

CAPACITY TO PROMOTE BEHAVIOURS EFFECTIVELY

Indicator Phrasing

English: % of [specify the 'promoters'] capable of promoting the priority behaviours in an effective manner

French: % de [préciser les "promoteurs"] capables de promouvoir les comportements prioritaires de manière efficace

Portuguese: % de [especificar os 'promotores'] capazes de promover os comportamentos prioritários de uma forma eficaz

Czech: % [určete propagátory] se schopností efektivně propagovat žádoucí praktiky

What is its purpose?

This indicator focuses on the competencies of the people promoting the desired behaviours, such as health staff, agricultural extension workers or volunteers. The way they promote the desired behaviours has a significant impact on whether people adopt the behaviours. Therefore, this indicator measures whether these 'promoters' have and use the required competencies.

How to Collect and Analyse the Required Data

Determine the indicator's value using the following methodology:

1) **Decide how you will measure the promoters' competencies.** There are two main options:

- **Observing** promoters while they do their work and recording what they are (not) doing in a checklist is the best way to assess their skills and to some extent also their knowledge. The checklist should focus on measuring whether the promoters follow the recommended ways of promoting the behaviour and whether what they say is technically correct. An example of such a checklist is included on pages 119 – 120 of the Make Me a Change Agent publication (see below). Consider limiting the checklist to a smaller number (e.g. 10) of the most important practices, especially those that are frequently problematic.

- **Theoretical test** helps you measure the extent to which the promoters have the knowledge they need to promote the behaviours effectively. Such tests are usually written but can also be based on an interview (however, this is demanding on the interviewers' time). They tend to assess knowledge related to:

1. the main **messages** the promoters are expected to communicate to the target audience (and the 'technical' knowledge relating to these messages)
2. the content of the **SBC materials** the promoters should use
3. the main principles of effective **SBC communication / facilitation methods**

It is recommended that you either use only observations or observations combined with a theoretical test. Avoid using theoretical tests only, as it does not show you the promoters' actual skills.

Ensure that the checklists / tests are realistic (not too ambitious). They should focus on measurable skills / knowledge that the promoters were previously trained on.

2) **Decide the minimum performance that a promoter needs to achieve** in order to be considered "capable of promoting the priority behaviours in an effective manner". For example, following at least 8 out of 10 observed practices and scoring at least 70% in the theoretical test.

3) **Conduct the observations / administer the theoretical tests** with a [representative sample](#) of promoters. It is highly recommended that the observations and tests are conducted throughout the project, **as a part of its routine monitoring system**. This approach has several advantages:

- First, it saves time. Conducting observations and tests is time consuming and trying to do them all at once (e.g. during an endline survey) might be too demanding.

- Next, the results of observations and tests can be used to provide the promoters with the support they need to address any identified weaknesses (e.g. additional training focusing on the key gaps). To have the time required to address the weaknesses, they must be identified during the project, not at its end.

4) Using the performance criteria defined in point 2, **count the number of promoters** who can be considered "capable of promoting the priority behaviours in an effective manner".

5) To **calculate the indicator's value**, divide the number of promoters that can be considered "capable of promoting the priority behaviours in an effective manner" by the total number of surveyed promoters. Multiply the result by 100 to convert it to a percentage.

Disaggregate by

[Disaggregate](#) the data by gender and any other criteria relevant to the context of your work.

Important Comments

1) The publication Community Health Worker Competency List for Nutrition Social and Behavior Change (see below) can provide you with additional ideas of what competencies can be measured using the observations-based checklist.

Access Additional Guidance

- The FSN Network and CORE Group (2015) [Make Me a Change Agent: A Multisectoral SBC Resource for Community Workers and Field Staff](#)
- USAID Advancing Nutrition (2021) [Community Health Worker Competency List for Nutrition Social and Behavior Change](#)