Breakthrough ACTION Nepal

SBC Capacity Assessment Tool

(Part of 2018 Social and Behavior Change Capacity Assessment Report)

Appendix 2: SBC Capacity Assessment Tool

NO.	Sub-Domain	Key Question	Key Steps or Elements	Stages of Development				Means of Verification	Group Scores			Consensus	Average Score	Notes
Domain: Program Management – 1.0														
				Stage 1	Stage 2	Stage 3	Stage 4		A	B	C			
1.1	**Program Design**	Is NHEICC's program design, development, and improvement informed by evidence based on research, evaluation, needs assessment, and/or monitoring?	NHEICC bases their program design, development, and improvement on evidence of client and/or community needs based on research, evaluation, needs assessment, and/or monitoring.	NHEICC does not use evidence-based research, evaluation, needs assessment, or monitoring reports to inform their program design, development, and improvement.	NHEICC relies on secondary, unverified sources to inform program design. Sources are not applicable to the client and/or community relevant to the program.	NHEICC engages in evidence-based research, evaluation and/or needs assessment to inform program design, development, and improvement. However, lessons are not used consistently to improve program strategies throughout the program implementation phase.	NHEICC engages in evidence-based research, evaluation and/or needs assessment to inform program design, development, and improvement. Lessons are continuously used to improve program strategies throughout the program implementation phase.	Program surveys, landscape assessment results, health needs research results.					0.0	
1.2	**Program Planning and Monitoring**	Does NHEICC develop, implement, and monitor a costed workplan that has been developed through a participatory workplanning process?	NHEICC has a participatory project workplanning culture, and a complete, costed workplan is being implemented and monitored.	NHEICC has no participatory workplanning process in place, nor does a costed workplan exist.	NHEICC performs project workplanning independently, and a draft budget and draft workplan are in place, however the budget and workplan are not fully aligned.	NHEICC has a participatory project workplanning culture, and complete budget and workplan. The costed workplan is in place, however it is not always used to guide activities.	NHEICC has a participatory project workplanning culture, and a complete, costed workplan is being implemented and monitored.	Meeting minutes, workplans, TORs.					0.0	
								Overall Scores:						

NO.	Sub-Domain	Key Question	Key Steps or Elements	Stages of Development				Means of Verification	Group Scores			Individual Score	Consensus Score	Average Score	Notes (includes evidence of capacity/gaps/action identified during 2014 assessment)
				Stage 1	Stage 2	Stage 3	Stage 4		A	B	C				
2.1	**Situation Analysis**	When conducting a situation analysis, which key steps does NHEICC use?	1. Conduct a baseline and/or formative research to establish knowledge, attitudes and practices of target audience 2. Conduct a review of relevant studies. 3. Assess existing policies and programs. 4. Learn about active and available communication channels. 5. Identify partners and allies. 6. Assess organizational capacities. 7. Be sensitive to possible gender differences and make sure all viewpoints are represented. 8. Summarize the understanding of the problem into a problem statement.	We do not use any of the key steps.	We use 2-4 of the key steps but cannot clearly articulate them.	We use 4-6 of the key steps and can clearly articulate them.	We use 6-8 of the key steps and can clearly articulate them.	List the number associated with the key steps: Other: Baseline Evaluation Report; Secondary analysis report; Situational Analysis report						0.0	**Evidence:** IEC/BCC Formative Research 2006 IEC/BCC Formative Research 2012 Health Communication Policy Review and use of DHS data Review and use of HMIS data NHEICC has done formative and desk review research Popular communication channels identified by using the 2006 and DHS **Gaps:** Research does not really address social aspects or norms Partners are identified but not systematically

Domain: Social and Behavior Change – 2.0

Domain: Social and Behavior Change – 2.0																
N0.	**Sub-Domain**	**Key Question**	**Key Steps or Elements**	**Stages of Development**				**Means of Verification**	**Group Scores**			**Individual Score**	**Consensus Score**	**Average Score**	**Notes (includes evidence of capacity/gaps/action identified during 2014 assessment)**
				Stage 1	**Stage 2**	**Stage 3**	**Stage 4**		**A**	**B**	**C**				
2.2	SBC Theory	When designing an SBC intervention, how does NHEICC apply a behavior change model/theory and theoretical framework?	N/A	We do not use theory to guide our interventions.	We use a theory to guide our intervention design, but it is not a behavior change theory.	We use a few theoretical constructs from behavior change theories to guide our intervention design.	We use behavior change theory or theories to guide our intervention design.	List the SBC theory (ies): Other: Communication Strategy; Workplans; Interviews with staff						0.0	**Evidence:** Staff trained on SBCC P-Process (SBCC Model) KAIPA Model (Knowledge, Attitude, Interest, Practice, Advocacy) **Gaps:** Knowledge and use of models but not so much theory Senior staff are more aware of theory. Entry and mid-level staff could use more training Training is usually through partners/projects and not consistent or sustainable
2.3	SBC Strategy Design	When designing an SBC strategy, which key elements does NHEICC include?	1. Communication objectives 2. Audience segmentation 3. Program approaches and positioning 4. Communication channels 5. Structural and communication interventions 6. Implementation plan and timeline 7. Monitoring and evaluation plan 8. Dissemination plan	We do not use any of the key elements.	We use 2-4 of the key elements but cannot clearly articulate them.	We use 5-6 of the key elements and can clearly articulate them.	We use 7-8 of the key elements and can clearly articulate them.	List the number associated with the key elements: Example Documents: Communication Strategy; M&E plan; Dissemination Plan; Workplan						0.0	**Capacity:** National Health Communication Policy, 2012 National Communication Strategy for Adolescent Sexual and - Reproductive Health Nepal (2012 – 2016) National Communication Strategy for Maternal, Newborn and Child Health (2012 – 2016) Most staff follow the strategies, especially during planning Draft family planning strategy NCD strategy in process Activities are set based on target groups and timelines Technical working

				Stages of Development					Group Scores						Notes (includes evidence of capacity/gaps/action identified during 2014 assessment)
N0.	**Sub-Domain**	**Key Question**	**Key Steps or Elements**	**Stage 1**	**Stage 2**	**Stage 3**	**Stage 4**	**Means of Verification**	**A**	**B**	**C**	**Individual Score**	**Consensus Score**	**Average Score**	

Domain: Social and Behavior Change – 2.0

N0.	Sub-Domain	Key Question	Key Steps or Elements	Stage 1	Stage 2	Stage 3	Stage 4	Means of Verification	A	B	C	Individual Score	Consensus Score	Average Score	Notes
															groups are functional Activities and budget are reflected in "red book" Solid foundation to strengthen coordination between divisions and external partners **Gaps:** Finalize FP strategy Finalize NCD strategy
2.4	**Product Design**	When designing communication products/materials, which key steps does NHEICC use? OR When reviewing new communication products/materials, which key steps does NHEICC use?	1. Conduct inventory of existing materials. 2. Host a participatory process that facilitates agreement on design or revisions. 3. Develop creative briefs. 4. Create draft concepts and materials for audience pretesting. 5. Test concepts and materials with intended audience and key decision-	We do not use any of the key steps.	We use 2-4 of the key steps but cannot clearly articulate them.	We use 5-6 of the key steps and can clearly articulate them.	We use 7-8 of the key steps and can clearly articulate them.	List the number associated with the key steps: Other: Communication Strategy; Pretest Reports; Example of Communication Products						0.0	

N0.	Sub-Domain	Key Question	Key Steps or Elements	Stages of Development				Means of Verification	Group Scores			Individual Score	Consensus Score	Average Score	Notes (includes evidence of capacity/gaps/action identified during 2014 assessment)
				Stage 1	Stage 2	Stage 3	Stage 4		A	B	C				
			makers. 6. Share results of pretest with the creative team and stakeholders. 7. Revise materials based on feedback. 8. Re-test materials to make sure revisions resolve key issues.												
2.5	Product/Material Design and Gender and Social Inclusion	When designing SBC interventions and products/materials, how does NHEICC include gender and social inclusion?	N/A	We do not include or consider the impact the interventions and products/materials may have on gender issues.	We include or consider gender when developing interventions and products/materials so not to reinforce gender stereotypes.	We include or consider the different needs of men and women when developing interventions and products/materials and design them accordingly.	We include or consider the different needs of men and women when developing interventions and products/materials in order to change harmful gender norms specific to country context.	Creative Brief; Communication Strategy						0.0	**Evidence:** Brochure on Health Effects 2. Gender based violence Safe Motherhood radio and TV program Gender friend IEC/BCC materials Gender mainstreaming National Health Policy, 1991 National Health Communication Policy, 2012 MNCH Communication Strategy, 2012 ASRH Communication Strategy, 2012 Evidence: Meet with related sections to identify topic Brief prepared by concerned sections Content developed and drafted and shared for review Content shared with IEC/BCC technical

NO.	Sub-Domain	Key Question	Key Steps or Elements	Stages of Development				Means of Verification	Group Scores			Individual Score	Consensus Score	Average Score	Notes (includes evidence of capacity/gaps/action identified during 2014 assessment)
				Stage 1	Stage 2	Stage 3	Stage 4		A	B	C				
															committee for finalization and approval Pre-test materials in field with target audience before finalized Revisions of materials based on feedback from pretesting Final review of content/materials by technical committee
2.6	Intervention Planning and Implementation	How are SBC interventions planned and implemented within NHEICC?	N/A	We do not have an implementation plan. Most organizational activities are decided on short notice or reactive to external demands.	We develop a rough implementation plan for some intervention areas. The plans are developed to meet funders' requirements.	We develop an implementation plan for each intervention area. The individual plans do not always link to the SBC strategy.	We develop an implementation plan for all intervention areas. The plan is reviewed and adjusted on a routine basis. The individual plans link to a larger strategic communication plan and opportunities are identified to a link.							0.0	Evidence: Sections are responsible for making implementation plan before approval of program Approved annual programs on a quarterly basis Annual work plan and budget broken down by quarters Gaps: Slow release of district budget Little flexibility in budget line items, especially for districts

Domain: Social and Behavior Change – 2.0															
				Stages of Development				**Means of Verification**	**Group Scores**			**Individual Score**	**Consensus Score**	**Average Score**	**Notes (includes evidence of capacity/gaps/action identified during 2014 assessment)**
N0.	**Sub-Domain**	**Key Question**	**Key Steps or Elements**	**Stage 1**	**Stage 2**	**Stage 3**	**Stage 4**		**A**	**B**	**C**				
2.7	**Partner Mobilization and Coordination**	When implementing your interventions, which step does NHEICC follow when working with partner organizations?	1. Make sure each partner understands their role. 2. Identify a program lead whose responsibility is to facilitate the process. 3. Identify partner needs and conduct trainings as necessary. 4. Keep partners updated. 5. Share credit for good work. 6. Monitor activities. 7. Prepare for future evaluation activities.	We do not use any of the key steps.	We use 2-4 of the key steps but cannot clearly articulate them.	We use 4-5 of the key steps but can clearly articulate them.	We use 5-7 of the key steps and can clearly articulate them.	List the number associated with the key steps: Other: Training reports; Progress reports						0.0	**Evidence:** Meeting minutes MOUs Joint Action Plans
2.8	**Training Needs**	When implementing an SBC Strategy, how does NHEICC identify necessary training needs of self and partners?	N/A	We assume our staff and partners are prepared and able to implement the plan.	We identify what the training needs are to implement the communication plan but do not provide a clear plan for how these needs will be met.	We identify what the training needs will be to implement the plan and develop a plan on how these needs will be met.	We identify what the training needs will be to implement the plan and develop a plan on how these needs will be met. We follow up to make sure the necessary training takes place and staff and partners have the capacity to implement the strategy.	Pretest reports; Survey reports						0.0	**Evidence:** Based on health issues of present day IEC/BCC review meetings for focal persons – DHO/PHO Progress more than 90% Success of the program conducted **Gaps:** Training is conducted but gaps in how to apply skills

				Stages of Development					Group Scores						Notes (includes evidence of capacity/gaps/action identified during 2014 assessment)
NO.	Sub-Domain	Key Question	Key Steps or Elements	Stage 1	Stage 2	Stage 3	Stage 4	Means of Verification	A	B	C	Individual Score	Consensus Score	Average Score	

Domain: Social and Behavior Change – 2.0

NO.	Sub-Domain	Key Question	Key Steps or Elements	Stage 1	Stage 2	Stage 3	Stage 4	Means of Verification	A	B	C	Individual Score	Consensus Score	Average Score	Notes
2.9	Advocacy	How does NHEICC use or plan to use advocacy in your interventions?	N/A	We do not use or do not plan to use advocacy as part of our interventions.	We plan to use advocacy as part of our interventions but are not currently using it.	We are currently using advocacy in our interventions, but it does not follow a strategic approach.	We are currently using advocacy in our interventions. Our advocacy efforts follow a strategic approach that works to change norms and links to a larger SBC effort.	Advocacy Strategy; Advocacy Action Plan; Workplan						0.0	
2.10	SBC Trends	When designing an SBC intervention, does NHEICC look at new and/or emerging trends in behavioral science such as Design Thinking, Human Centered Design, and/or Behavioral Economics?	N/A	We do not know about other behavioral approaches.	We know about new and emerging behavioral approaches but do not use them in our design or feel confident to apply them in our work.	We know about new and emerging behavioral approaches and use them when developing interventions and products/materials but are not sure we are applying them correctly.	We know about new and emerging behavioral approaches and are confident in using/applying them when developing interventions and products/materials.	List the approaches used as outlined in the key elements: Other: Training reports; Training plan						0.0	
								Overall Scores:							

Domain: Mobile Technology – 3.0														
N0.	**Sub-Domain**	**Key Question**	**Key Elements or Steps**	**Stages of Development**				**Means of Verification**	**Group Scores**			**Consensus**	**Average Score**	**Notes**
				Stage 1	Stage 2	Stage 3	Stage 4		1	2	3			
3.1	**Mobile Voice and Txt Messaging**	How does NHEICC use/plan to use mobile voice technology or text messaging in your interventions? Mobile voice technology may include: Phone calls, automated voice messages, integrated voice response and telephone hotlines Mobile text messaging includes: One-way push messaging, interactive messaging (iSMS), including use of short codes, opt-ins, etc.	1. Identify most accessible mobile technologies by audience (e.g. smart phone, feature phone, simple phone). 2. Determine number of phones/internet access per household (e.g. by gender distribution or age). 3. Conduct baseline research related to use of and access to related technologies and what may be purchased in-country.	We do not use or do not plan to use any mobile voice technology or text messaging.	We plan to use mobile voice technology or text messaging but are not currently using it.	We are currently using at least one form of mobile voice technology or text messaging.	We use multiple mobile voice technology and text messaging through an integrated approach with existing intervention activities.	List examples of voice technology and text messaging: Other: Communication Strategy; Media plan, MOU with local mobile network operator or data host						
If NHEICC does not use or plan to use mobile voice or text messaging, skip to the next section														

Domain: Mobile Technology – 3.0														
N0.	**Sub-Domain**	**Key Question**	**Key Elements or Steps**	**Stages of Development**				**Means of Verification**	**Group Scores**			**Consensus**	**Average Score**	**Notes**
				Stage 1	Stage 2	Stage 3	Stage 4		1	2	3			
3.2	**Mobile Technology Message Development**	When developing messages for mobile Behavior change communication (mBCC), which key elements does NHEICC use?	1. Identify and conduct relevant formative research. 2. Develop a creative brief to inform message development. 3. Engage a creative agency to craft and produce messages. 4. Pretest messages with intended audiences. 5. Consider channel in length of message. 6. Maintain consistency with larger communication program. 7. Ensure accuracy of messages. 8. Ensure credibility of messages. 9. Include local languages and language options where possible.	We do not use any key elements.	We use 2-3 key elements but cannot clearly articulate them.	We use 3-4 key elements and can clearly articulate them.	We use 4-5 key elements and can clearly articulate them.	List the number associated with key elements:						

				Stages of Development					Group Scores				
Domain: Mobile Technology – 3.0														
N0.	**Sub-Domain**	**Key Question**	**Key Elements or Steps**	**Stages of Development**				**Means of Verification**	**Group Scores**			**Consensus**	**Average Score**	**Notes**
				Stage 1	**Stage 2**	**Stage 3**	**Stage 4**		**1**	**2**	**3**			
3.3	**Mobile Technology Tools**	When identifying technology and tools for mBCC, which key elements does NHEICC use?	1. Identify which type of information is most relevant. 2. Determine which format is best for the program. 3. Consider the capacity of the format. 4. Consider the implications of the format. 5. Identify which approach is most appropriate. 6. Determine the "effective frequency" needed to reach the program goal. 7. Employ multiple channels of communication. 8. Determine which platform and application will be most useful. 9. Understand the organizational capacity in relationship to the tools and technology.	We do not use any key elements.	We use 2-5 elements but cannot clearly articulate them.	We use 5-7 key elements and can clearly articulate them.	We use 7-9 key elements and can clearly articulate them.	List the number associated with the key elements:						

Domain: Mobile Technology – 3.0														
N0.	**Sub-Domain**	**Key Question**	**Key Elements or Steps**	**Stages of Development**				**Means of Verification**	**Group Scores**			**Consensus**	**Average Score**	**Notes**
				Stage 1	**Stage 2**	**Stage 3**	**Stage 4**		**1**	**2**	**3**			
	3.4	When implementing mBCC interventions, how does NHEICC monitor the intervention?	N/A	We do not monitor mBCC interventions.	We establish indicators and check them at the end of the intervention.	We establish indicators and check them at mid-term and at the end of the intervention.	We routinely monitor that ICTs are functioning properly, indicators reflect program objectives, and program is adjusted throughout to make sure objectives are met.	PMP; Workplan, Data collected from dashboard of mBCC intervention						
							Overall Scores:							

				Stages of Development				Means of Verification	Group Scores			Consensus	Average Score	Notes
Domain: Social and User-Generated Media – 4.0														
We	**Sub-Domain**	**Key Question**	**Key Elements or Steps**	**Stage 1**	**Stage 2**	**Stage 3**	**Stage 4**	**Means of Verification**	**1**	**2**	**3**	**Consensus**	**Average Score**	**Notes**
4.1	**Multimedia, Web and Social Media**	How does NHEICC integrate the use of consumer multimedia?	Multimedia electronics may include: 1. Digital cameras 2. Voice recorders 3. Smart phones Web tools may include: 4. Website 5. Online databases 6. eLearning Social media tools may include: 7. Facebook 8. Twitter 9. LinkedIn 10. Google+ 11. Pinterest 12. YouTube/Vimeo/ DailyMotion/MetaCafe (Video-on-demand) 13. Yammer 14. Flickr/Picaso/Instagram Vine (photo and micro-video hosting and sharing) 15. Wikipedia/Quora (Knowledge sharing) 16. Slideshare/Prezi (online presentation sharing) 17. Sound Cloud (online audio sharing) 18. Non-US Based Social Media Network	We do not use nor do not plan to use multimedia tools.	We plan to use multimedia tools but are not currently using them.	We are currently using at least one multimedia tool, but they are not linked to the overall strategic communication plan.	We use one or more multimedia tools through an integrated approach with the overall strategic communication plan.	List the number associated with the multimedia tools:						
4.2	**Social and User Generated Strategy Design**	What type of strategic process does NHEICC use to guide social and user generated media?	N/A	We use social and user-generated media, but we do not have a strategy.	We use social and user-generated media and are in the process of creating a social and user-generated media strategy.	We have a social and user-generated strategy, but it is not well integrated into current intervention areas.	We have an integrated social and user-generated media strategy that is integrated into intervention goals as well as their communication strategy. The strategy is revisited on a continuous basis to ensure the social and user-generated media is working.							

Domain: Social and User-Generated Media – 4.0														
We	**Sub-Domain**	**Key Question**	**Key Elements or Steps**	**Stages of Development**				**Means of Verification**	**Group Scores**			**Consensus**	**Average Score**	**Notes**
				Stage 1	**Stage 2**	**Stage 3**	**Stage 4**		**1**	**2**	**3**			
4.3	**Social and User Generated Message Development**	When developing messages for social and user generated media, which key elements does NHEICC use?	1. Identify or conduct relevant formative research. 2. Develop a creative brief to inform message development. 3. Engage a creative agency to craft and produce messages. 4. Pretest messages with intended audiences. 5. Consider channel in length of message. 6. Maintain consistency with larger communication program. 7. Ensure accuracy of messages. 8. Ensure credibility of messages. 9. Include local languages and language options where possible. 10. Identify a facilitator of content.	We do not use key elements.	We use 2-4 key elements but cannot clearly articulate them.	We use 5-7 elements and can clearly articulate them.	We use 8-10 elements and can clearly articulate them.	List the number associated with the key elements:						
4.4	**Participant Engagement and Social Media**	How does NHEICC engage audiences on social and user generated media?	N/A	We do not engage audiences on social media rather we just push information out.	We push information both from internal and other social media sources (re-tweet, social share, etc.)	We both respond to relevant topic areas in the social media world as well as push out information from internal and other social media sources (re-tweet, social share, etc.).	We structure our content to respond to the trends and popular content on social media as well as push out content from both internal and other social media sources (re-tweet, social share, etc.) that is engaging to target audiences.							
4.5	**Monitoring and Evaluation and Social and User Generated Media**	How does NHEICC monitor and evaluate its social and user generated media presence?	N/A	We do not use analytics or other measurement tools to monitor its social media presence.	We use free or low-cost analytic tools and analyze further in spreadsheets (e.g. Google Analytics, Hootsuite, Facebook, Insights).	We use professional social media management/metric tools to collect data (e.g. Radian 6).	We use professional social media management/metrics tools to collect data and train staff on how to use and/or bring in expert consultants to assist.							
								Overall Scores:						

				Stages of Development					Group Scores					Notes (includes evidence of
Domain: Knowledge Management, Coordination and Collaboration - 5.0														
NO.	Sub-Domain	Key Question	Key Steps or Elements	Stage 1	Stage 2	Stage 3	Stage 4	Means of Verification	A	B	C	Consensus	Average Score	capacity/gaps/actions identified during 2014 assessment)
5.1	**Knowledge Management**	Does NHEICC systematically capture, package, and share knowledge to foster learning and expand knowledge?	NHEICC has a process for capturing, packaging, and sharing knowledge. The process is used by the relevant staff, and NHEICC uses this information to improve the implementation processes of its projects/programs.	NHEICC has no systematic process for capturing, packaging, and sharing knowledge.	NHEICC has a process for capturing, packaging, and sharing knowledge, but it may be incomplete and lacks some programs or elements, for example, it does not elaborate on how knowledge is shared. The system is not used by the relevant staff.	NHEICC has a process for capturing, packaging, and sharing knowledge, but it is not always used by the relevant staff (employees do not always capture, package, and share knowledge using this process). NHEICC does not frequently assess this process nor does it use this information to improve the implementation process of its projects or programs.	NHEICC has a process for capturing, packaging, and sharing knowledge, that is always used by the relevant staff. NHEICC frequently assesses this process and also uses this information from this process to improve the implementation of its projects/programs.	Website, success stories, social media.					0.0	**Evidence:** NHEICC conducts review meeting at central level as well as regional level NHEICC conducts SBCC/BCC orientation at regional and district level Trainings and workshops at district level Monthly regional meetings Quarterly meetings at central level Informal sharing Website of NHEICC **Gaps:** Meetings are the only source to get the information. There is no other system for exchange and sharing or resources or lessons learned
5.2	**Coordination Platforms**	Are there coordination platforms with NHEICC and its different partners; is there a feedback mechanism between NHEICC and its partners?	NHEICC has coordination platforms with its partners. They plan and meet regularly and are guided by clear terms of reference (TOR). A follow-up mechanism for feedback on coordination issues exists.	No coordination platforms between NHEICC and its partners are established.	NHEICC has coordination platforms with its partners and a TOR is drafted but they do not have meetings.	NHEICC has coordination platforms with its partners and meetings are held regularly as per the TOR. However, there is no feedback mechanism in place.	NHEICC has coordination platforms with its partners and meetings are held regularly as per the TOR. Coordination challenges are identified regularly, and a mechanism is in place for feedback.	List of coordination platforms established; list of members/ participants in those platforms; draft or final TOR for the forums; agenda and minutes of meetings; reports of issues addressed or feedback; reports or minutes initiating or developing TOR; minutes of joint planning/action and technical working groups.					0.0	

				Stages of Development					Group Scores					
NO.	Sub-Domain	Key Question	Key Steps or Elements	Stage 1	Stage 2	Stage 3	Stage 4	Means of Verification	A	B	C	Consensus	Average Score	Notes (includes evidence of capacity/gaps/actions identified during 2014 assessment)
Domain: Knowledge Management, Coordination and Collaboration - 5.0														
5.3	**External Coordination**	How does NHEICC work with external staff or programs at the national and district level?	N/A	NHEICC works on its own. NHEICC does not know who else is doing similar, complementary or overlapping work in its geographical area(s).	NHEICC is aware of other organizations doing similar, complementary or overlapping work in its geographical area(s). NHEICC occasionally meets with some of these organizations to discuss opportunities for collaboration.	NHEICC is familiar with other organizations that are doing similar, complementary or overlapping work in its geographical area(s). NHEICC consults with these organizations to learn about them and better support them.	NHEICC consults frequently with organizations that are doing similar, complementary or overlapping work in its geographical area(s) in order to look for synergies, fill gaps and avoid duplication of efforts.							
5.4	**Coordination Roles**	Does NHEICC have a documented coordination and facilitation mandate?	NHEICC exercises its mandated coordination and facilitation roles and interacts with other stakeholders to deliver services.	NHEICC does not have a documented coordination or facilitation role.	NHEICC's coordination and facilitation role is known but not documented.	NHEICC's coordination and facilitation role is clear and documented but it does not interact with other stakeholders to deliver services.	NHEICC has a clear documented coordination or facilitation role. It exercises this roles and interacts with other stakeholders to deliver services.	NHEICC's coordination mandate document; policy documents; report/ minutes of coordination meetings; strategic/operational plans showing activities in line with mandate; partner meetings attendance list.					0.0	

Domain: Knowledge Management, Coordination and Collaboration - 5.0

NO.	Sub-Domain	Key Question	Key Steps or Elements	Stages of Development				Means of Verification	Group Scores			Consensus	Average Score	Notes (includes evidence of capacity/gaps/actions identified during 2014 assessment)
				Stage 1	Stage 2	Stage 3	Stage 4		A	B	C			
5.5	Internal Communications	Does NHEICC have a formal mechanism/structure for internal communications?	NHEICC has a formal mechanism/ operational structure for facilitating internal communications between staff and management, as well as interdepartmental communications. It is known by all relevant staff and used. It includes things such as bulletin boards, intranet, and feedback mechanisms.	NHEICC does not have a formal mechanism/structure for internal communications.	NHEICC has informal and unstructured mechanism/structure for internal communications.	NHEICC has a formal mechanism/ infrastructure for facilitating internal communications with relevant stakeholders. It is known by all staff but is not always used.	NHEICC has an operational, formal mechanism/structure for facilitating internal communications between staff and management and between departments, including a feedback mechanism. It is known by all staff and is consistently used.	Newsletters; success stories; staff meeting minutes; intranet.					0.0	**Evidence:** Regular staff meetings Information is shared through Email District to Central communication – Email or faxing of reports and information Use of SMS to provide information to district level Pilot use of Facebook for sharing of reports but this did not work District reports are entered into a database that can be accessed by staff **Gaps:** Staff are not required to share with other sections There is an emphasis on meetings as the sole mechanism for sharing information No Intra-net or shared drive File stored on personal computers
5.6	External Communications	Does NHEICC have a formal structure/mechanism for external communications?	NHEICC has a formal mechanism/structure for facilitating external communications with relevant stakeholders. It is known by all staff and used. It includes audience analysis matrices, messaging, and website(s).	NHEICC does not have a formal mechanism/structure for external communications.	NHEICC either has informal and unstructured mechanisms for external communications or a formal external communications mechanism/structure that is not operational.	NHEICC has a formal mechanism/ structure for enhancing external communications with relevant stakeholders. It is known by all staff but is not always used.	NHEICC has an operational formal mechanism/structure for facilitating external communications with relevant stakeholders. It is known by all staff and is consistently used.	Websites; newsletters; other products clearly geared to external stakeholders.					0.0	**Evidence:** Meetings (Technical Working Group) Consultative meetings and sharing of minutes Health Communication Policy Coordination meetings with external agencies Meetings are schedule with partners and TWG according to need There is an easy process to engage NHEICC – Come with letter, Assigned to section chief, Meeting between partner and NHEICC

				Stages of Development					Group Scores				Notes (includes
Domain: Knowledge Management, Coordination and Collaboration - 5.0														
NO.	Sub-Domain	Key Question	Key Steps or Elements	Stage 1	Stage 2	Stage 3	Stage 4	Means of Verification	A	B	C	Consensus	Average Score	evidence of capacity/gaps/actions identified during 2014 assessment)
														Gaps: How do we "open the door" to external partners? We are a member of one or more networks. Where and who are our partners and what are they doing? **Action:** Develop a plan for external partner engagement – How do we open our door and facilitate coordination?
								Overall Scores:						

Domain: Monitoring and Evaluation - 6.0														
N0.	**Sub-Domain**	**Key Question**	**Key Elements or Steps**	**Stages of Development**				**Means of Verification**	**Group Scores**			**Consensus**	**Average Score**	**Notes (includes evidence of capacity/gaps/actions identified during 2014 assessment)Notes**
				Stage 1	**Stage 2**	**Stage 3**	**Stage 4**		A	B	C			
6.1.1	**Monitoring and Evaluation Planning**	Does NHEICC have the relevant operational results frameworks, such as an M&E strategy, M&E plan, and other key documents?	NHEICC has the relevant results frameworks available and are applied by the relevant staff to guide the planning and measurement of results (documents include quarterly or annual workplans, budgets, project Monitoring & Evaluation (M&E) plans, M&E strategy or framework, Project Managing Plans (PMPs). The M&E function in NHEICC is supported by staff with relevant competencies.	NHEICC does not have the relevant results frameworks, and lacks the plans necessary to guide its work.	NHEICC has the relevant results framework. An M&E strategy exists but it is incomplete (it lacks key elements).	NHEICC has the relevant results framework in place. It is only partially utilized to inform the measurement of results, using only some elements such as the M&E plan, workplan, or PMP.	NHEICC has the relevant results frameworks present and are applied by the relevant staff to guide the planning and measurement of results.	M&E strategic documents/framework; M&E progress reports on key result areas; PMP status reports; updated workplans status.					0.0	

Domain: Monitoring and Evaluation - 6.0													
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				Stage 1	Stage 2	Stage 3	Stage 4		A	B	C			
6.1.2	Monitoring and Evaluation Planning (Budget)	Does NHEICC have an annual M&E budget?	N/A	NHEICC does not have an annual M&E budget in place.	NHEICC has an annual M&E budget but it is not sufficient to meet all M&E needs. For example, the budget cannot meet all costs including supportive visits, documentation of lessons, evaluations, assessments, and other activities.	NHEICC has an annual M&E budget but it is not fully utilized to meet planned M&E activities.	NHEICC has an annual M&E budget, and utilizes it to implement planned M&E activities.	Annual M&E budget for project/organization/institution; finance report indicating M&E activities/budget; M&E workplan.					0.0	**Evidence:** Annual M&E Plan is in place Annual work plan Supervision checklist developed. Supervision and monitoring at Central, RHD, RHTC, DPHO/DHO) - Relevant feedback is incorporated after sharing Monthly reports Research on smoking and other risk behaviors (Solid Nepal, Public Private Partnership) NDHS report survey - collaboration with population section of MoHP Public Opinion Poll and Compliance Survey was conducted by NHEICC in collaboration with The Union
6.1.3	Monitoring and Evaluation Planning (Routine Monitoring)	How does NHEICC plan for routine monitoring and evaluation of interventions?	1. Refine intervention objectives 2. Identify key performance indicators 3. Identify where, when and by whom data will be collected	We do not have a monitoring and evaluation plan.	We have some indicators but no clear monitoring and evaluation plan to determine the success of interventions.	We develop a monitoring and evaluation plan for each intervention during strategy design. Indicators are developed based on what the funder wants to know. Once developed, NHEICC does not review or adjust the plan.	We develop an M&E plan for all interventions during strategy design. The plan specifies who collects data, when they collect data and where data comes from. Indicators are developed and clear and the plan is reviewed and adjusted on a routine basis. We use lessons learned from the monitoring activities to make	List the number associated with the key steps: Other: M&E Workplan; M&E Reports; Project Reports; log frame; indicator tracking table or dashboard					0.0	

				Stages of Development					**Group Scores**					
NO.	**Sub-Domain**	**Key Question**	**Key Elements or Steps**	**Stage 1**	**Stage 2**	**Stage 3**	**Stage 4**	**Means of Verification**	**A**	**B**	**C**	**Consensus**	**Average Score**	**Notes (includes evidence of capacity/gaps/actions identified during 2014 assessment)Notes**

Domain: Monitoring and Evaluation - 6.0

							mid-course adjustments.							
6.2	Monitoring	Does NHEICC have and implement a process for monitoring implementation and using monitoring information for internal and external program review?	NHEICC tracks the implementation process and progress toward program objectives. NHEICC uses monitoring data to track and revise activities. NHEICC conducts external review of monitoring data to compare program progress against external standards.	NHEICC does not have a program monitoring mechanism in place or perform internal or external program reviews.	NHEICC does not have formal program monitoring mechanisms in place, but does perform occasional internal and external reviews.	NHEICC has internal and external monitoring mechanisms in place, but findings are not used to inform program development and implementation.	NHEICC has program monitoring mechanisms in place for both internal and external reviews, and findings are used to improve program development or implementation.							

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				Stage 1	**Stage 2**	**Stage 3**	**Stage 4**		**A**	**B**	**C**			
6.3.1	**Data Utilization (Key Indicators)**	How does NHEICC use indicator data?	1. Key indicators are linked to each strategic objective. 2. Changes (or lack of changes) in key indicators are used to inform workplans. 3. Indicator data is used to set benchmarks and targets. 4. Indicator data is used to assess progress toward benchmarks and targets.	NHEICC does not use indicator data to inform programmatic decisions.	NHEICC does one of these things with indicator data.	NHEICC does 2-3 of these things with indicator data.	NHEICC does all four of these things with indicator data.							
6.3.2	**Data Utilization (Coordinated Analysis)**	How does NHEICC engage with partners and stakeholders to review data and analyze results?	NHEICC analyzes data about key indicators together with stakeholders and partners	NHEICC does not review data and analyze results.	NHEICC reviews data and analyzes results based on internal/institutional understanding of the program.	NHEICC reviews data and analyzes results with some of the key stakeholders based on informal conversations and meetings.	NHEICC reviews data and analyzes results with a group of program partners, decision-makers, stakeholders, and technical experts. Stakeholders are involved at all levels.							

Domain: Monitoring and Evaluation - 6.0														
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				Stage 1	Stage 2	Stage 3	Stage 4		A	B	C			
6.4	Program Evaluation	How does NHEICC plan to evaluate the implementation and impact of its intervention?	1. Refine intervention objectives. 2. Allocate resources to ensure evaluation data is collected as planned. 3. Synthesize data for intended audience and circulate findings.	We only evaluate programs or campaigns for which we receive donor funding and that require evaluation.	We collect some data (e.g. baseline or endline) but not enough to assess the implementation or impact of our interventions.	We collect baseline data and then periodically compare results to this baseline to determine process towards the desired result.	We collect comprehensive baseline data and then periodically compare results to this baseline to determine progress towards the desired result. Endline data is compared to the baseline. Information and lessons learned are disseminated and used to influence future programming both internally and with other stakeholders.	Evaluation reports, fact sheets, lessons learned documents					0.0	
							Overall Scores:							

NO.	Sub-Domain	Key Question	Key Elements or Steps	Stages of Development				Means of Verification	Group Scores			Concensus	Average Score	Notes
				Stage 1	Stage 2	Stage 3	Stage 4		A	B	C			

Domain: Advocacy - 7.0

NO.	Sub-Domain	Key Question	Key Elements or Steps	Stage 1	Stage 2	Stage 3	Stage 4	Means of Verification	A	B	C	Concensus	Average Score	Notes
7.1	Advocacy	How does your organization use or plan to use advocacy in your interventions?	N/A	We do not use or do not plan to use advocacy as part of our interventions.	We plan to use advocacy as part of our interventions but are not currently using it.	We are currently using advocacy in our interventions but it does not follow a strategic approach.	We are currently using advocacy in our interventions. Our advocacy efforts follow a strategic approach that works to change norms and links to a larger SBC effort.	Advocacy Strategy; Advocacy Action Plan; Workplan					0.0	
	If the organization agrees that answer to the question above (7.1) is stage 1 or 2, and your organization does not currently do advocacy, skip to the next module.													
7.2	Advocacy Models	How does your organization use models when designing an advocacy strategy?	N/A	We do not use a model when designing an advocacy strategy	We follow a loosely defined process when designing an advocacy strategy but it does not include a model.	We follow a loosely defined process that includes an advocacy model to guide our advocacy strategy.	We follow a process that includes an advocacy model. The model includes the key constructs the intervention needs to address.						0.0	
7.3	Advocacy Agenda	When engaging in advocacy efforts, how does our organization set the advocacy agenda?	N/A	We set our advocacy agenda based on donor demands or project mandates.	We set our advocacy agenda based on internal/own institutional understanding of local priorities.	We set our advocacy agenda based consensus with counterparts.	We set our advocacy agenda based on evidence and a thorough understanding of health communication policies, the current health status of the population and geographical variations. We have broad buy-in from counterparts and colleagues.	Research Reports; Situational Analysis Reports; Meeting Reports					0.0	
7.4	Advocacy Strategy Design	When engaging in advocacy efforts, how does your organization develop an advocacy strategy?	N/A	We do not have an advocacy strategy.	We develop a rough advocacy approach for some intervention areas, but most advocacy activities are decided on short notice or reactive to external demands.	We develop a formal strategy or approach for intervention area, but they are inconsistent in defining the elements of an advocacy strategy and not always linked to the larger advocacy plan.	We develop a formal strategy or approach for each intervention area. The individual plans link to a larger strategic advocacy plan and opportunities are identified to link. The formal advocacy strategy is shared with stakeholders as part of the coalition process and the plan is reviewed and						0.0	

NO.	Sub-Domain	Key Question	Key Elements or Steps	Stages of Development				Means of Verification	Group Scores			Concensus	Average Score	Notes
				Stage 1	Stage 2	Stage 3	Stage 4		A	B	C			
							adjusted on a routine basis.							
7.5	Program Decisions	When engaging in advocacy efforts, which key elements does your organization use when making decisions?	1. Establishes a broad goal that identifies what the organization wants to achieve over the long term. 2. Identifies measurable steps that can be accomplished within 12 months. 3. Establishes objectives that are SMART. 4. Identifies decision-makers who can take specific action towards objectives. 5. Identifies and builds the capacity of champions.	We do no use any key elements.	We use 2-3 key element but cannot clearly articulate them.	We use 3-4 key elements and can clearly articulate them.	We use 4-5 key elements and can clearly articulate them.	List the number associated with the key elements:					0.0	
7.6	Advocacy Tools	When implementing an advocacy approach or strategy, how does your organization use or develop policy briefs, case studies, or other documents?	N/A	We do not use or develop policy briefs, case studies or other documents.	We develop policy briefs, case studies, or other documents using data on hand.	We conduct a search for the best evidence to inform development of policy briefs, case studies or other documents.	We develop evidence-based policy briefs, case studies, or other documents and has a dissemination strategy for advocacy materials.						0.0	
7.7	Strategic Choices	When designing an advocacy approach or strategy, which key elements does your organization use to identify the audience and develop messages?	1. Identifies the intended audience (s). 2. Explores the audience's readiness on the issue. 3. Identifies the audience's core concerns. 4. Illustrates the theme that will guide messaging. 5. Identifies key points to make with each identified audience. 6. Identifies	We do not use any key elements.	We use 2-4 key elements but cannot clearly articulate them.	We use 4-5 key elements and can clearly articulate them.	We use 5-6 key elements and can clearly articulate them.	List the number associated with the key elements:					0.0	

Domain: Advocacy - 7.0														
NO.	Sub-Domain	Key Question	Key Elements or Steps	Stages of Development				Means of Verification	Group Scores			Concensus	Average Score	Notes
				Stage 1	Stage 2	Stage 3	Stage 4		A	B	C			
			messengers who will best connect with the audience.											
7.8	Communication Activities	When designing an advocacy strategy, which key elements does your organization use for implementing advocacy activities?	1. Develop a detailed activity plan with outputs and outcomes to monitor progress. 2. Develop a line item budget. 3. Develop, share and follow a management plan that includes partner roles and responsibilities that make sure all involved area aware of what is expected of them. 4. Prepare print or electronic materials highlighting key facts and information. 5. Brief champions or messengers (and film or record if appropriate.) 6. Identify proper channels and prepare tactics, such as events, media appearances, campaign, trainings, field visits, etc. 7. Mobilize press and prepare press releases. 8. Conduct follow-up with key stakeholders.	We do not use the key elements.	We use 2-4 key elements but cannot clearly articulate them.	We use 4-6 key elements and can clearly articulate them.	We use 6-8 key elements and can clearly articulate them.	List the number associated with the key elements:					0.0	

Domain: Advocacy - 7.0														
N0.	**Sub-Domain**	**Key Question**	**Key Elements or Steps**	**Stages of Development**				**Means of Verification**	**Group Scores**			**Concensus**	**Average Score**	**Notes**
				Stage 1	**Stage 2**	**Stage 3**	**Stage 4**		**A**	**B**	**C**			
7.9	**Measurement of Success**	When engaging in advocacy efforts, how does your organization measure and record outputs and outcomes of advocacy activities.	N/A	We do not record outputs and outcomes of advocacy activities.	We record outputs of advocacy activities.	We record both outputs and outcomes of advocacy activities but do not link them back to advocacy objectives.	We record both outputs and outcomes of advocacy activities and use them to adjust advocacy efforts based on set objectives. Successes and lessons learned are shared.						0.0	
7.10	**Relevant Staff**	Does the organization have a relevant staff with competencies in advocacy?	The organization has relevant staff with competencies in advocacy programming who are assigned advocacy roles and responsibilities.	The organization does not have advocacy staff or staff who are assigned advocacy responsibilities.	The organization has advocacy staff or staff who are assigned advocacy roles and responsibilities, but these staff do not have the relevant competencies.	The organization has advocacy staff or staff who are assigned advocacy responsibilities. These staff have the relevant competencies, and have clearly assigned responsibilities; however, they do not always perform their advocacy function as stated in their roles.	The organization has advocacy staff or staff who are assigned advocacy responsibilities. These staff have the relevant competencies, have clearly assigned responsibilities, and perform their advocacy functions as stated in their roles.	Staff profiles; organogram; Job Descriptions, training and mentorship reports; training manuals or guides developed by the organization staff.					0.0	
								Overall Scores:						