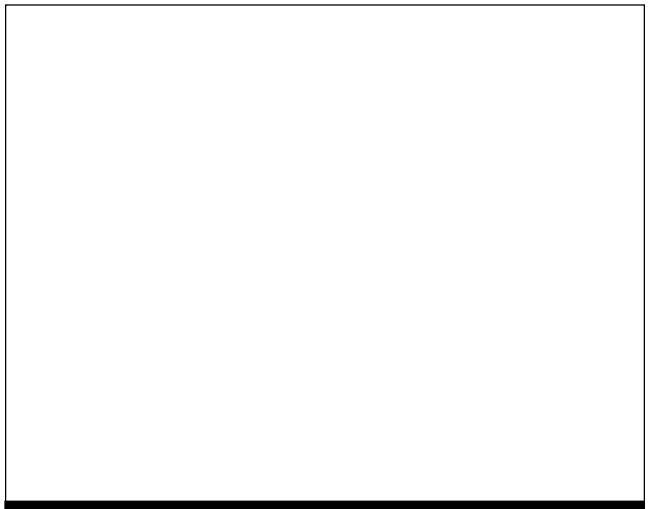


If you answered NO to any questions OR if you did not have clear and complete answers to any of the questions, this intervention probably has some weaknesses. You will be able to improve the intervention by giving time and detailed attention to the criteria for this standard.

Standard 4:

A supportive environment needs to be created for HIV prevention and for the protection of those infected with HIV.

- Criteria 1. What are the social, cultural, environmental, economic, political, and organizational conditions that may influence the target audience's HIV/AIDS risk behaviors?**



A large, empty rectangular box with a thin black border, intended for providing answers or notes related to the criteria above. The box is currently blank.

Criteria 2. Does this intervention try to influence these social, cultural, environmental, political and/or organizational influences? For example, does it:

- try to support traditional and cultural values that encourage low risk behaviors?
- try to persuade government officials to change harmful policies?
- try to influence organizational/corporate officials to discontinue discriminatory practices or policies?
- try to mobilize support among the general public to work for changes in public policy?
- try to promote alternatives to risk behaviors?
- try to protect human rights of all people affected by HIV/AIDS?
- try to actively fight discrimination?
- try to educate the whole community for care, compassion and prevention?
- others — please describe.
-
-
-



If you answered NO to any questions OR if you did not have clear and complete answers to any of the questions, this intervention probably has some weaknesses. You will be able to improve the intervention by giving time and detailed attention to the criteria for this standard.

Standard 5:

Mechanisms need to be created to maintain and sustain HIV prevention behaviors and activities over time.

Criteria 1. Does this intervention have follow-up mechanisms to reinforce and encourage the maintenance of newly acquired attitudes and behaviors?

yes no

For example,

- periodic follow-ups and recertification of peer educators
- HIV prevention messages being repeated in the curriculum at all grade levels
- campaigns that include reinforcement messages focused on maintaining new behaviors
- annual meetings for organizations working in the HIV prevention area
- meetings organized to discuss “lessons learned”
- system for senior peer educators to work with junior peer educators
- referral services
- others — please describe.
-
-
-



If you answered NO to any questions OR if you did not have clear and complete answers to any of the questions, this intervention probably has some weaknesses. You will be able to improve the intervention by giving time and detailed attention to the criteria for this standard.

Standard 6:

BCC planners should identify and use opportunities to work collaboratively and in different sectors of the community/country.

Criteria 1. **Does this intervention actively collaborate with other partners and implementing agencies?**

yes no

Please explain.

Criteria 2. Does this intervention take into consideration other activities and materials aimed at this target audience by other organizations?

- yes no

Please describe.

Criteria 3. Is this intervention designed to involve the resources and expertise of other organizations and/or the public and private sectors?

- yes no

If yes, please indicate which sectors.

- | | |
|---|--|
| <input type="checkbox"/> Commercial sector | <input type="checkbox"/> News media |
| <input type="checkbox"/> Industrial sector | <input type="checkbox"/> Military/police |
| <input type="checkbox"/> Ministry of Health | <input type="checkbox"/> Ministry of Education |
| <input type="checkbox"/> Ministry of Agriculture | <input type="checkbox"/> Other government institutions |
| <input type="checkbox"/> Others (please specify). | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |



If you answered NO to any questions OR if you did not have clear and complete answers to any of the questions, this intervention probably has some weaknesses. You will be able to improve the intervention by giving time and detailed attention to the criteria for this standard.

Standard 7:

Monitoring and evaluation are essential processes of effective BCC programming.

Regular monitoring allows you to see if the project is proceeding according to plan or if it needs to be changed. Evaluation indicates if the project is achieving its objectives.

- Criteria 1. Does this intervention have a monitoring and evaluation *DESIGN*?**
- yes no
-
- Criteria 2. Does this intervention have a monitoring and evaluation *BUDGET*?**
- yes no
-
- Criteria 3. Does this intervention have *STAFF* available for monitoring and supervision?**
- yes no

Criteria 4. Have you identified new directions as a result of monitoring or evaluation?

yes no

If so, please describe.

Criteria 5. Have you developed indicators of *BCC EFFECTIVENESS*?

yes no

Here are examples of quantifiable indicators.

- number of condoms distributed/sold
- number of training sessions
- number of education sessions
- number of media events
- number of materials produced
- number of materials distributed
- number of people trained
- number of people reached

You will also want to find indicators that respond to the *SPECIFIC OBJECTIVES* of this intervention. Some of the most meaningful indicators are those that the community itself identifies as important. The following are examples that *MAY* be appropriate for *SOME* interventions.

1. anecdotal evidence and observation of changing social norms (e.g., men and women leaving bars separately rather than together as in the past; school girls speaking openly of rejecting “sugar daddies;” condom availability at discos, hotels, bars)
2. self-reported evidence of more open conversation about use of condoms, decrease in number of partners, etc.
3. self-reported ability to discuss safer sex options with partner(s)
4. self-reported ability to recognize STD symptoms
5. decreased time between recognizing an STD symptom and seeking treatment
6. self-reported increased use in condoms
7. self-reported increased abstinence
8. self-reported increased faithfulness
9. self-reported STD treatment-seeking and preventive behavior
10. the intervention becoming more self-sustaining
11. more discussion of HIV/AIDS policy issues in legislative bodies
12. more press coverage of ethical and legal issues dealing with HIV/AIDS issues
13. more requests for information about STDs/HIV/AIDS
14. more requests for information about how to talk to children and/or sexual partners

-
15. widespread interest and participation in special AIDS observations (e.g., World AIDS Day)
 16. grassroots participation in campaign activities
 17. more media openness about sexual issues (in news stories as well as in entertainment programs)
 18. fewer complaints (e.g., letters to the editor) about media references to condoms, sexuality, etc.
 19. more condoms available in more outlets
 20. more first-time attenders at STD clinics
 21. fewer repeat clients at STD clinics
 22. more religious leaders and/or business leaders speaking out in a positive way about HIV/AIDS issues
 23. more business policies developed that protect HIV+ workers from discrimination
 24. more business policies initiated that promote HIV prevention education activities.

Do you or can you use any of the above indicators?

- yes no

If yes, which numbers?

Do you use other indicators to note progress toward your objectives?

yes no

Please describe.



PLEASE NOTE:

This handbook has helped you find strengths and weaknesses in this intervention.

However, to measure EFFECTIVENESS, you must look at your original objectives and the indicators that will tell if the intervention is having the desired effect.

If you answered NO to any questions OR if you did not have clear and complete answers to any of the questions, this intervention probably has some weaknesses. You will be able to improve the intervention by giving time and detailed attention to the criteria for the standards.

