



**ADDIS ABABA UNIVERSITY COLLEGE OF BUSINESS AND ECONOMICS SCHOOL
OF COMMERCE**

GRADUATE STUDIES

Evaluation of the Effectiveness of Social and Behavioral Change Communication on Project Performance: A Case Study of Mitigate the impact of the epidemic, Understand the dynamics, Leverage resources and Unite efforts to reduce the incidence of HIV in Ethiopia

By: Hewan Tebebe Mengistu

**A Research Project Report (Thesis) Submitted in Partial Fulfillment of the Requirements
for Obtaining the Degree of Masters of Project Management**

Advisor: Dr. Fesseha Afework (PhD)
Addis Ababa University School of Commerce

Addis Ababa, Ethiopia

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Declaration

I hereby declare that the study which is being presented in this thesis “**Evaluation of the Effectiveness of Social and Behavioral Change Communication on Project performance: A Case Study of Mitigate the impact of the epidemic, Understand the dynamics, Leverage resources and Unite efforts to reduce the incidence of HIV in Ethiopia Project**” is original work of my own. It had not been presented for a partial fulfillment for any educational qualification at this university or any other and in any projects by any means, and all the resources materials used for this proposal had been accordingly acknowledged.

Name

Signature

Date

Statement of Certification

This is to certify that the thesis carried out by Hewan Tebebe on the topic entitled: “**Evaluation of the Effectiveness of Social and Behavioral Change Communication on Project Performance: A Case Study of Mitigate the impact of the epidemic, Understand the dynamics, Leverage resources and Unite efforts to reduce the incidence of HIV in Ethiopia Project**” is her original work and suitable to submission for the award of Masters of Art Degree in Project Management.

Name

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By: Hewan Tebebe Mengistu

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Acknowledgment

I am deeply grateful for the Almighty for being my constant source of strength and guidance throughout my journey. I would also like to express my heartfelt gratitude to my parents for their continuous support, as well as to Dr. Eyoel Tesfaye for his unwavering guidance. My heartfelt appreciation goes to my advisor, Assistant Professor Fesseha Afework for his invaluable feedback and unwavering support. I also extend my sincere acknowledgment to all those who assisted me during all the phases of project thesis as their invaluable participation made this study possible. I am indebted to the respondents who generously shared their time and insights, providing vital information for this research.

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Acronym/Abbreviations

ART- Anti Retroviral Therapy

BCC- Behavioral Change Communication

EDHS- Ethiopian Demographic Human Survey

FSW- Female Sex Workers

GOE- Government of Ethiopia

HIV/AIDS- Human Immuno Deficiency Virus/ Acquired Immune Deficiency Syndrome

HTC- HIV Testing and Counseling

KP- Key Population

MARP- Most at risk population

MTCT- Mother to child transmission

MULU- Mitigate the impact of the epidemic, Understand the dynamics, Leverage resources and Unite efforts to reduce the incidence of HIV in Ethiopia

PEPFAR- President's Emergency Plan for AIDs Relief

PMTCT- prevention of mother to child transmission

PE- Peer Educator

PEP- Post Exposure Prophylaxis

PP- Priority Population

PrEP- Pre exposure Prophylaxis

PSI- Population Service International

SBCC- Social and Behavioral Change Communication

UNAIDS- United Nations Acquired Immune Deficiency Syndrome

USAID- United States Agency of International Development

VMMC- Voluntary Male Medical Circumcision

WHO- World Health Organization

Abstract

Background: Evaluating the impacts of SBCC interventions is crucial, given the limited evidence on their effectiveness in the context of FSWs. This paper focuses on evaluating the effectiveness of SBCC on project performance. The research is intended to answer the questions; How effective is SBCC intervention? To what extent is the project achieving its desired objectives? And What are the primary challenges and key insights gained during the execution of the program?

Methods: The proposed research design for this study employed a descriptive research design, integrating both qualitative and quantitative methodologies to comprehensively investigate the effectiveness of SBCC intervention in the case of USAID funded MULU KP Project in selected KP facilities of Addis Ababa and Central Oromia from May 17-25,2024. Primary data was gathered from 352 project beneficiaries through in-depth interviews and focus group discussions (FGDs), supplemented by 20 self-administered questionnaires for project employees. For project beneficiaries, simple random sampling was used, whereas purposive sampling technique was employed for project employees working under USAID MULU KP. Secondary data was also obtained from BCC formats, clinical registers and Comm Care to evaluate the project achievement against the expected outcome. Data was analyzed using SPSS version 26 to conduct descriptive analysis (mean, range, SD).

Significance: The study has the potential to significantly improve HIV/AIDS prevention and care for female sex workers (FSWs), considering their heightened vulnerability to the HIV pandemic. Its findings could offer crucial insights for donors, guiding resource allocation towards the most impactful strategies for addressing the HIV/AIDS epidemic among FSWs. Understanding the impact of SBCC on various stages of the HIV treatment cascade could greatly enhance the implementation of HIV treatment projects, leading to improved health outcomes and contributing substantially to global efforts to achieve the 90-90-90 targets.

Results: The findings indicated that the SBCC project was not effective in meeting its objectives as the intervention only contributed 50% for clinical service uptake despite the project expectation of more than 70%. The project showed notable strengths in areas such as project planning, stakeholder commitment to project success and team member competence. However, it also encountered challenges in achieving the desired project performance due to notable budget constraints, the mobility of target beneficiaries, inconsistent commitment from project leadership and quality issues.

Conclusions: The SBCC project implemented by USAID MULU KP positively impacted the target population by increasing awareness about HIV and other STIs, promoting safer sexual practices, and encouraging beneficiaries to seek HIV testing and treatment services. Nevertheless, the project's overall performance was hindered by several challenges, such as budget limitations, logistical difficulties, and inconsistent commitment from project leadership.

Key Words: Female Sex Workers, Social Behavioral Communication, Ethiopia

CHAPTER 1: INTRODUCTION

1.1 Background of the Study

HIV/AIDS situation in Ethiopia is typified by a mixed epidemic pattern, as per the defined HIV epidemic classifications, with the majority of the burden and transmission linked to key populations. Within the Ethiopian context, female sex workers (FSWs) are identified as a key population based on local epidemiological factors, including high HIV prevalence rates and elevated risk behaviors. They face an increased risk of both acquiring and transmitting HIV/AIDS compared to the general population. Sexual relationships between FSWs and other members from the general population potentiate HIV transmission since FSWs exhibit high risk sexual behaviors such as unprotected sexual intercourse and high rates of partner change.¹ Thus KPs play a role in spreading the disease in general population.

The majority of key and priority populations consist of women aged 25-34 years, who significantly contribute to a considerable proportion of new infections among women. Within this age group a substantial portion of female sex workers operates, along with a notable number of individuals in hotspot areas, as well as widowed and divorced women.² Despite the scarcity of sufficient evidence concerning the HIV burden among female sex workers (FSWs) in Ethiopia, reports suggest that HIV prevalence among FSWs is 18.7% nationally.³ Moreover, projections indicate that the population size of female sex workers (FSWs) will increase from 210,000 to 240,000 by the end of 2025² suggesting that there are significant number of influxes to sex work.

By leveraging SBCC strategies, such as targeted messaging, community engagement, and behavior change campaigns, stakeholders can effectively communicate key information, promote positive behaviors, and mobilize support for HIV/AIDS control efforts. Approaches centered around behavioral change have demonstrated effectiveness in encouraging the adoption and adherence to improved health-seeking behaviors.⁴ Socio-behavioral interventions aimed at promoting the demand for and utilization of HIV services are increasingly prevalent. However, there remains a scarcity of evidence comprehensively mapping the extent and effectiveness of these interventions specifically within the context of female sex workers.

A successful Behavior Change Communication (BCC) process acknowledges that individuals and communities undergo multiple stages when acquiring knowledge about new behaviors and subsequently integrating them into their lives. It is essential for individuals and communities to grasp fundamental facts about HIV/AIDS, cultivate positive attitudes towards prevention efforts, acquire necessary skills, and have access to suitable products and services before they can effectively mitigate its impact or adjust their perspective on the epidemic.⁵

However, donor funding mainly backs the provision of antiretroviral therapy (ART), constituting 60% of the combined financing from PEPFAR and the Global Fund for HIV in 2016 (PEPFAR, 2018). PEPFAR assistance primarily targets enhancing the quality of clinical care and treatment,

procuring pharmaceuticals for viral load monitoring and early infant diagnostics, supporting community-based care, preventing HIV transmission among key populations, and providing aid to orphans and vulnerable children.²

Insufficient investment in SBCC projects underscores the need for evidence-based interventions targeting key populations like female sex workers (FSWs), particularly given the noticeable gap in understanding its role in the HIV treatment cascade. Evaluating the impacts and outcomes of these projects will undoubtedly provide valuable insights for policymakers, donors, Ministry of Health, and country representatives, informing their decision-making processes.

The ultimate objective of projects is to positively impact the living conditions of the target population and contribute to the socio-economic development of a given country or region. Therefore, merely implementing projects is not sufficient; their success must be measured from various dimensions. Project implementers and stakeholders evaluate the success of the projects they undertake through a process known as project performance evaluation. This evaluation provides government officials, development managers, the public and private sectors, and civil society with improved methods for learning from past experiences, enhancing service delivery, planning and resource allocation, and demonstrating results to key stakeholders as part of accountability. It fosters institutional development, which involves an institution's capacity to systematically and rigorously reflect on its role and function, thereby better enabling it to fulfill its responsibilities. This process represents an effort to introduce change and development in the institution's organization, enhancing its ability to achieve its mission. Project evaluation can be useful to demonstrate project transparency, accountability and allows for project lessons learned to be shared, constructing knowledge and expertise that can be incorporated into policy and practice.⁶

Many organizations have struggled to deliver high-quality projects, products, and services on time and at a low cost despite a lack of adequate performance measures and metrics, which include tangibles, intangibles, financial, and non-financial factors. Performance measures are required in projects due to which many research efforts have proceeded over the last many years to create acceptable measures for evaluating project performance. The majority of performance measures are used to analyze project performance outcomes at the project level, many performance studies have chosen key performance indicators (KPIs) from among frequently accepted performance measures.⁶

1.2 Background of the Study Organization

MULU HIV Prevention Project was awarded from the American people through the President's Emergency Plan for AIDS Relief (PEPFAR) and USAID in 2018. The MULU HIV Prevention Project, also known as MULU-KP, is a five-year initiative funded by USAID and managed by Population Services International Ethiopia (PSI/E) with an objective to extend HIV prevention

coverage throughout Ethiopia by implementing a standardized set of combination HIV prevention interventions targeted at key and priority populations (KP and PP). PSI holds the forefront position in providing HIV services for Key Population collaborating closely with the government's initiative and other Local Implementing Partners. The objective of the MULU-KP project aligns with the primary goal of the Government of Ethiopia (GoE) in its efforts to end AIDS by 2030, aiming to prevent 70,000-80,000 new HIV infections and save approximately half a million lives. To contribute to this goal, MULU/KP program concentrated on enhancing HIV prevention among (KP & PP).

Smart Journey (SJ) intervention, a behavioral change communication (BCC) HIV prevention program tailored for female sex workers (FSWs) in Ethiopia, has been continually refined through follow-ups and rigorous adjustments by several USAID-funded projects, including MULU/MARPs. This intervention engages peer educators (PEs), who are themselves members of and closely linked with the FSW community, to facilitate its implementation. Peer educators primarily engage with their social circles, comprising high-risk individuals whom they know and interact with regularly in natural and informal settings. Peers are commonly defined as individuals who share similar risk behaviors or reside in the same geographic area. By reaching out to hard-to-reach groups directly, peer educators enhance the uptake of both clinical and social support services, making them indispensable for implementing effective HIV prevention programs on a large scale.

The SBCC sessions are supported by graphics BCC materials which are potent tools throughout the behavior change process, wielding significant influence at various stages. An effective BCC material holds the capacity to amplify public awareness regarding HIV/AIDS facts, catalyzing informed discussions within communities about the underlying factors fueling the epidemic. Moreover, it can instigate crucial attitude shifts, fostering a heightened perception of personal risk concerning HIV infection and cultivating a non-judgmental ethos among healthcare providers. The materials are expected to generate demand for information and services, advocating for policy reforms to better address the HIV/AIDS crisis. Through their multifaceted approach, BCC materials actively promote prevention, care, and support services, thereby contributing significantly to the broader efforts aimed at combating the spread of HIV and enhancing the well-being of affected communities.⁴

1.3 Statement of the problem

USAID MULU KP HIV Prevention SBCC Project seeks to enhance risk perception and alter attitudes regarding condom usage, diminish the likelihood of HIV and other STI acquisition, foster demand for various services such as HIV testing, STI treatment, ART, PrEP, and cervical cancer screenings, mitigate stigma and discrimination, advocate for fundamental behavioral shifts, and play a role in identifying and treating HIV cases.

Social Behavior Communication projects have been proven to be effective in the adoption and adherence of better health seeking practices and is now been recognized in assorted global and national health policies in paper, however, when it comes to funding allocation and the ways in which health programs are implemented on the ground, clear deficits can be seen. Understanding the extent to which these interventions contribution is crucial for informed decision-making and improved programming. Therefore, there seems to be a gap in knowledge regarding the outcomes of SBCC initiatives, necessitating an evaluation to assess their efficacy and inform future interventions in the field of HIV prevention and public health. Moreover, USAID MULU KP SBCC project hasn't achieved its target of enrolling a significant number of FSWs in the HIV treatment cascade particularly, in accessing HIV testing and counseling services suggesting a significant gap in the intended outcome of the project as compared to the performance.

1.4 Research objectives

1.4.1 General Objective

The overall objective of the study is to evaluate the effectiveness of SBCC on project performance in the case of MULU KP HIV Prevention project in selected KP friendly clinics in A.A and Central Oromia from May 17-25,2024.

1.4.2 Specific Objectives

- a. To evaluate the effectiveness of SBCC against the project critical success factors
- b. To assess to what extent is the project achieving its desired objective
- c. To identify best practices and challenges in implementing SBCC

1.5 Research questions

- a. How effective is SBCC intervention?
- b. To what extent is the project achieving its desired objective?
- c. What are the primary challenges and key insights gained during the execution of the program?

1.6 Significance of the study

The study holds promise in advancing HIV/AIDS prevention and care for female sex workers (FSWs) not only in Ethiopia but also globally, given their disproportionate vulnerability to the HIV pandemic. The findings have the potential to serve as valuable evidence for donors, guiding resource allocation towards the most effective and critical strategies aimed at addressing the HIV/AIDS epidemic among FSWs. Furthermore, comprehending the impact of SBCC on distinct stages of the HIV treatment cascade will enhance the implementation of HIV treatment projects, spanning diagnosis, linkage to care, ART initiation and retention, and viral load suppression.

Consequently, this will result in improved health outcomes through more effective intervention strategies, thereby making a substantial contribution to the global initiative aimed at achieving the 90-90-90 targets.

1.7 Scope of the study

The study attempted to evaluate the effectiveness of the SBCC pillar of USAID MULU KP project. The study comprised program coordinators, M and E evaluators and beneficiaries so as to evaluate the current performance of the project. It employed self-administered and interview questionnaires and document reviews to gather data for the study.

1.8 Limitations and Considerations of the study

Due to time factor, only female sex workers attending KP Friendly clinics under USAID funded project will be included in the study, acknowledging that they may not be fully representative of the wider population of non-program beneficiaries. Additionally, the questions touch on sensitive topics, which may lead to social desirability bias in responses.

1.9 Organization of the study

The initial chapter comprises an introduction, a statement of the problem, stated objectives, research questions, and delineates the significance and scope of the study. In the second chapter, an extensive review of the literature is presented, encompassing various studies on SBCC, accompanied by thorough theoretical and empirical analyses. The third chapter contains research methodology, including research design, sample size determination, sampling technique, data source, data collection method, and analysis. The fourth chapter consists of data analysis, findings, and presentations, while the final chapter offers recommendations and conclusions for the project.

1.10 Definition of key terms

In the context of Ethiopia, **female sex workers (FSWs)** are described as women who engage in the exchange of sex for monetary compensation, goods, or favors. This encompasses females who actively identify as sex workers, as well as those who may not identify as such but participate in similar transactions. They can be found in various locations such as drinking establishments, nightclubs, local drink houses, chat and shisha houses, on streets, near military and refugee camps, construction sites, trade routes, red-light districts, and even in their own homes.⁷

Social and behavior change communication (SBCC): is used to describe work with communication that is aimed at achieving desired outcomes. SBCC practice recognizes that many of the major individual and social determinants of health behavior – like knowledge, attitudes and

norms – are shaped by human interaction, in the form of communication between individuals and within communities. It an interactive process with communities to develop tailored messages and approaches using a variety of communication channels to develop positive behaviors; promote and sustain individual, community and societal behavior change; and maintain appropriate behaviors.⁸

Effective Governance: The goal was to assess the clarity of leadership and responsibilities among stakeholders. Six closed-ended questions were used, with response options on a Likert scale ranging from strongly disagree to strongly agree. These questions were combined into a single variable, where scores at or above the mean indicated effective governance, while scores below the mean indicated a lack of effective governance.

Defined Goals & Objectives: This aimed to assess whether the project has clearly defined objectives that are recognized by stakeholders. Four closed-ended questions were used, with response options on a Likert scale ranging from strongly disagree to strongly agree. These questions were combined into a single variable, with scores at or above the mean indicating effectiveness in communicating clearly defined goals and objectives, while scores below the mean indicated ineffectiveness.

Commitment to Project Success: Four closed-ended questions with response options on a Likert scale ranging from strongly disagree to strongly agree were used. These questions were combined into a single variable, with scores at or above the mean indicating effective stakeholder commitment to project success, while scores below the mean indicated a lack of commitment.

Capable Sponsor: Three closed-ended questions with response options on a Likert scale ranging from strongly disagree to strongly agree were used. These questions were combined into a single variable, with scores at or above the mean indicating an effective and capable sponsor, while scores below the mean indicated the opposite.

Secure Funding: This aimed to assess the effectiveness and security of funding for a project, specifically focusing on the comprehensiveness of budget, reliability of funding sources and budget monitoring and control process. Five closed-ended questions with response options on a Likert scale ranging from strongly disagree to strongly agree were used. These questions were combined into a single variable, with scores at or above the mean indicating effective and secure funding, while scores below the mean indicated the opposite.

Project Planning and Post Review: The questions aim at evaluating the clarity and completeness of the project plan, including goals, objectives, activities, and timelines, as well as the realism of the project's timeline and schedule considering potential risks. Ten closed ended questions with response options on a Likert Scale ranging from strongly disagree to strongly agree were used. These questions were combined into a single variable, with scores at or above the mean indicating effective project planning and post review, while below indicated ineffective project planning and post review.

End User and Operator: This aimed at evaluating the extent to which project participants (beneficiaries) are actively involved and their perspectives integrated into SBCC design and development processes and the adequacy of implementers in successfully delivering quality intervention. Four closed ended questions with response options on a Likert Scale ranging from strongly disagree to strongly agree were used. These questions were combined into a single variable, with scores at or above the mean indicating effective inclusiveness of End User and successful implementation of the intervention by the implementers, while below indicated ineffective inclusiveness of End User.

Team Competence: This aimed at evaluating competence of team members working under USAID MULU KP project. Three closed ended questions with response options on a Likert Scale ranging from strongly disagree to strongly agree were used. These questions were combined into a single variable, with scores at or above the mean indicating Competent Team Members, while below indicated incompetent team members.

Organization Support: These questions collectively measured whether the organization provides a supportive environment and necessary resources for the successful execution of SBCC strategies. Two closed ended questions with response options on a Likert Scale ranging from strongly disagree to strongly agree were used. These questions were combined into a single variable, with scores at or above mean indicating effective organization support while below indicated otherwise.

Quality Standard: These questions are designed to evaluate the quality standards of the SBCC intervention. Four close-ended questions were used, with response options on a Likert scale ranging from strongly disagree to strongly agree. The responses to these questions were combined into a single variable. Scores at or above the mean indicate that the intervention meets the standards, while scores below the mean suggest otherwise.

Perception of Risk or Change in Attitude: This aims to gauge the impact of the SBCC session on participants' knowledge, attitudes, and perceptions regarding HIV and other STIs. Four closed-ended questions were used, with response options on a Likert scale ranging from strongly disagree to strongly agree. These questions were combined into a single variable, with scores at or above the mean indicating a high or increased perception of risk or change in attitude, while scores below the mean indicated a low perception.

Risk of Acquiring HIV and Other STIs: This aims to evaluate the SBCC session's effectiveness in enhancing participants' knowledge, confidence, and motivation to adopt safer sexual behaviors and preventive practices related to HIV and other STIs. Five closed-ended questions were used, with response options on a Likert scale ranging from strongly disagree to strongly agree. These questions were combined into a single variable, with scores at or above the mean indicating a reduced risk of acquiring HIV and other STIs as a result of the SBCC session, while scores below the mean indicated an increased risk.

Demand for Service Uptake (HIV/AIDS, STI, ART, PrEP, CxCa): This aims to assess the effectiveness of the SBCC session in enrolling project targets into HIV services. Four closed-ended questions were used, with response options on a Likert scale ranging from strongly disagree to strongly agree. These questions were combined into a single variable, with scores at or above the mean indicating increased service uptake as a result of the SBCC session, while scores below the mean indicated decreased service uptake.

Essential Behaviors: This aims to assess the effectiveness of the SBCC session in enhancing participants' communication skills, empowerment in decision-making, and motivation to prioritize and take responsibility for their sexual health and well-being. Three closed-ended questions were used, with response options on a Likert scale ranging from strongly disagree to strongly agree. These questions were combined into a single variable, with scores at or above the mean indicating that the SBCC session promoted essential behaviors, while scores below the mean indicated the opposite.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

HIV/AIDS persists as a significant global public health concern, with certain countries witnessing an alarming increase in new infection rates despite the concerted global effort to control and prevent the spread of the disease. As per the WHO Global Trends and Situational Report, around 85.6 million people (with a range of 65-113 million) have been infected with HIV since the beginning of the epidemic, leading to roughly 40.4 million deaths (32.9 -51.3 million) due to HIV-related causes. African Region continues to bear the greatest burden, with nearly 3.2% of adults living with HIV, constituting more than two-thirds of the global HIV-infected population.⁹

HIV disproportionately impacts key populations, resulting in elevated morbidity and mortality rates compared to the general population.¹⁰ Since the onset of the epidemic, sex workers have consistently been identified as one of the key populations disproportionately impacted by HIV. On a global scale, the HIV/AIDS prevalence among sex workers stands at 2.5%.¹¹ Their life time probability of acquiring HIV/AIDs is much higher than among other due to multiple factors such as multiple sexual factors, unsafe working condition, barrier to consistent condom use, lack of access to appropriate lubricants, high prevalence of sexually transmitted infections (STIs) and sharing of injecting equipment.¹²

While there has been reported progress towards achieving the ambitious 90-90-90 targets in the general population, substantial evidence persists, highlighting significant gaps in HIV prevention, treatment, and care services for sex workers on a global scale.¹³ It is surprising that 32.8% of sex workers are unaware of their HIV status.¹⁴ In 2019, Female Sex Workers had a 30 times greater risk of acquiring HIV than the general population.

Sub-Saharan Africa persists as a focal point for the HIV/AIDS epidemic, bearing a disproportionate burden globally. Despite notable progress, exemplified by Botswana, Eswatini, Rwanda, the United Republic of Tanzania, and Zimbabwe meeting the 95-95-95 targets by 2022, prevalence rates remain disturbingly elevated in the region. As per the UNAIDS report of 2022, approximately 4,000 adolescent girls and young women aged 15–24 contracted HIV globally on a weekly basis, with 3,100 of these cases occurring in sub-Saharan Africa. However, only around 42% of districts in sub-Saharan Africa with high HIV incidence had specific HIV prevention programs targeting adolescent girls and young women in 2021.¹¹ The prevalence among FSWs in the Horn of Africa is considerably high; for example, HIV prevalence in FSWs was 17.3% in South Sudan, 18.7% in Ethiopia, and 33% in Uganda.³

In the last decade, Ethiopia has made significant strides in combating the HIV epidemic. While there has been a noteworthy decrease in HIV/AIDS prevalence across most regions of Ethiopia from 2011 to 2016, the reduction in rural areas hasn't been as pronounced as in urban centers.

Furthermore, the swift urbanization and expansion of large-scale projects have led to an influx of young workers, contributing to the emergence of new hotspot areas and impacting HIV transmission rates.² According to EDHS 2016 report, Gambella has the highest adult HIV prevalence (4.45%) followed by Addis Ababa (3.42%), while Somali (0.16%) and SNNP (0.45%) regions have the lowest prevalence.¹⁵

The majority of FSWs, comprising 57.5%, are aged 24 years and below, with about 14% falling under the age of 19. According to the MARPs study, the estimated size of FSWs in Addis Ababa is 10,267.¹⁶ These statistics highlight the notable presence of FSWs throughout the country, presenting a challenge in HIV prevention and control efforts for other demographic groups due to their heightened burden of the disease. However, it's essential to note that this data was reported in 2019, and given the lower socioeconomic status of many FSWs, it's reasonable to assume that the numbers have increased since then. This could be attributed to various factors such as economic instability, limited access to healthcare, and social marginalization, all of which may contribute to a higher prevalence of FSWs and potentially greater HIV burden within this population.

Insufficient awareness and knowledge about HIV/AIDS, combined with behaviors like alcohol and khat use, shisha smoking, and substance abuse, significantly increase the risk of HIV transmission is associated with high HIV burden.¹⁶ Within the age range of 15-49, there exists a limited level of comprehensive understanding regarding HIV/AIDS, with only 20% of women and 38% having knowledge about modes of transmission and preventive measures.² Unlike individuals who have had access to education, those without such access will likely have limited knowledge and access to information about HIV/AIDS or related services. This limitation significantly affects their ability to undergo behavioral changes necessary for HIV prevention.

Ethiopia has put efforts to cover 90% of key populations with comprehensive behavioral, biomedical and structural interventions during implementation of the 2015-2020 HIV/AIDS strategic plan.² The current strategic plan intends to achieve the three 90 targets through targeted social mobilization and HIV testing, linkage to care, quality of HIV treatment, and virtual elimination of MTCT, envisioning ending AIDS by 2030.¹⁶

By 2025, the goal is to ensure that 90% of key and priority populations attain comprehensive knowledge about HIV and AIDS. Concurrently, condom usage among key and priority populations engaging in risky sexual behavior is targeted to reach 90% by the same year. Additionally, it is aimed that by 2025, 90% of key populations will be aware of their HIV status. These objectives underscore a concerted effort to enhance HIV prevention and awareness among priority groups, with the overarching aim of curbing the spread of HIV/AIDS and promoting public health.²

The range of combination HIV prevention services encompassed various social behavior change communication (SBCC) activities targeting the general population, along with condom distribution, voluntary medical male circumcision, PrEP, STI diagnosis and treatment, and PEP.² Behavioral change communication (BCC), conducting peer and outreach education sessions,

transmitting messages using mini-media and mass-media, condom promotion, and life skill trainings are the common behavioral interventions.¹⁶ The approach aims to address the critical social, legal, political and environmental enablers that contributes to the national HIV response.

Social and Behavior Change Communication (SBCC) interventions constitute a crucial component of the holistic HIV prevention strategy. They not only tackle the underlying behavioral and social barriers fueling the epidemic but also serve as a vital means to enhance awareness of and access to quality health service.¹⁷ Methodologies centered on behavioral change have proven to be effective in the adoption and adherence of better health seeking practices. Community-based empowerment approaches to addressing HIV among FSWs lead to reduction in HIV and STI transmission, increased access to condoms and result in general improvements in HIV outcomes.¹⁸ In terms of HIV transmission via sex work, a combination of interventions that promote education, condom use, sexual health, solidarity, empowerment, and rights for sex workers is effective and has averted three million HIV infections in India and contained HIV epidemics in Benin, Thailand, and Cambodia.¹⁷

Uganda presents a significant narrative regarding HIV communication. During the late 1980s to the mid-1990s, there was a remarkable decrease in both casual sex and HIV prevalence, a trend not observed in neighboring countries. A comprehensive analysis of data from seven sub-Saharan African nations highlighted that extensive "horizontal" communication within social networks in Uganda played a pivotal role in HIV prevention. Open discussions fostered greater awareness of HIV prevalence among the population, leading to increased condom usage.⁸

Additional support stems from South Africa, where research revealed that familiarity with AIDS communication initiatives had a statistically significant impact on HIV prevention practices such as condom usage and sexual abstinence. Moreover, the study demonstrated that the adoption of these prevention behaviors prevented approximately 700,000 HIV cases in the country by 2005. Notably, during that period, the cost of providing antiretroviral therapy for this number of individuals for just one year would have exceeded \$280.6 million. Conclusively, the authors of the study assert that allocating funds to efficient HIV prevention programs proves to be exceptionally cost-effective.⁸

It is essential that social and behavior change programs are planned and designed considering local practices and methods of community participation, including the participation of affected populations, people living with HIV, women and young people. Social and behavioral programming is an inclusive way of addressing the cultural contexts within which behaviors occur. This is important as often these contextual factors, such as gender inequality, stigma and punitive laws, influence the epidemic.¹⁹

Following the advent of HIV, Behavior Change Communication (BCC) has emerged as a pivotal strategy for HIV prevention. Both the national health policy and the national HIV/AIDS policy in Ethiopia have unequivocally underscored the significance of Information, Education, and Communication/Behavior Change Communication (IEC/BCC) in health and HIV/AIDS

programs.¹⁹ Social and behavior change program components in concentrated epidemics should be a part of targeted and comprehensive program for key populations.¹⁹

Efforts to mitigate the global HIV epidemic have highlighted the realization that addressing the issue goes beyond mere condom usage or medication adherence. Instead, effectively managing HIV risk and providing AIDS care entails navigating through a web of intricate behaviors influenced by various factors. These factors range from an individual's knowledge, attitudes, emotions, and risk perception, to the power dynamics within relationships, accessibility of services, economic disparities, the legal treatment of vulnerable groups, and the prioritization of HIV as a public health concern in policies.⁸

According to the Ethiopia's National Strategic Plan for 2021-2025, the anticipated outcomes of Social Behavioral Change Communication and demand creation initiatives are outlined as follows: Firstly, to achieve a 90% coverage of key and priority populations with a defined package of services. Secondly, by the year 2025, the goal is to increase the percentage of key populations accurately recognizing methods to prevent sexual transmission of HIV and rejecting major misconceptions about HIV transmission to 60%. Lastly, the objective is to decrease the percentage of young women and men aged 15-24 engaging in sexual intercourse before the age of 15 from 9% for females and 1% for males to 5% and 0.5% respectively by 2025. The central theme of all social behavioral change communication interventions, directed towards key and priority populations as well as the general population, will focus on creating demand for condoms.² Social and behavior change programs are also aimed at and essential to increasing the uptake of HIV prevention tools including condoms, voluntary medical male circumcision (VMMC), HIV testing and counselling (HTC) for early treatment and antiretroviral drugs-based approaches to prevention.¹⁹

Behavior Change Communication (BCC) constitutes a vital aspect of societal development. Yet, effecting widespread change within society often progresses at a gradual pace. Many health communication researchers emphasize the importance of behavior change initiatives focused on enhancing knowledge, fostering dialogue, shifting attitudes, reducing stigma, and enhancing skills. Reports however insist that the success of communication is determined by a variety of factors that may include: how much access the target audience has to information, whether the target audience has acquired sufficient knowledge and skills to perform the behavior among other. Studies identified the key role of BCC as follows: to start or adopt a new behavior, to prevent the adoption of negative or harmful behavior, to change or modify an existing behavior, and to stop doing something damaging.²⁰

One form SBCC intervention is Interpersonal communication (IPC) involving various types of interactions, including one-on-one discussions, small group dialogues, and community engagements. Due to its labor and cost-intensive nature, IPC requires precise targeting toward priority groups with a high incidence of HIV.¹⁹ The evidence base shows interpersonal communication as the most studied intervention category followed by community- based

interventions. Within interpersonal communication the sub-category peer led interactions is the most dominant next to counseling.¹⁷

According to PSI MARPs survey report, Peer education stands out as a significant BCC (Behavior Change Communication) strategy. It involves trained individuals leading sessions with their peers to enhance knowledge, skills, and attitudes, thereby lowering the risk of HIV and STI transmission. In recent times, peer education has gained recognition as an essential element of holistic HIV prevention initiatives, particularly in programs tailored for MARPs (Most-at-Risk Populations).

2.2 Theoretical Review

2.2.1 Project

According to Project Management Book of Knowledge (PMBOK), project is a temporary endeavor undertaken to create a unique product, service, or result. The temporary nature of projects indicates that a project has a definite beginning and end. The end is reached when the project's objectives have been achieved or when the project is terminated because its objectives will not or cannot be met, or when the need for the project no longer exists. An objective is defined as an outcome toward which work is to be directed, a strategic position to be attained, a purpose to be achieved, a result to be obtained, a product to be produced, or a service to be performed. A deliverable is defined as any unique and verifiable product, result, or capability to perform a service that is required to be produced to complete a process, phase, or project. Deliverables may be tangible or intangible. Projects are undertaken at all organizational levels. A project can involve a single individual or a group. A project can involve a single organizational unit or multiple organizational units from multiple organizations.²¹

2.2.2 Project Management

Project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements. Project management is accomplished through the appropriate application and integration of logically grouped project management processes, which are categorized into initiating, planning, executing, monitoring and controlling, and closing. Effective project management helps individuals, groups, and public and private organizations to meet business objectives, satisfy stakeholder expectations, more predictable, increase chances of success, deliver the right products at the right time resolve problems and issues, respond to risks in a timely manner, optimize the use of organizational resources, identify, recover, or terminate failing projects, manage constraints (e.g., scope, quality, schedule, costs, resources), balance the influence of constraints on the project (e.g., increased scope may increase cost or schedule) and manage change in a better manner.²¹

Poorly managed projects or the absence of project management, on the other hand, may result in Missed deadlines, Cost overruns, Poor quality, Rework, Uncontrolled expansion of the project, Loss of reputation for the organization, Unsatisfied stakeholders, and Failure in achieving the objectives for which the project was undertaken. One of the most common challenges in project management is determining whether or not a project is successful. Traditionally, the project management metrics of time, cost, scope, and quality have been the most important factors in defining the success of a project. More recently, practitioners and scholars have determined that project success should also be measured with consideration toward achievement of the project objectives.²²

2.2.3 Project Success

Project stakeholders may have different ideas as to what the successful completion of a project will look like and which factors are the most important. It is critical to clearly document the project objectives and to select objectives that are measurable. These project objectives may include but are not limited to: Completing the project benefits management plan, Meeting business case nonfinancial objectives, completing movement of an organization from its current state to the desired future state, fulfilling contract terms and conditions, meeting organizational strategy, goals, and objectives, achieving stakeholder satisfaction; acceptable customer/end user adoption, integration of deliverables into the organization's operating environment, achieving agreed upon quality of delivery, meeting governance criteria, achieving other agreed up on success measures or criteria and meeting the agreed-upon financial measures documented in the business case. These financial measures may include but are not limited to: Net present value (NPV), Return on investment (ROI), Internal rate of return (IRR), Payback period (PBP), and Benefit-cost ratio (BCR).²³

Overall project success is a broader concept than the conventional "Triple Constraint," "Golden Triangle," "Triangle of Virtue," or "Holy Trinity" criteria of time, cost, and quality/scope. For example, many projects completed within the expected time, cost, and quality are still considered unsuccessful, while others that exceed initial time, budget, scope, and quality specifications are ultimately viewed as successful. This paradox and varying interpretations of success have led to multiple dimensions of project success, revealing that there is no single, conventional measurement of it. In discussions about success, it's crucial to differentiate between project success and the success of project management. Good project management can enhance project success but cannot entirely avert failure. The most suitable criteria for success are the project's objectives; the extent to which these objectives are achieved defines the project's success or failure. The criteria for evaluating the success of project management are typically limited to cost, time, and quality/performance.²⁴

The concept of success used by Dvir has two dimensions: benefits perceived by consumers and fulfillment of project goals (design). These dimensions also suggest a division of the concept of

success, as the benefits perceived by consumers can only be evaluated after the implementation of the product design, unlike compliance with the specifications, which can be evaluated during development and project completion. In contrast, Shenhar do not recognize the existence of two distinct concepts of success – success and the success of product design – and instead defend the premise that the relative importance of the dimensions of project success change over time.²⁵

They identify the following dimensions of success:

- Project efficiency (meeting deadlines and budgets);
- Impact on consumer (customer satisfaction and product quality);
- Success of the business (revenue generation, profit share and other benefits derived by the mother organization);
- Preparation for the future (developing organizational infrastructure and / or technology for the future).

The demand for project effectiveness in its early phase to enhance the success rate is increasing among project management professionals. Several success factors had been studied in the last decades to determine the issue of project success. However, the practice of determining the success of a project based exclusively on the criteria of time, cost, and quality is no longer relevant and deemed outdated. These critical factors are mutually dependent, and therefore, a change in one will have a resultant effect on at least one other part. Current thinking measures the overall success of the project about how well the project achieves its strategic goals, and the degree of satisfaction of its stakeholders. Accordingly, identifying critical project success factors (PSFs) at the initial stage of a project to improve the likelihood of successful implementation remains the challenge for project managers within organizations.²⁶

2.2.4 Project Performance

Project performance denotes the extent to which project outputs and outcomes satisfy budget goals, schedule goals, operational and technical. The traditional approach associated with the performance of a project includes the evaluation of scope, quality, and cost. Indeed, the process of measuring the action leads to quantifying project performance which is considered as efficiency and effectiveness of action in the context of projects. To measure such actions, various metrics and measures of performance are required in projects which are different from each other. The performance measure is "a set of metrics that aids in assessing the efficiency and/or efficacy of an action". The performance measures allow project managers and other project stakeholders to assess project performance at the phase level, allowing proactive measures to be implemented based on current project reviews.²⁷

Work performance data are the raw observations and measurements identified during activities being performed to carry out the project work. Data are often viewed as the lowest level of detail from which information is derived by other processes. Data is gathered through work execution and passed to the controlling processes for further analysis. Examples of work performance data include work completed, key performance indicators (KPIs), technical performance measures, actual start and finish dates of schedule activities, story points completed, deliverables status, schedule progress, number of change requests, number of defects, actual costs incurred, actual durations, etc.²⁸

Baccarini (1999) uses two distinct concepts of performance: success of project management (process view) and product success (product view). The success of the process and development, and quality management process.²⁶ This view leads to the following performance criteria:

- Anticipate project requirements, meet project needs, use resources efficiently;
- Communicate effectively and resolve of cases in a timely manner;
- Establish effective coordination of and relationships between stakeholders, engage in teamwork and in participatory and consensual decision making;
- Minimize scope changes and eliminate disturbances in the organization (related to work process and culture);
- Complete project with no post-closing problems and identify and solve problems during project execution.

The success of the product is evaluated using the following criteria:

- Achieves organizational objectives according to strategic buyer / project sponsor; meets need and purposes of users and its appropriate for use;
- Meets needs of other stakeholders of the project product ²⁶

Project performance can be measured and evaluated using a large number of performance indicators that could be related to various dimensions (groups) such as time cost, quality, client satisfaction, client changes, business performance, health and safety. Time, cost and quality are, however, the three predominant performance evaluation dimensions. Another interesting way of evaluating project performance is through two common sets of indicators.²⁹

- The first set is related to the owner, users, stakeholders, and the general public; the groups of people, who will look at project performance from the macro viewpoint.
- The second set comprises the developer and the contractor; the groups of people who will look at project performance from the micro viewpoint ²⁹

In the project management context, various performance criteria and dimensions associated with projects at strategic, tactical or operational levels are increasingly been used to measure

performance that leads to project success. Such dimensions include; schedule performance, quality performance, innovation performance, benefit performance, project scope, time, cost, procurement management, associated risk, human resource, customer satisfaction, learning & innovation, senior management support and skills, integration of resources, safety, financial performance, stakeholder satisfaction, and effective communication. Enumerating the customer's requirement, or even expanding it to include the satisfaction of the stakeholder, is an additional significant factor. Such intangible criteria, which focus on perceptions and attitudes, are seen to be a useful addition to measuring project performance.²⁷

2.2.6 Project Evaluation

Project evaluation is the process of systematically gathering empirical data and contextual information about an intervention program – specifically answers what, who, how, whether, and why questions that will assist in assessing a program's planning, implementation and/or effectiveness.³⁰ Basically, evaluation aims at determining, as systematically and objectively as possible, the efficiency, effectiveness, relevance, sustainability and impact of a project or service.

One reason of conducting is explorative and aiming at developing a better understanding of projects and project management. Another reason is directive and aiming at improving or optimizing projects or project management. Project evaluation can be used ex-post in hindsight to document project work after a project is finished, interim to correct, adjust or align project work during a project, and ex-ante in advance to prioritize between alternative projects before one or several projects are started.³¹

Evaluation is commonly interpreted as an end product or an activity taking place at the end of a project. However, evaluation should be considered as a process, taking place across all phases of a project, used to determine what has happened and whether the initial aims of the project have been carried and achieved out. It is a major part of learning and can provide a wealth of useful information on the outcomes of a project or action, and the dynamics of those who undertook the work.³²

Evaluation planning should begin during or immediately after the project design stage. Early planning will inform the project design and allow for enough time to arrange for resources and personnel prior to project implementation. M&E planning should also involve those using the M&E system. Involvement of project staff and key stakeholders ensures feasibility, understanding, and ownership of the M&E system.³³

There are several reasons for conducting evaluations, but in general, evaluations can be done to exercise control and enable learning and enlightenment - for strategic, tactical, symbolic or constitutive reasons. More specifically, project evaluation is a relevant endeavor for a number of

reasons. One reason is explorative and aiming at developing a better understanding of projects and project management. Another reason is directive and aiming at improving or optimizing projects or project management. Project evaluation can be used ex-post in hindsight to document project work after a project is finished, interim to correct, adjust or align project work during a project, and ex-ante in advance to prioritize between alternative projects before one or several projects are started.³⁴

Program evaluation could be classified in many ways states the following are the basic evaluation types: constructive process evaluation, conclusive process evaluation, constructive outcome evaluation, conclusive outcome evaluation and hybrid evaluations derived from the first four basic types. Constructive or formative means providing information for improving a program while conclusive or summative means judging the overall merit or worth. Process is the stages in a program (e.g. program implementation) while outcome is the impact that the program has on its stakeholders (e.g. client, organization, society etc.). Project Evaluation framework consists of four distinctive approaches including Specific Success Criteria, Classical Iron Triangle, Internal and External Benchmarking.³⁵

Specific Success criteria Projects have a degree of uniqueness, which is addressed by having specific success criteria for project evaluation. Thus, this approach primarily relates to the overall project objectives and the overall project success. There can also be criteria relating to the success of the project management or project process. The distinction between project process and the project as a whole is reflected in many frameworks concerning success of projects and project management. The overall objectives are likely to be the measures of effect and value that can only be measured after the project is finished and perhaps a product has been launched. In theory, there is no limit to the number of measures, but one of the challenges is to identify relevant measures for which a causal relationship to the project can be justified – even if causality is difficult to justify in practice. This approach provides information about effect/impact over time of projects and their outputs, and the criteria take into account that the effect is for given stakeholders.³⁵

The Classical Iron Triangle approach is a well-established concept to project evaluation for project management practitioners, as it has been applied for many years and still is today. The Classical Iron Triangle approach is concerned with the project process or the success of the project management. The measures of success are traditional; time (schedule), cost (budget), and quality (specification) that relate to the time from project initiation to the end of the project. The measure of project management success may also be expressed as the efficiency of the project management in relation to schedule and budget. Thus, these measures provide an organization with indications of their ability for executing projects in relation to expectations.³⁵

Evaluation of projects typically aligns with donor reporting requirements and occurs at specific stages in the program cycle, such as mid-term reviews or post-program assessments. While ideally,

all core criteria should be covered in evaluations, practical constraints may limit this. Evaluations may sometimes be conducted too early to gauge long-term impact or sustainability. However, it should always be feasible to assess relevance, effectiveness, and efficiency to some extent in any evaluation. The protocols and practices for evaluation, particularly assessing intervention impact, vary among development partners and organizations.³¹

Project effectiveness is the extent to which the project's objectives, set out in the project plan, were achieved. It also seeks to determine the factors that influence the achievement or non-achievement of the objectives of the projects. The most commonly used indicator in the literature for measuring project effectiveness is "how well the project's product satisfies users' need. here are two project evaluation approaches that rely on efficiency and effectiveness criteria –tactical (or operational) evaluation and goal-oriented evaluation. Tactical (or operational) evaluation focuses on measurement of objective operational factors and/or outcomes of the project or program. In goal-oriented evaluation, like in tactical evaluation, the specification and measurement of project's goals is the central aspect of evaluation. It is based on Logical Framework Approach that, in turns, is grounded on the principles of planning and control. That it, embedded within this model there are assumptions about clear cause and effect relationships; linearity of events; and there-determination of the project's goals processes and outputs.³⁶

In regards to the timing of project evaluation- Ex ante evaluation evaluates a project prior to its implementation. It is conducted by project investors or on their behalf, to ensure that the project is feasible and will provide returns on investment. Interim project evaluation reflects the status and progress of the project against its plan. At this stage the actual data and information regarding project's performance and its results are collected and analyzed during its implementation. Ex post evaluation mostly focuses on the long-term outcomes of the project. Because it is a medium and/or long-term exercise, most ex post evaluation criteria follow a social time perspective. A key characteristic to these criteria is its high level of subjectivity. There is either agreed definition of criteria nor calculative device to measure it.³¹

Evaluation is the act of making a value judgment backed up by evidence. Proper feedback of recommendations and lessons learned to the future operation is essential. It is not satisfactory only to conclude that "objectives are achieved" or rate a project according to some scale at the end of evaluation studies. There are three phases in JICA's evaluation³⁷

1. Assessing the performance of a project
2. Making a value judgment on the project using Five Evaluation Criteria
3. Making recommendations, drawing from the lessons learned, and feeding them back to the next stage.

Assessing the Performance of a Project: Results, Implementation Process, and Causal Relationships

The following three kinds of assessment are indispensable for analyzing the actual situation and the performance of the project.

- *Measurement of results* is to see what is achieved in a project and to what extent.
- *Examination of implementation process* is to analyze what is happening in the process towards its achievement and how it affects the performance
- *Examination of causal relationships* is to examine whether the project performance resulted from project intervention by looking at causal relationships between the project and whatever effects.

Making a value judgment on the project using Five Evaluation Criteria

Assessing impact is crucial for enhancing the quality, efficiency, and effectiveness of interventions throughout their implementation process. Evaluations are systematic, unbiased evaluations of a planned, ongoing, or concluded project, program, or policy. They serve to address particular inquiries concerning design, execution, and outcomes. Regular monitoring of progress is crucial due to the intricate nature of social and behavioral change. Hence, conducting targeted behavioral surveillance surveys becomes essential.³⁷

Evaluation reviews primarily focus on assessing outcomes in terms of effectiveness, efficiency, and relevance.³⁷ This involves examining whether the project activities have delivered the intended outputs and whether these outputs have ultimately contributed to the project's purpose. Impact assessment, on the other hand, typically occurs towards or after the completion of projects. It is often conducted by external evaluators to ensure objective accountability, although internal stakeholders may also be involved to facilitate learning. Impact evaluations delve into various aspects such as relevance, effectiveness, efficiency, and sustainability in relation to project goals. Additionally, they can encompass the synthesis of outcomes across multiple initiatives to gauge their collective impact on thematic, sectoral, or programmatic levels.³¹

Core Criteria	Definition
Relevance	The degree to which the aid initiative and strategy align with the priorities and policies of the target group, recipient, and donor. A criterion for considering the validity and necessity of a project regarding whether the expected effects of a project (or project purpose and overall goal) meet with the needs of target beneficiaries; whether a project intervention is appropriate as a solution for problems concerned; whether the contents of a project is consistent

	with policies; whether project strategies and approaches are relevant, and whether a project is justified to be implemented.
Effectiveness	The extent to which an aid activity attains its objectives and the degree to which desired outcomes are achieved through products and services provided. A criterion for considering whether the implementation of project has benefited (or will benefit) the intended beneficiaries or the target society.
Efficiency	The operational and administrative efficiency of projects and services provided. A criterion for considering how economic resource/inputs are converted to results. The main focus is on the relationship between project cost and effects.
Sustainability	Measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn
Impact	The positive and negative changes produced by a Development intervention, directly or indirectly, intended or unintended.

Table 1 - Core Criteria of Evaluation (Addis Ababa University School of Commerce Supported Distance Education Program. Project Monitoring and Evaluation - MAPM 709 Module)

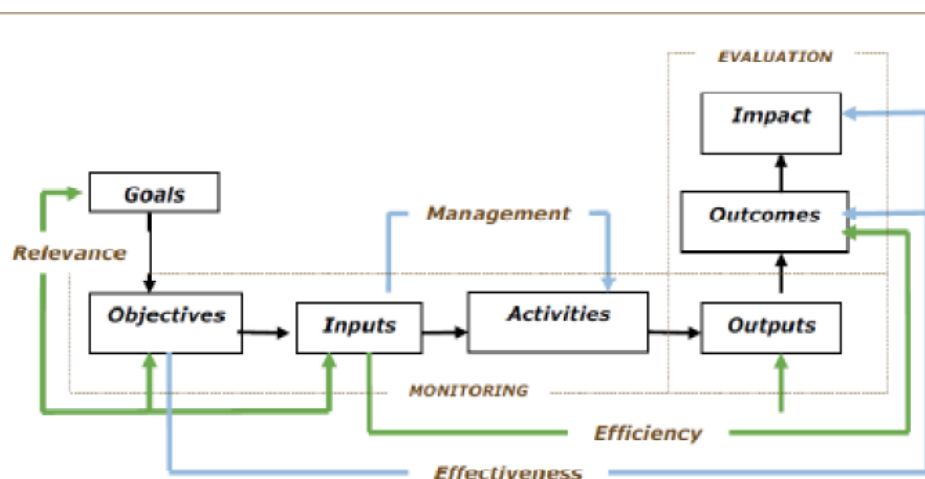


Figure 1- Core Evaluation Criteria on the Logical Framework (Addis Ababa University School of Commerce Supported Distance Education Program. Project Monitoring and Evaluation - MAPM 709 Module)

A clearly articulated results chain provides a useful map for selecting the indicators that will be measured along the chain. They will include indicators used both to monitor program implementation and to evaluate results.³¹ In accordance to the program of interest with the

evaluation of SBCC sessions on the HIV treatment cascade the following indicators will be used to assess the HIV treatment cascade outcome.

Making recommendations, drawing from the lessons learned, and feeding them back to the next stage

When making recommendations and understanding lessons learned, it is essential to identify the factors that either hinder or contribute to a project's success. For example, if a project is found to be ineffective, the hindering factors must be identified by examining both the implementation process and the causal relationships. Based on these factors, appropriate recommendations or lessons learned should be proposed.³⁷

2.2.7 Critical Success Factors

Research by the Association for Project Management (APM), a prominent authority in the field, indicates that the environment in which projects, programs, and portfolios operate, as well as the conditions for project success, are crucial to enhancing project outcomes. It has been revealed that while the key to success is known, this practice is often not applied. As a result, nearly 80% of projects fail to wholly meet their planned objectives.³⁸

1. **Effective Governance** - The project has clearly defined leadership, responsibilities, reporting lines, and communication channels among all parties.
2. **Goals and Objectives** - The project's overarching goal is clearly defined and acknowledged by all stakeholders; it aligns with subsidiary objectives, and project leaders possess a clear vision of the desired outcomes.
3. **Commitment to Project Success**- All parties involved in the project are consistently committed to its success; any lack of commitment is identified and addressed, and project leadership motivates others to stay committed.
4. **Capable of Sponsor**- Sponsors actively participate throughout the project's life cycle, taking on ultimate responsibility and accountability for its outcomes.
5. **Secure Funding**- The project has a secure funding base; contingency funding is recognized from the start and tight control of budgets is in place to ensure maximum value is realized.
6. **Project Planning and Review**- Pre-project planning is thorough and considered; there is regular and careful progress monitoring; the project has realistic time schedules, active risk management and a post-project review.
7. **End Users and Operators**- End users or operators are engaged in the design of the project; the project team engages with users, who are able to take on what the project has produced effectively and efficiently.
8. **Competent Team Members**- Project professionals forming a core team are fully competent; other team members are also fully competent and the project team engages in positive behaviors which encourage success.

- 9. Supportive Organization-** The environment in which the project operates is project-friendly; the organization provides support and resourcing for project activity (including financing) and access to stakeholders.
- 10. Aligned Suppliers-** All direct and indirect suppliers are aware of project needs, schedules and quality standards. Higher and lower tiers of supply chains are coordinated.
- 11. Proven Methods and Tools** -Good practice project management tools, methods and techniques are applied in a way which maintains an effective balance between flexibility and robustness.
- 12. Appropriate Standard-** Quality standards are actively used to drive quality of outputs. Adherence to other standards is regularly monitored in order to ensure delivery is to best practice levels

2.3 Empirical Review

First of all, project success is used to enhance the performance of the organization, and therefore ensure its stability. So, managing adequately potential change and uncertainty of the project is vital for successful project delivering. For instance, if project managers can effectively manage different stakeholders, then they can reduce uncertainty and risks in a dynamic environment. Then the effective management of stakeholders generates a good advantage for projects, which will allow organizations to create more value than its competitors and ensure a successful return on investment of the project. The primary role of project managers in a successful project is managing properly the constraints attached to the project. Traditionally, project success was measured using the “triple constraints” of time, cost, and scope/quality.²⁶

According to research, only 2.5% of companies are able to successfully complete 100% of their projects. This means, nearly 98% of companies fail to produce planned deliverable within budget and on time and satisfy their stakeholders.³⁹ Project management professionals claim that projects fail up to 50% of the time according to a recent study by the Project Management Institute (PMI) on project management failure statistics. This number, however, is difficult to prove. And whether a project is a complete failure or just could have been done better or managed differently is an opinion held by project stakeholders.⁴⁰

Undefined Objectives

According to a PMI survey, over 17% of projects fail due to poor planning. It has been observed that having a clear picture of project goals and objectives, including understanding the requirements and necessary actions from the outset, is the most effective strategy.⁴¹

Poor Communication

A breakdown in communication is a critical factor contributing to the failure of most of projects. This issue manifests in several ways: misaligned goals and objectives, unclear roles and responsibilities, poor stakeholder engagement, and inadequate information flow. Additionally, it hampers effective conflict resolution, risk management, and change management, leading to unresolved conflicts, unmitigated risks, and confusion during project changes.⁴⁰ Poor communication also affects documentation, resource allocation, and client relationships, resulting in inefficient use of resources, unmet client expectations, and diminished trust. Addressing these challenges involves regular meetings, clear communication protocols, thorough documentation, communication training, feedback mechanisms, and the use of project management tools.⁴²

Unattainable goals and objectives

Unattainable goals and objectives contribute significantly to the failure of 36% of projects, highlighting the importance of realistic planning and goal-setting in project management. When project goals are unrealistic or unattainable, it sets the stage for failure from the outset. This can occur due to various reasons such as inadequate assessment of project requirements, overestimation of resources or capabilities, or underestimation of potential challenges and risks. Unrealistic goals lead to frustration among team members, as they struggle to meet expectations that are beyond their reach. Additionally, unattainable objectives can result in scope creep, budget overruns, and missed deadlines as the project progresses. To mitigate this risk, it's crucial for project managers to conduct thorough feasibility studies, engage stakeholders in setting realistic expectations, and continuously reassess and adjust goals as needed throughout the project lifecycle. Furthermore, effective communication about project constraints and trade-offs is essential for ensuring that goals remain achievable and aligned with organizational objectives.⁴²

2.4 Conceptual Framework

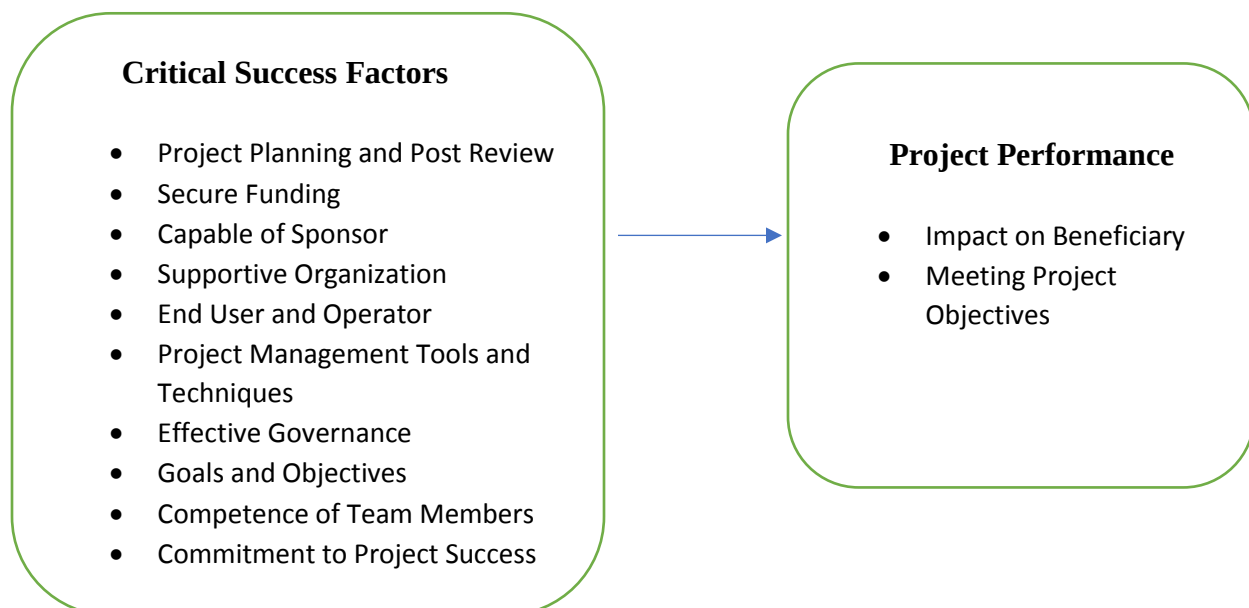


Figure 2- Conceptual Framework adopted from literature Review

2.5 Research Gaps

Evaluating the effectiveness of SBCC interventions throughout the care and treatment cascade is essential, encompassing steps from HIV testing accessibility to successful HIV infection treatment. Despite policymakers' and donors' calls for such assessments to guide resource allocation and the expansion of impactful and sustainable service delivery models, such evaluations have not been conducted previously in the context of FSWs in Ethiopia

CHAPTER 3: RESEARCH METHODOLOGIES

3.1 Research design

The research design for this study was a descriptive research design incorporating both qualitative and quantitative methodologies. This integrated design offered a thorough investigation into the effectiveness of SBCC on project performance, ensuring a comprehensive understanding of the subject matter. A descriptive study is one that is designed to describe the distribution of one or more variables, without regard to any causal or other hypothesis.⁴³ Descriptive research entails the collection of data that provides a depiction and description of events, which is then organized, tabulated, and presented.

3.2 Description of study area and target population

The study evaluated the effectiveness of SBCC interventions for HIV prevention within the USAID MULU KP project in selected two KP friendly clinics of Central Oromia and Addis Ababa. The two project locations were selected using a lottery-based selection method, ensuring random and unbiased selection across all potential locations.

The target population under the study included the following two groups:

- A. Project Employees: Staffs working on the USAID MULU KP HIV Prevention project participated in the study.
- B. Female Sex Workers (FSWs): Women aged 15 and older who met the following criteria were recruited from KP Friendly Clinics funded by USAID/PSI who received money or other benefits for sex with four or more people and those who actively identify as sex workers.

3.3 Sampling technique/methods and Sample size

Survey Questionnaires were distributed to USAID MULU KP HIV project staffs to collect primary data and 20 of them responded out of the 25 distributed questionnaires indicating a response rate of 80%. Interview Questionnaires were also distributed via KP friendly clinic coordinators to 385 FSWs, which are project beneficiaries, to evaluate the outcomes of SBCC project in which 352 (92%) responses were obtained. The sample size was calculated as follows:

- $n = Z^2 \times p \times (1-p) / E^2$

Where:

- n = Sample size
- Z = Z-value corresponding to the chosen confidence level
- p = Expected proportion of beneficiaries with the attribute of interest
- E = Margin of error (expressed as a decimal)

$$n = (1.96)^2 \times 0.5 \times (1 - 0.5) / (0.05)^2$$

$$n = 385$$

Moreover, Focused Group Discussion (FGD) were conducted among 12 (FSWs) out of 30, which was later adjusted based on the gathered information and observed trends. Saturation in qualitative research is when, through the course of interviewing (or observation), you notice the same themes coming out, repeatedly.³⁹

3.4 Data collection – source, types, instruments,

The research utilized both primary and secondary data collection methods. Primary data was collected from FSWs, project beneficiaries, using in-depth interview method and FGDs. Self-administered questionnaires were utilized to obtain primary data from employees working on the USAID MULU KP HIV prevention project. Secondary data was also collected from BCC formats, Clinical Registers and Comm care to obtain data regarding project performance.

3.5 Data analysis – model, techniques, software

The data collected underwent checks for completeness and internal consistency following the pilot study. Cleaned data was exported from the google form and uploaded to SPSS version 26. Descriptive Statistical Analysis was employed to analyze the quantitative data, while thematic analysis was used to analyze the qualitative data obtained from Focus group discussion as well as from the responses obtained from the project employees.

3.6 Ethical Consideration

Only mentally competent female sex workers (FSWs) who could make voluntary decisions were recruited to be part of the study. A written informed consent form, covering all standard elements such as the study's purpose, risks and benefits, confidentiality of provided data, withdrawal rights, and contact information was utilized to obtain consent from participants.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Response Rate

20 questionnaire responses were collected from project participants of the USAID-funded MULU KP project out of 25 distributed questionnaires indicating a response rate of 80%. Additionally, 352 questionnaires were completed out of the planned 385 questionnaires intended for project beneficiaries to evaluate the project's desired outcomes indicating a response rate of 92%. All questionnaires were fully completed, with no missing data.

4.2 Reliability Testing

4.2.1 Questionnaires that assess the Effectiveness of SBCC against Critical Success Factor

Cronbach's alpha analysis was conducted to assess the reliability of the questions in the five-point Likert scale questionnaire survey. Cronbach's alpha is a measure that ranges from 0 to 1.0 and is used to evaluate the reliability or internal consistency of data collected through a questionnaire. The minimum acceptable level for the Cronbach's alpha coefficient is 0.7, and any value below this threshold is considered unacceptable.

Effective Governance	
Cronbach's Alpha	No of Items
0.803	6
Goals and Objectives	
Cronbach's Alpha	No of Items
0.827	4
Commitment to Project Success	
Cronbach's Alpha	No of Items
0.724	4
Capable Sponsor	
Cronbach's Alpha	No of Items
0.816	3
Secure Funding	
Cronbach's Alpha	No of Items
0.851	5
Project Planning and Review	
Cronbach's Alpha	No of Items
0.731	10
End Users and Operations	
Cronbach's Alpha	No of Items
0.724	4
Competence of Team members	

Cronbach's Alpha	No of Items
0.845	3
Organization Support	
Cronbach's Alpha	No of Items
0.763	2
Quality Standards	
Cronbach's Alpha	No of Items
0.871	4
Outcomes and Impacts	
Cronbach's Alpha	No of Items
0.793	4

Table 2: Reliability analysis results using Cronbach's Alpha to assess the effectiveness of SBCC intervention against the identified critical success factors

4.2.2 Reliability Testing for The Questionnaires that will assess the project performance in terms of meeting the outcome

Reliability testing was also conducted for the questions that attempted to assess the project performance in terms of the project outcome.

Evaluation of Increased awareness of risk and favorable attitudes of project beneficiaries towards condom use	
Cronbach's Alpha	No of Items
0.790	4
Evaluation of Reduced risk of acquiring HIV and other STIs of Project Beneficiaries	
Cronbach's Alpha	No of Items
0.775	5
Evaluation of Increased Demand for Service Uptake (HIV/AIDS, STI, ART, PrEP, CxCa) of Project Beneficiaries after SBCC Session	
Cronbach's Alpha	No of Items
.725	4
Evaluation of Effectiveness of SBCC session in Promoting Essential Behaviors	
Cronbach's Alpha	No of Items
0.747	5

Evaluation of Evaluation of Project Beneficiaries' Feedback on the Effectiveness of SBCC Delivery/Implementation	
Cronbach's Alpha	No of Items
0.772	9

Table 3: Reliability analysis results using Cronbach's Alpha to assess the effectiveness of SBCC intervention on the project performance

4.3 Demographic Information and General Background Result

Twenty participants from the USAID MULU KP Project were involved in the study. The largest age group, comprising 50% of the participants, is between 25-34 years old, followed by those aged 35-44 years. Only 10% of the participants are in the 45-50 age range. Additionally, males constitute the majority of the participants, making up about 60% of the total. Moreover, in terms of educational status, the majority of the participants hold a master's degree, accounting for about 80% of the total, while the rest have attained a bachelor's degree. Regarding their experience with SBCC-related projects, the majority of participants have 2-5 years of experience, accounting for 45% of the total, followed by 35% who have 6-10 years of experience. Regarding their current positions, 35% of the participants are coordinators, 30% are advisors, 25% are managers, and 10% are directors. Based on the findings outlined above, the significant proportion of participants with high educational attainment, alongside the presence of groups possessing both substantial and foundational levels of experience, indicates a team composition conducive to robust technical analysis and strong analytical skills. This aspect bodes well for the success of the project, as it suggests a well-equipped workforce capable of effectively tackling project challenges and tasks. However, the observed gender imbalance highlights a potential concern that warrants attention to ensure a more inclusive and diverse range of perspectives within the project team.

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-34	10	50%	50%	50%
	35-44	8	40%	40%	90%
	45-50	2	10%	10%	100%
	Total	20	100%	100%	
Sex					
Valid	Female	8	40%	40%	40%

	Male	12	60%	60%	100%
	Total	20	100%	100%	
Educational Level					
Valid	Bachelor's Degree	4	20%	20%	20%
	Master's Degree	16	80%	80%	100%
	Total	20	100%	100%	
Years of Experience in Related Projects					
Valid	<2	1	5%	5%	5%
	>10	3	15%	15%	20%
	2-5	9	45%	45%	65%
	6-10	7	35%	35%	100%
	Total	20	100%	100%	
Current Position					
Valid	Director	2	10%	10%	10%
	Manager	5	25%	25%	35%
	Advisor	6	30%	30%	65%
	Coordinator	7	35%	35%	100%
	Total	20	100%	100%	

Table 4 - Demographic Data and General Background

4.4 Assessing the Effectiveness of SBCC intervention in the case of USAID funded Mulu KP Project against the critical success factors

4.4.1 Effective Governance

Opinions differ regarding whether the SBCC intervention possesses clearly defined leadership roles and responsibilities. While 45% concur that SBCC does indeed have clearly outlined leadership roles, 15% express disagreement, suggesting a lack of such clarity. From this data, it seems that there is some level of uncertainty or disagreement regarding the clarity of the leadership roles and responsibilities among team members. The responses ranged from a minimum of 2 to a maximum of 5, with a mean score of 3.7 and a standard deviation of 0.979. This indicates that, on average, respondents moderately agree that there are clearly defined roles and responsibilities for the SBCC intervention.

In response to the question assessing whether the reporting and communication lines between different levels of the SBCC intervention are well established and functional, 40% agree, 20% strongly agree, and 25% disagree. Responses ranged from a minimum of 2 (Disagree) to a maximum of 5 (Strongly Agree), with a mean score of 3.55 and a standard deviation of 1.009. This indicates moderate agreement that the reporting and communication lines are well established and

functional, though there is some variation in opinions as depicted from the higher variability of the value of SD.

The survey results indicate that the roles and responsibilities of different stakeholders at various levels are moderately well-defined and understood. 55% of respondents either agreed (45%) or strongly agreed (10%) that stakeholder roles and responsibilities are clearly defined. However, 25% of respondents disagreed, and 20% were neutral on this issue. The mean score of 3.4 (out of 5) suggests that on average, participants tended to agree that stakeholder roles and responsibilities are clarified and well-understood. However, the standard deviation of 0.995 indicates a moderate degree of variation in responses, meaning there is room for improvement in consistently defining and communicating stakeholder roles across the organization.

Only 40% of respondents either agreed (35%) or strongly agreed (5%) that the project holds regular coordination meetings. 30% of respondents were neutral on this, while another 30% disagreed. The mean score of 3.15 (on a 5-point scale) suggests a relatively neutral sentiment overall, as the average response falls close to the midpoint. However, the standard deviation of 0.933 points to a moderate level of variability in responses, meaning there are differing perspectives on the frequency and effectiveness of coordination meetings. The range of responses, from a minimum of 2 to a maximum of 5, further underscores the lack of a consistent approach to regular project coordination meetings across stakeholders.

The survey results for the question regarding the existence of M and E mechanism is as follows, a substantial majority of respondents, 85%, either agreed (70%) or strongly agreed (15%) that the project has an M&E mechanism to track progress, identify challenges, and inform decision-making. Only 10% of respondents disagreed, and a mere 3% were neutral on this issue. The mean score of 3.9 (out of 5) suggests that on average, participants perceive the project's M&E system quite positively. Furthermore, the standard deviation of 0.788 is lower than for some previous survey questions, indicating a relatively high level of consistency in responses.

A strong majority of respondents, 80%, either agreed (60%) or strongly agreed (20%) that the intervention approach cultivates this type of collaborative, iterative mindset. Only 15% of participants disagreed, while 5% remained neutral on the issue. The mean score of 3.85 (out of 5) indicates that on average, respondents view the intervention's approach quite favorably in terms of promoting a learning-oriented culture and shared ownership among stakeholders. The standard deviation of 0.933 points to a moderate level of variability in responses, meaning there is some diversity of opinion on this topic.

Effective Governance Questionnaire	N	Min	Max	Mean Score	SD
SBCC intervention has a clearly defined leadership roles and responsibilities	20	2	5	3.7	.979
Reporting lines and communication channels between different levels of the SBCC intervention (e.g., national, regional, local) are well-established and functioning effectively.	20	2	5	3.55	1.099
The roles and responsibilities of various stakeholders (e.g., government agencies, implementing partners, community groups) in the SBCC intervention are clearly defined and understood.	20	2	5	3.4	.995
Regular coordination meetings are held to facilitate collaboration and information-sharing among SBCC intervention stakeholders	20	2	5	3.15	.933
SBCC intervention has a monitoring and evaluation system in place to track progress, identify challenges, and inform decision-making.	20	2	5	3.90	.788
The SBCC intervention approach fosters a culture of learning, continuous improvement, and shared ownership among stakeholders.	20	2	5	3.85	.933

Table 5: Effective Governance question results (Source: own survey, June 2024)

4.4.2 Goals and Objectives

The data suggests a mixed response from the respondents regarding the clarity and understanding of the SBCC intervention's overarching goal. 55% of the respondents either agreed (50%) or strongly agreed (5%) that the goal is clearly defined and well-understood by all stakeholders. However, a significant portion (25%) disagreed with this statement, while 20% remained neutral. The mean score of 3.35 out of 5 indicating a moderate level of agreement, suggesting that while some respondents perceive the goal to be clear and well-understood, there is a need for improvement in this area. The standard deviation of 0.933 further highlights the variability in responses, indicating that there are differing perceptions among my respondents.

The data suggests a positive response from the respondents regarding the effectiveness of communication around the SBCC intervention's objectives. A majority of the respondents (65%) either agreed (50%) or strongly agreed (15%) that the objectives are effectively communicated to all stakeholders, including implementing partners and target communities. However, a smaller portion (10%) disagreed with this statement, and 25% remained neutral. The mean score of 3.70 out of 5 indicates a relatively higher level of agreement among the respondents, suggesting that the communication of SBCC objectives is generally perceived as effective. The standard deviation of 0.865 indicates a moderate level of variability in responses, suggesting that while the

communication is viewed positively overall, there may still be some variation in perceptions among respondents.

The data suggests a very positive response from the respondents regarding the project leaders' understanding of the desired outcomes of the SBCC intervention. A vast majority of the respondents (85%) either agreed (55%) or strongly agreed (30%) that the project leaders have a clear understanding of the expected outcomes. Only a small portion (10%) disagreed with this statement, and 5% remained neutral. The mean score of 4.05 out of 5 indicates a relatively high level of agreement among the respondents, suggesting that the project leaders are perceived to have a clear grasp of the desired outcomes of the SBCC intervention. The standard deviation of 0.887 indicates a moderate level of variability in responses, but still lower than the previous items, indicating a more consistent perception among the respondents. This suggests that project leadership is well aligned with the expected outcomes of SBCC intervention and can effectively guide the implementation of the project.

The data suggests a mixed response from the respondents regarding the level of stakeholder involvement in setting the SBCC intervention's goals and objectives. Only 35% of the respondents either agreed (30%) or strongly agreed (5%) that stakeholders, including target communities, are actively involved in this process. A significant portion of the respondents (40%) remained neutral, while 20% disagreed with this statement. The mean score of 3.25 out of 5 indicates a moderate level of agreement among the respondents, suggesting that stakeholder involvement in the goal and objective setting process is not perceived as consistently high across the board. The standard deviation of 0.851 indicates a relatively lower degree of variability in responses compared to the previous items, but still suggests some level of divergence in perceptions.

Goals and Objectives Questionnaire	N	Min	Max	Mean Score	SD
SBCC intervention's overarching goal is clearly defined and well-understood by all stakeholders.	20	2	5	3.35	.933
SBCC objectives are effectively communicated to all stakeholders, including implementing partners and target communities.	20	2	5	3.70	.865
Project Leaders have a clear understanding of the desired outcomes of SBCC	20	2	5	4.05	.887
Stakeholders, including target communities, are actively involved in the process of setting the SBCC intervention's goals and objectives.	20	2	5	3.25	.851

Table 6: Goals and Objectives results (Source: own survey, June 2024)

4.4.3 Commitment to Project Success

These questions aim to evaluate the commitment of team members to the project's success. The first question assessed whether project leaders demonstrate a strong commitment to the SBCC intervention's success and motivate others to stay engaged and focused. In response, 50% agreed, 5% strongly agreed, 10% were neutral, and 35% disagreed. The responses show high variability, as indicated by the standard deviation of 1.020. The mean score is 3.25, which is close to the neutral point on the survey scale, suggesting there is no consensus on the strong commitment of project.

The data suggests a more mixed perception among the respondents regarding the level of top management involvement and support provided to the project team in key areas such as decision-making, resource allocation, and ensuring successful deliverables. While a significant proportion of respondents, 30%, agreed that the top management was actively involved and supportive, an equal percentage, 30%, disagreed with this statement. Additionally, a sizable portion, 35%, remained neutral on this issue. The combined percentage of respondents who agreed (30%) and strongly agreed (5%) totals 35%, which represents a relatively smaller consensus compared to the previous questions. This indicates that a significant number of stakeholders may have concerns or doubts about the level of top management involvement and support for the project team. The mean score for this question is close to 3.10, which falls within the "Neutral" range on the survey scale and SD value of .921 indicates a relatively high variability.

The question also assessed whether any lack of commitment is identified and addressed in a timely and constructive manner. The responses ranged from a minimum of 2 (disagree) to a maximum of 4 (agree), with a mean score of 3.25, indicating a tendency towards neutrality. In detail, 50% of respondents agreed, 25% were neutral, and 25% disagreed. The standard deviation of 0.851 indicates relatively high variability in the responses, suggesting there may be room for improvement in this area.

The data suggests a mixed perception among the respondents regarding the existence of a clear mechanism for stakeholders to provide feedback, voice concerns, and participate in decision-making related to the SBCC intervention. A relatively small proportion of respondents, 25%, agreed that such a mechanism was in place, and an even smaller percentage, 5%, strongly agreed. This indicates that only a minority of the stakeholders felt that there was a clear and accessible process for them to engage with the project and contribute to decision-making. The mean score for this question is 3.05, which is close to the "Neutral" scale. This suggests that, on average, the stakeholders have a more ambivalent assessment of the existence and effectiveness of a clear mechanism for stakeholder engagement and participation.

Commitment to Project Success Questionnaire	N	Min	Max	Mean Score	SD
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Project leaders demonstrate a strong commitment to the SBCC intervention's success and motivate others to stay engaged and focused.	20	2	5	3.25	1.020
Top management is deeply involved and provides strong support to the team in decision-making, resource allocation, and ensuring successful deliverables.	20	2	5	3.10	.912
Any lack of commitment is identified and addressed in a timely and constructive manner.	20	2	4	3.25	.851
There are clear mechanisms in place for stakeholders to provide feedback, voice concerns, and participate in decision-making related to the SBCC intervention.	20	2	5	3.05	.887

Table 7: Commitment to Project Success Result (Source: own survey, June 2024)

4.4.4 Capable Sponsor

Respondents were asked if project sponsors actively participated in key decision-making processes throughout the SBCC intervention's life cycle. In response, 45% agreed, 10% strongly agreed, 35% were neutral, and the remaining respondents disagreed. The responses ranged from a minimum of 2 to a maximum of 5, with a mean score of 3.55, indicating a tendency towards agreement on the survey scale. The standard deviation was .826 showing a low level of variability in the responses of the respondents.

Furthermore, it was assessed if project sponsors are proactive in identifying and addressing any challenges or barriers that may arise during SBCC intervention's implementation. Consequently, the responses ranged from a minimum of 2 (disagree) to a maximum of 5 (Strongly agree) with a mean score of 3.50, indicating a lean towards agree survey scale. 60% demonstrated their agreement on the statement, 5% strongly agree, 15% are neutral to the question and the rest 20% disagree on the issue.

It was also questioned if project sponsors actively monitor SBCC intervention's progress and performance and taking timely corrective actions; data suggests an overall positive sentiment among the respondents regarding the project sponsors' active monitoring of the SBCC intervention's progress and performance, as well as their willingness to take timely corrective actions when necessary. A majority of the respondents, 55%, agreed that the project sponsors are actively engaged in monitoring the SBCC intervention's progress and performance, and are taking appropriate corrective actions when required. Additionally, a smaller but significant portion, 5%, strongly agreed with this statement, indicating a high level of confidence in the project sponsors' oversight and responsiveness. The mean score for this question is 3.60, which falls within the "Agree" range on the survey scale and a SD value of 0.681 indicates a relatively low level of variability in the responses, which is even lower than the previous questions.

Project Sponsor Questionnaire	N	Min	Max	Mean Score	SD
Project sponsors actively participate in key decision-making processes throughout the SBCC intervention's life cycle	20	2	5	3.55	.826
Project sponsors are proactive in identifying and addressing any challenges or barriers that may arise during the SBCC intervention's implementation	20	2	5	3.50	.889
Project sponsors actively monitor the SBCC intervention's progress and performance and take corrective action when necessary.	20	2	5	3.60	.681

Table 8: Project Sponsor Question Result (Source: own survey, June 2024)

4.4.5 Secure Funding

The data suggests a significant level of disagreement among the respondents regarding the adequacy and comprehensiveness of the project budget. A majority of the respondents (55%) either disagreed (40%) or strongly disagreed (15%) with the statement that the project budget is realistic and reflects the full scope of activities and resource needs. Only 15% of the respondents agreed with this statement, while 30% remained neutral. The response ranged from a minimum of 1 (Strongly disagree) to a maximum of 4 (Agree), with a mean core of 2.45 and a SD value 0.945. The mean score of 2.45 out of 5 indicates a relatively low level of agreement among the respondents, with the score being closer to the "disagree" end of the scale. The standard deviation of 0.945 suggests a moderate degree of variability in the responses, indicating that there are some differences in perceptions among the respondents, but the overall sentiment leans towards disagreement.

Based on the question regarding the existence of contingency funding and risk mitigation strategies on SBCC project's budget initially prior to implementation the data depicts that significant portion of the respondents (50%) remained neutral on this statement, indicating a lack of clarity or awareness about the existence of such mechanisms. Additionally, 40% of the respondents either disagreed (30%) or strongly disagreed (10%) with the statement, suggesting that they do not perceive the presence of adequate contingency funding and risk mitigation strategies. The mean score of 2.60 out of 5 indicates a relatively low level of agreement among the respondents, with the score being closer to the "disagree" end of the scale. The standard deviation of 0.821 suggests a moderate degree of variability in the responses, indicating that while the overall sentiment leans towards disagreement, there may be some differences in perceptions among the respondents.

The data suggests a mixed response from the respondents regarding the security and reliability of the project's funding base. While 35% of the respondents agreed that the project has a secure and reliable funding base with commitments from all necessary sources, a significant portion (40%)

remained neutral on this statement. Additionally, 25% of the respondents disagreed with this statement. The mean score of 3.10 out of 5 indicates a moderate level of agreement among the respondents, with the score being close to the neutral scale suggesting that there is no strong consensus among the stakeholders regarding the project's funding security and reliability.

The data suggests a relatively positive perception among the respondents regarding the presence of clear and effective budget monitoring and control processes for the SBCC intervention. A majority of the respondents (55%) agreed that such processes are in place, which indicates a general confidence in the project's financial management and oversight mechanisms. However, it is important to note that a significant portion of the respondents (20%) remained neutral on this statement, while 20% either disagreed (15%) or strongly disagreed (5%) with the presence of effective budget monitoring and control processes. The mean score of 3.40 out of 5 indicates a moderate level of agreement among the respondents, with the score being close to the neutral scale of 3.

Data from respondents regarding the regular review and adaptation of SBCC's intervention budget and financial management shows a mixed response; combined 35% of the respondents agreed (30%) or strongly agreed (5%) with this statement, a significant portion (50%) remained neutral. Additionally, 10% of the respondents disagreed with the statement. The response ranged from a minimum of 2 (disagree) to a maximum of 5 (Strongly agree) with a mean score 3.25 indicating a moderate level of agreement among the respondents, with the score being close to the neutral scale of 3. This shows there is no consensus regarding the regularity and effectiveness of budget and financial management review.

Secured Funding Questionnaire	N	Min	Max	Mean Score	SD
Budget is realistic, comprehensive, and reflects the full scope of activities and resource needs.	20	1	4	2.45	.945
Contingency funding and risk mitigation strategies are recognized and incorporated into the SBCC intervention's budget from the start	20	1	4	2.60	.821
The project has a secure and reliable funding base, with commitments from all necessary sources	20	2	4	3.10	.788
There are clear and effective processes in place to monitor and control the project's budget, ensuring timely and appropriate use of funds.	20	1	5	3.40	.995
The SBCC intervention's budget and financial management processes are regularly reviewed and adapted to address any identified issues or opportunities.	20	2	5	3.25	.786

Table 9: Secure Funding Question Result (Source: own survey, June 2024)

4.4.6 Project Planning and Review

The study used questionnaires to evaluate the effectiveness of the SBCC intervention, focusing on project planning and post-review. The first question assessed whether the SBCC project had a comprehensive and well-defined plan, outlining clear goals, objectives, activities, and timelines. The result showed that 65% agreed that the project has clearly outlined goals and objectives, 10% disagreed and 25% responded neutral. The responses ranged on a scale of 2 (disagree) to 4 (agree), with a mean score of 3.55, indicating a generally positive perception of the project's well defined plan with SD value of 0.686 showing a lower variability.

The data suggests a generally positive, but mixed, perception among the respondents regarding the realism of the project's timeline and schedule. A majority of the respondents, 60%, agreed with the statement, indicating that they believe the project's timeline and schedule are realistic and achievable. However, 20% of respondents disagreed while the remaining 20% responded neutral to this question indicating a significant portion of respondents are unsure or don't believe that the project timeline is realistic. The mean score of this question is 3.4 which is closer to the neutral score which further reinforces that the above statement. There is relatively wide range of gap between the responses for this particular question showing SD value of .821.

The data suggests a very positive and consistent perception among the respondents regarding the project's monitoring and evaluation (M&E) plan. A significant majority of the respondents, 60%, agreed that the project has a well-defined M&E plan with clear performance indicators and data collection methods. Additionally, 30% of the respondents strongly agreed with this statement, indicating a high level of confidence in the project's M&E framework. The mean score for this particular question is 4.15, which falls in the "Agree" range on the scale, further reinforcing the finding that the stakeholders have a strong positive perception of the project's M&E plan. The low variability of 0.745 indicates high consistency of responses of the respondents.

The analysis and interpretation of the data regarding the evaluation of regular monitoring of the SBCC intervention's progress, timely addressing of any deviations from plans, and the implementation of corrective actions can be rephrased as follows: A majority of the respondents, 65%, agreed that the project regularly monitors the progress of the SBCC intervention, addresses any deviations from the plans in a timely manner, and takes appropriate corrective actions. The mean score is 3.6 suggesting that respondents have generally positive view on project monitoring and adaptation practices.

A majority of the respondents, 55%, agreed that the project has a robust risk management plan that proactively identifies, assesses, and mitigates potential risks. Additionally, 10% of the respondents strongly agreed with this statement, indicating a high level of confidence in the project's risk management approach. The mean score is 3.55 which is close to Agree range on scale respondents have a positive assessment of the project's risk management plan and its ability to address potential

risks. The SD value is .945 which is close to 1 showing a high level of variability, this means that while the majority agreed significant portion of respondents remained either neutral or disagreed that the project has effective risk management plan.

As for the question that project plan is developed through a thorough and collaborative pre project planning process involving stakeholders the data suggests a relatively mixed and neutral perception among the respondents regarding the process of developing the project plan. While 40% of the respondents agreed that the project plan was developed through a thorough and collaborative pre-project planning process involving stakeholders, and 5% strongly agreed, a significant portion, 35%, remained neutral on this issue. Additionally, 20% of the respondents disagreed with the statement. The mean score of 3.30 for this question falls close to the neutral point on the scale, indicating that there is no clear consensus among the stakeholders that the project plan was developed through a collaborative process.

Regarding the evaluation question as to stakeholders being regularly informed and engaged throughout the project's life cycle, with their feedback and inputs incorporated into the planning and implementation processes the results suggests a generally positive perception among the respondents regarding the project's stakeholder engagement and incorporation of feedback throughout the project's life cycle, but with high level of variability in the responses indicated in the SD value of 1.05. A majority of the respondents, 50%, agreed that stakeholders are regularly informed and engaged, with their feedback and inputs incorporated into the planning and implementation processes. Furthermore, 15% of the respondents strongly agreed with this statement, indicating a high level of satisfaction with the project's stakeholder engagement efforts.

With regards to the question if Stakeholder engagement helped to ensure the cultural appropriateness and acceptability of SBCC intervention the results shows that 65% agreed, 15% strongly agreed while the rest 20% are neutral. The mean score for this survey question is calculated to be 3.95 which is close to the Agree scale, showing a high level of agreement of Stakeholder engagement being helpful for the cultural appropriateness and acceptability of SBCC intervention. The low SD value of 0.605 shows a lower variability in the response of respondents showing high consistency in the answers.

The question further assessed if situation Analysis was conducted during planning and effectively identified target beneficiaries need and preference, majority of the respondents, 55%, agreed that the situation analysis was conducted during the planning phase and effectively identified the target beneficiaries' needs and preferences. Additionally, 15% of the respondents strongly agreed with this statement, indicating a high level of confidence in the project's needs assessment process. The mixed responses, with a majority agreeing but a notable minority either neutral or disagreeing, suggest that there may be room for improvement in the project's situation analysis and needs assessment processes.

The findings and recommendations from the post-project review are effectively communicated and used to inform the planning and implementation of future SBCC interventions was one of the questions asked to respondents the results demonstrated that there is a mixed response from the respondents regarding the communication and utilization of the post-project review findings and recommendations to inform future SBCC interventions. While a majority of the respondents, 35%, agreed that the findings and recommendations were effectively communicated and used to plan and implement future SBCC interventions, and an additional 15% strongly agreed with this statement, a significant portion of the respondents, 20%, remained neutral. The mean score for this question is 3.35, which falls within the "Agree" range on the scale. However, the standard deviation (SD) value of 1.089 suggests a high level of variability in the responses, reflecting the diverse perceptions among the respondents.

Project Planning and Post Review	N	Min	Max	Mean Score	SD
The SBCC intervention has a comprehensive and well-defined project plan that outlines clear goals, objectives, activities, and timelines.	20	2	4	3.55	.686
The project's timeline and schedule are realistic, taking into account potential risks and challenges.	20	2	4	3.40	.821
The project has a comprehensive and well-defined monitoring and evaluation plan, with clear performance indicators and data collection methods.	20	2	5	4.15	.745
The SBCC intervention's progress is regularly monitored, and corrective actions are taken in a timely manner to address any deviations from the plan.	20	2	5	3.60	.821
The project has a robust risk management plan that proactively identifies, assesses, and mitigates potential risks.	20	2	5	3.55	.945
The project plan is developed through a thorough and collaborative pre-project planning process, involving key stakeholders.	20	2	5	3.30	.865
Stakeholders are regularly informed and engaged throughout the project's life cycle, with their feedback and inputs incorporated into the planning and implementation processes.	20	2	5	3.55	1.05
Stakeholder engagement helped to ensure the cultural appropriateness and acceptability of SBCC intervention.	20	3	5	3.95	.605
Situation Analysis was conducting during planning and effectively identified target beneficiaries need and preference	20	2	5	3.60	.883

The findings and recommendations from the post-project review are effectively communicated and used to inform the planning and implementation of future SBCC interventions.	20	2	5	3.35	1.089
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Table 10: Project Planning and Review Questions Result (Source: own survey, June 2024)

4.4.7 End Users and Operators

A majority of the respondents, 40%, agreed that the project participants/beneficiaries were actively engaged throughout the process, and an additional 15% strongly agreed. This indicates that over half of the respondents (55%) have a favorable view of the project's efforts to involve the beneficiaries in the design and development of the SBCC intervention. The mean score for this question is relatively high, at 3.50, indicating that the overall stakeholder perception leans towards agreement that the project participants/beneficiaries are actively engaged in the SBCC design and development process.

The question also attempted to determine if SBCC session content, materials and delivery channels are tailored to the specific needs and preferences of beneficiary's data shows that a majority of the respondents, 60%, agreed that the SBCC intervention was tailored to the beneficiaries' needs and preferences, and an impressive 25% strongly agreed. This indicates that a remarkable 85% of the respondents have a favorable view of the project's responsiveness to the beneficiaries' requirements. Furthermore, only a meager 5% of the respondents disagreed that the SBCC session content, materials, and delivery channels were tailored to the beneficiaries' needs and preferences. This suggests that the project has been highly successful in addressing the specific requirements of the target population. The mean score for this question is very high, at 4.05, indicating that the overall stakeholder perception strongly leans towards agreement that the SBCC intervention has been customized to the beneficiaries' needs and preferences.

Project participants (beneficiaries) regularly provide feedback and input to the project team, which is used to continuously improve the intervention. In response, 50% agreed, 20% strongly agreed, 20% were neutral, and 10% disagreed. The mean score of 3.80 indicates a high level of agreement among respondents on this issue.

Finally, it was also questioned if implementers are provided with comprehensive training and support to effectively implement and deliver in according to the devised standard a majority of the respondents, 40%, agreed that the implementers were provided with comprehensive training and support, and an additional 20% strongly agreed. This indicates that 60% of the respondents have a favorable view of the project's efforts to equip the implementers with the necessary knowledge and resources to deliver the SBCC intervention effectively. The mean score for this question is 3.9 indicating that the overall perception of respondents leans towards an agreement that comprehensive training and support are being provided.

End Users and Operators Questionnaire	N	Min	Max	Mean Score	SD
Project Participants (Beneficiaries) are actively engaged throughout the SBCC the design and development process, ensuring their perspectives and inputs are incorporated.	20	2	5	3.50	1.000
SBCC session content, materials, and delivery channels are tailored to the specific needs and preferences of the beneficiaries	20	2	5	4.05	.759
Project Participants (Beneficiaries) provide regular feedback and input to the project team, which is used to continuously improve the intervention.	20	2	5	3.80	.894
Implementers (KP Coordinators, CEF, PEs) are provided with comprehensive trainings and support to effectively implement and deliver in according to the devised standards.	20	2	5	3.90	.968

Table 11: End Users and Operators Question Result (Source: own survey, June 2024)

4.4.8 Competence of Team Members

The data suggests a strong positive perception among the respondents regarding the capabilities of the core project team members to effectively manage the SBCC intervention. A significant majority of the respondents (60%) agreed that the project team possesses the necessary expertise, skills, and experience, and an additional 15% strongly agreed with this statement. Furthermore, the response range, which varied from 3 (neutral) to 5 (strongly agree), with a mean score of 3.9, indicates that the majority of the respondents' perceptions fall within the "agree" to "strongly agree" range. The standard deviation of 0.641 suggests a low variability in the responses, indicating a high level of consistency among the respondents. This implies that there is a broad consensus among the stakeholders regarding the capabilities of the core project team.

The data suggests a very positive perception among the respondents regarding the balance of skills within the project team to ensure the successful delivery of the SBCC intervention. A substantial majority of the respondents, 55% agreed and 20% strongly agreed with this statement, indicating that they believe the project team has the necessary range of skills and expertise to effectively implement the intervention. The mean score is 3.90 indicating that the majority of respondents fall with the category of agree to strongly agree and a SD value of 0.788 shows a high consistency of answers indicating a notable strength.

For the question, the project team members actively collaborate and communicate with each other, data suggests a very positive perception among the respondents regarding the level of collaboration and communication within the project team. A substantial majority of the respondents, 70%,

agreed that the project team members actively collaborate and communicate with each other. Additionally, 20% of the respondents were neutral on this statement. The mean score of 3.90 for this survey question further supports the finding that the majority of the respondents agreed with the statement. This mean score, which is close to the "agree" scale, indicates that the overall sentiment among the respondents is that the project team members are effectively collaborating and communicating with one another. The standard deviation of 0.553 shows a very low variability in the responses, indicating a high level of consistency among the respondents. This low standard deviation suggests that there is a high degree of agreement and shared understanding among the stakeholders regarding the project team's collaborative and communication practices.

Competency of Team Members	N	Min	Max	Mean Score	SD
The core project team members have the necessary expertise, skills, and experience to effectively plan, implement, and monitor the intervention	20	3	5	3.90	.641
The project team has a good balance of technical, communication, and interpersonal skills to ensure the successful delivery of the SBCC intervention.	20	2	5	3.90	.788
The project team members actively collaborate and communicate with each other, fostering a positive and supportive work environment	20	3	5	3.90	.553

Table 12: Competency of Team Members Question Result (Source: own survey, June 2024)

4.4.9 Organizational Support

The data suggests a generally positive perception among the respondents regarding the level of commitment and strategic importance that the organization's leadership places on the SBCC intervention. A majority of the respondents, 20% strongly agreed and 35% agreed, indicating that they believe the organization's leadership is fully committed to the SBCC project and its alignment with the organization's mission and objectives. However, it is noteworthy that a significant proportion of the respondents, 40%, chose to give a neutral response to this question. This suggests that some stakeholders may have uncertainty or lack of visibility into the leadership's level of commitment and strategic prioritization of the SBCC intervention. The fact that only 5% of the respondents disagreed with the statement suggests that there is a general consensus, albeit with some uncertainty, that the organization's leadership views the SBCC intervention as strategically important and is committed to its successful implementation. The mean score of 3.70 for this survey question is close to the "agree" scale of 4, further supporting the finding that the majority of the respondents believe the organization's leadership is committed to the SBCC project.

A substantial majority of the respondents, 65% agreed and 18% strongly agreed with the statement that organization's policies, procedures and systems are designed to facilitate and enable the effective management and implementation of SBCC intervention, indicating that they believe the organization's policies, procedures, and systems are well-designed to support the successful

delivery of the SBCC project. 15% of the respondents chose to be neutral and 5% disagreed with the statement. The mean score of 3.90 for this survey question is close to the “agree” scale of 4 and 0.718 SD value indicating a high degree of agreement and consistency in the responses of the respondents.

Organizational Support	N	Min	Max	Mean Score	SD
The organization's leadership is fully committed to the SBCC and its strategic importance to the organization's mission and objectives.	20	2	5	3.70	.865
The organization's policies, procedures, and systems are designed to facilitate and enable the effective management and implementation of the SBCC intervention.	20	2	5	3.90	.718

Table 13: Organizational Support Question Result (Source: own survey, June 2024)

4.4.10 Quality Standards

Regarding whether the SBCC project is designed and implemented in alignment with recognized best practices and guidelines for effective SBCC programming, 60% of respondents agreed that it meets the standards, 15% strongly agreed, 20% were neutral, and 5% disagreed. The responses ranged from a minimum of 2 (disagree) to a maximum of 5 (strongly agree), with a mean score of 3.85, indicating a high level of agreement on the quality of the project. Additionally, the standard deviation of 0.745 reflects low variability in the responses.

Regarding whether the communication materials used for the SBCC project adhere to established quality standards for content, design, and accessibility, 55% of respondents agreed, 30% strongly agreed, and 15% were neutral. The responses ranged from a minimum of 3 (neutral) to a maximum of 5 (strongly agree), with a mean score of 4.15, indicating a high level of agreement on the quality of the communication materials. The standard deviation of 0.671 reflects similar responses among the participants, showing low variability.

The question assessing whether the monitoring and evaluation processes comply with recognized standards for data collection, analysis, and reporting showed that 45% agreed, 35% strongly agreed, 15% were neutral, and 5% disagreed. The mean score was 4.10, indicating a high level of agreement on the quality of these processes, with a standard deviation of 0.852.

The data suggests a very positive perception among the respondents regarding the quality assurance mechanisms in place for the SBCC intervention. The response ratings ranged from a minimum of 3 (Neutral) to a maximum of 5 (Strongly Agree), with a mean score of 4.00, indicating a high level of overall agreement with the statement. 50% of the respondents agreed that the intervention's quality assurance mechanisms are regularly monitored and enforced, and an additional 25% strongly agreed with this statement. This means that a significant majority of the stakeholders (75%) have a positive perception of the project's quality assurance practices. The

mean score of 4.00, which is at the "Agree" scale, further reinforces the finding that the respondents believe the project team has established effective quality assurance mechanisms to monitor and ensure adherence to relevant standards throughout the project's lifecycle.

Quality Standards	N	Min	Max	Mean Score	SD
The project is designed and implemented in alignment with recognized best practices and guidelines for effective SBCC programming	20	2	5	3.85	.745
The communication materials and products adhere to established quality standards for content, design, and accessibility	20	3	5	4.15	.671
The project's monitoring and evaluation processes comply with recognized standards for data collection, analysis, and reporting (e.g., MERL standards).	20	2	5	4.10	.852
The intervention overall quality assurance mechanisms regularly monitor and ensure adherence to all relevant standards throughout the project's lifecycle.	20	3	5	4.00	.725

Table 14: Quality Standards Question Results (Source: own survey, June 2024)

4.4.11 Summary of the Effectiveness of SBCC project against the Critical Success Factors

The questions that assesses each identified critical success factors were combined into a single variable, with scores at or above the mean indicating Effective, while below indicated not effective. Consequently, the analysis shows that factors such as core team competency, commitment to project success, and organizational support are viewed more positively, indicating areas of strength in project management practices. Conversely, the effectiveness of appropriate standards and the equal distribution of responses for governance and goal clarity highlight areas that need improvement. Overall, the data suggests that while certain aspects of project management are recognized as effective, there remains significant room for enhancement, particularly in governance, standards, and the involvement of end users. Addressing these weaknesses could lead to higher project success rates.

Critical Project Success Factor	Effective (Percentage of Respondents)	Non-Effective Percentage of Respondents)
Effective Governance	50%	50%
Well defined Goals & Objectives	50%	50%
Commitment to Project Success	60%	40%
Capable Sponsor	60%	40%
Secure Funding	55%	45%
Project Planning & Review	60%	40%
End Users and Operators	50%	50%
Core Team Competency	70%	30%
Organizational Support	60%	40%
Appropriate Standards	35%	65%

Table 15: Summary of the effectiveness of SBCC project against CSF (Source: own survey, June 2024)

4.5 Evaluation of Project Beneficiaries' Feedback on the Effectiveness of SBCC Delivery/Implementation

Project Beneficiaries were requested if peer educators are effective in delivering key SBCC messages to the project targets, consequently a substantial majority of the respondents, 64.2%, agreed that the peer educators were effective in their delivery of the SBCC messages, and an impressive 30.2% strongly agreed. This indicates that an overwhelming 94.4% of the respondents have a favorable view of the peer educators' performance in conveying the critical information to the project targets. There are small minorities who have a limited feedback on the effectiveness of Pes in delivering the messages. The mean score for this survey question is 4.22 which is close to the Agree survey scale indicating shared agreement in the effectiveness of Peer educators.

As for the relevance of the contents of SBCC sessions beneficiaries were requested to rate consequently 77.8% agreed, 19.3% strongly agreed and the remaining were neutral to these statement. The mean score for this question is calculated to be 4.16 indicating the agreement of the majority of respondents in the relevance of the topics covered in the sessions. The SD value of 0.442 shows a very low variability showing in the consistency of answers of the respondents.

A substantial majority of the respondents, 68.2%, agreed that the SBCC sessions were well organized and structured, and an additional 14.2% strongly agreed. This indicates that a significant 82.4% of the beneficiaries have a favorable view of the way the SBCC sessions were planned and delivered. It is worth noting that a sizable proportion of respondents, 17.6%, remained neutral on this issue. This could suggest that these beneficiaries may have had limited exposure to or experience with the SBCC sessions, or they may have some reservations about the level of organization and structure, even if they did not outright disagree.

Project beneficiaries were also asked to rate the helpfulness of the materials and resources provided during the SBCC sessions. Responses ranged from a minimum of 1 (strongly disagree) to a maximum of 5 (strongly agree), with a mean score of 3.96, indicating a general agreement. There was moderate variability in the responses: 62.5% agreed, 19.3% strongly agreed, 13.6% were neutral, and 4.6% disagreed or strongly disagreed.

The adequacy of the duration of SBCC session was also assessed if it has been appropriate to cover all the contents effectively, the response ranged from a minimum of 2 (disagree) to a maximum of 5 (strongly agree) with a mean score of 4.09 indicating a high level of agreement in the appropriateness of the duration. The low SD value of .481 shows a shared agreement between respondents.

Sessions were also evaluated if they are accessible in terms of location, timing and availability majority of the respondents which are 53.4% of the total sample agreed, while 25.6% strongly disagreed. The minority portion are either neutral to the response or disagree to the statement. However, the mean score is calculated to be 4.02 which is closer to the “agree” survey scale.

Project participants were also requested if the session aligns with their needs and preferences. Accordingly, substantial majority of the respondents, 76.7%, agreed that the SBCC sessions aligned with their needs and preferences, and an additional 17% strongly agreed. This indicates that a remarkable 93.7% of the participants have a favorable perception that the SBCC sessions were tailored to meet their requirements and expectations. Furthermore, a negligible 1.1% of respondents disagreed that the SBCC sessions aligned with their needs and preferences, and an even smaller 0.6% strongly disagreed. This suggests that the project has been highly successful in designing and delivering SBCC content and approaches that resonate with the vast majority of the target population. The mean score is 4.09 which is closer to the “Agree” survey scale and a low SD value of .533 shows consistency in the answers of the respondents.

The evaluation question also assessed if the refreshment provided during the SBCC session is adequate, the responses showed a wide range of variability. A majority of the respondents, 61.4%, agreed that the refreshments were adequate, and an additional 17% strongly agreed. This indicates

that a substantial 78.4% of the participants have a favorable view of the refreshments provided during the SBCC sessions.

Statement	N	Min	Max	Mean Score	SD
The peer educators are effective in delivering key SBCC messages	352	1	5	4.22	.648
The content of the SBCC sessions was relevant to my needs and interests.	352	3	5	4.16	.442
The SBCC sessions were well-organized and structured.	352	3	5	3.97	.564
The materials and resources provided during the SBCC sessions (e.g., handouts, visual aids) were helpful in understanding the content.	352	1	5	3.96	.735
The duration of the SBCC sessions was appropriate for covering the content effectively	352	2	5	4.09	.481
The SBCC sessions were easily accessible in terms of location, timing, and availability.	352	1	5	4.02	.751
The session aligns with my needs and preferences	352	1	5	4.09	.553
The refreshment provided during the SBCC session is adequate.	352	1	5	3.82	.900

Table 16: SBCC project delivery feedback questions Result (Source: own survey, June 2024)

4.6 Extent of Project Achievement in terms of Key Performance indicators (Project Performance)

Results Hierarchy	Description	Performance Indicators	MOV	Assumptions and Risks
Outcomes	Increased perception of risk and positive attitudes towards condom use Reduced risk of acquiring HIV and other STIs Increased Demand for	HTS_TST	Survey Questions and BCC Reporting Format and Commcare Data	FSWs have an access to affordable HIV/AIDs services including BCC sessions The SBCC sessions are effectively delivered to fulfill their purpose Data collected from register formats are accurate and reliable for assessing the outcomes of SBCC intervention

	Service Uptake (HIV/AIDS)		.	
	Promote Essential Behaviors			
Output	SBCC Activities Condom Distribution	Number of individuals reached through SBCC (KP_ reach) Number of Condoms Distributed	BCC Reporting Format and Commcare Data	FSWs have an access to affordable HIV/AIDs services including BCC sessions There is ample supply of condoms and are readily accessible

Table 17: Logical Framework of SBCC Project Intervention adopted from USAID MULU KP Project

4.6.1 Evaluation of Increased awareness of risk and favorable attitudes of project beneficiaries towards condom use

The project participants were asked if the SBCC (Social and Behavior Change Communication) session effectively increased their perception of the risks associated with HIV and other STIs. A majority of the respondents, comprising 60.2%, agreed with this statement. Additionally, 33.5% of the respondents strongly agreed. Only 5.1% were neutral, and a mere 1.2% disagreed or strongly disagreed. The mean score was calculated to be 4.26, which is closer to the 4-point scale. This indicates a high level of agreement among the respondents, suggesting that the SBCC session was successful in increasing their perception of the risks associated with HIV and other STIs.

The project participants were also asked if the SBCC sessions had positively influenced their attitudes towards safer sexual practices, including condom use. The results showed that 56.3% of the respondents agreed with this statement, while 41.5% strongly agreed. The remaining small portion were neutral to the statement. The response ranged from a minimum of 3 (neutral) to a maximum of 5 (strongly agreed), with a mean score of 4.39. This indicates that the SBCC sessions were highly impactful in shaping the attitudes of the project beneficiaries, as no respondents disagreed with the statement. The high level of agreement, with a majority agreeing and a significant portion strongly agreeing, suggests that the SBCC sessions were successful in positively influencing the attitudes of the project participants towards safer sexual practices, including the use of condoms.

For the question as a result of participating in the SBCC session, I feel more knowledgeable about the transmission modes of HIV and other STIs 55.1 % agreed, 38.6 % strongly agreed, 5.7% were neutral to the question and only .6% disagreed to the statement. The mean score of 4.31 which is closer to the 4-point scale “agree” category shows that the respondents agree that they are more knowledgeable about the transmission mode of HIV as a result of the session. The overwhelming majority of respondents either agreed or strongly agreed with the statement, with a very small percentage being neutral or disagreeing. This demonstrates that the SBCC session effectively improved the participants' understanding of the transmission modes of these infectious diseases.

Project participants were requested if the session have addressed the common misconceptions about HIV and other STI and according to the data majority of 59.7% agreed, 33.5% strongly agreed, 6.3% were neutral and 0.6% strongly disagreed with the concept. The mean score is calculated to be 4.26 and SD value of .620. This indicates a high level of agreement among the participants that the SBCC session effectively addressed the common misconceptions surrounding HIV and other sexually transmitted infections. The majority of respondents, both those who agreed and those who strongly agreed, suggest that the session was successful in tackling these misconceptions.

Statement	N	Min	Max	Mean Score	SD
The SBCC session effectively increased my perception of the risks associated with HIV and other STIs	352	1	5	4.26	.629
The SBCC session positively influenced my attitudes towards safer sexual practices, including condom use	352	3	5	4.39	.533
As a result of participating in the SBCC session, I feel more knowledgeable about the transmission modes of HIV and other STIs.	352	1	5	4.31	.631
The sessions addressed common misconceptions about HIV and other STIs, leading to a better understanding of these infections	352	1	5	4.26	.620

Table 18: Awareness of risk and favorable attitude towards the use of condom questions result (Source: own survey, June 2024)

4.6.2 Evaluation of Reduced risk of acquiring HIV and other STIs of Project Beneficiaries

Following their involvement in the SBCC project, 53.4% of respondents acknowledge feeling more assured about safeguarding themselves against HIV and other STIs. Among them, 42% express strong agreement, while 4% remain neutral, and a negligible percentage firmly disagree. The mean score 4.36 indicates that high level agreement in the respondents which in turn emphasizes the positive impact of the SBCC project on the participants' perceived ability to protect themselves from HIV and other STIs.

Participants were asked about their perception of being better informed regarding the significance of consistent condom use following their attendance at the SBCC session. Among them, 53.4% agree, 43.8% strongly agree, and 2.8% maintain neutrality towards the statement. Responses ranged from a minimum of 3 (Neutral) to a maximum of 5 (Strongly agree). This data suggests that the vast majority of the participants, a combined 97.2%, either agreed or strongly agreed that they feel more informed about the importance of consistent condom use as a result of attending the SBCC session. This indicates that SBCC is very effective in educating participants and increasing awareness about the significance of consistent condom use.

Regarding the question of whether project participants are aware of the importance of using water-based lubricants with condoms, 32.4% agreed, 20.5% strongly agreed, 33.0% were neutral, 9.7% disagreed, and 4.5% strongly disagreed. The mean score of 3.55, which is closer to the "agree" category on the scale, indicates a generally positive but not entirely consistent level of awareness among the participants regarding the use of water-based lubricants with condoms as depicted from SD value of 1.061. This suggests that the SBCC session could potentially enhance its educational efforts to ensure that all participants fully grasp the importance and benefits of using water-based lubricants as part of safer sex practices.

Participants were also asked if they understood the risks of engaging in sexual activity without using a condom. In response, 58% agreed that they understood the risk, 40.3% strongly agreed, and the remaining participants were neutral. The mean score of 4.39 further supports that the session effectively communicated the risks associated with unprotected sexual activity.

In regards to the question that assess the motivation of project beneficiaries to get tested for HIV and other STIs regularly after attending SBCC according to the data, 56.3% of the participants agreed, and an additional 40.9% strongly agreed, that they were motivated to get tested regularly after attending the SBCC sessions. This means that a combined 97.2% of the beneficiaries expressed agreement with this statement. The high mean score of 4.38 further supports the finding that the SBCC sessions were perceived as a strong entry point for the beneficiaries to access HIV and STI testing services. This indicates a very high level of agreement among the participants that the SBCC sessions were successful in motivating them to prioritize regular testing.

Statement	N	Min	Max	Mean Score	SD
As a result of participating in the SBCC Project, I feel more confident in my ability to protect myself from HIV and other STIs	352	1	5	4.36	.617
I feel more informed about the importance of consistent condom use after attending the SBCC session.	352	3	5	4.41	.547

I feel more motivated to get tested for HIV and other STIs regularly after attending the SBCC session.	352	3	5	4.38	.542
I am aware of the importance of using water-based lubricants with condoms.	352	1	5	3.55	1.061
I understand the risks of not using Condom during sexual activity	352	3	5	4.39	.521

Table 19: Evaluation of reduction of risk question Result (Source: own survey, June 2024)

4.6.3. Evaluating the Increased Demand for Service Uptake (HIV/AIDS, STI, ART, PrEP, CxCa) of Project Beneficiaries after SBCC Session

The questions further assessed the increased willingness of project participants to access ART treatment whenever needed after the session, 43.2% of the participants agreed, and 15.3% strongly agreed, that the sessions increased their willingness to access ART treatment. This means that a total of 58.5% of the respondents expressed a positive sentiment towards the sessions' influence on their willingness to seek ART. However, a significant portion have either disagreed or strongly disagreed SBCC sessions had a less pronounced effect on this particular aspect compared to their impact on other areas as shown by a higher value of SD. The data highlights that sessions should emphasize on educating participants on HIV treatment services.

Cervical cancer is a growing concern in our community, particularly among FSWs, whose work significantly increases their risk of acquiring the disease. The sessions included topics on cervical cancer screening. Participants were asked if the sessions encouraged them to consider screening as part of their healthcare routine. In response, 44.9% agreed, 43.8% strongly agreed, 5.7% were neutral, and a negligible percentage either disagreed or strongly disagreed. The mean score of 4.23, close to the "agree" scale, indicates positive influence, though there was relatively high variability in the responses. This may be due to the different perspectives of beneficiaries on the importance of screening.

Out of 352 respondents, 40 respondents were FSW living with HIV questions assessed if SBCC session motivated them to achieve viral load suppression and positively impacted their adherence to HIV medication. The response ranged from a minimum of 3 (neutral) to 5 (strongly agree) indicating the shared agreement of the respondents in the effectiveness of SBCC session to this regards. The absence of any responses below the "neutral" level implies that the sessions were successful in resonating with the FSW participants living with HIV and encouraging them to prioritize achieving viral load suppression and maintaining adherence to their HIV treatment regimen.

Statement	N	Min	Max	Mean Score	SD
Sessions increased my willingness to access ART (Antiretroviral Therapy) if needed.	352	1	5	3.48	1.150
Sessions encouraged me to consider cervical cancer screenings (CxCa) as part of my healthcare routine.	352	1	5	4.23	.917
After SBCC session, I feel motivated to achieve Viral Load Suppression (optional question only for RVI pos)	40	3	5	4.25	.543
SBCC session positively impacted my adherence to HIV medication (optional question for only RVI Pos)	40	3	5	4.15	.483

Table 20: Evaluation questions for increased uptake of HIV services Result (Source: own survey, June 2024)

4.6.4 Evaluating the Effectiveness of SBCC session in Promoting Essential Behaviors

The data presented suggests that the SBCC sessions had a positive impact on the participants, particularly in terms of empowering them to better manage their sexual and reproductive health. Regarding the participants' confidence in communicating their sexual health needs and boundaries to their partners, the mean score of 4.13 indicates a high level of agreement. This suggests that the sessions were effective in helping the participants become more assertive and comfortable in expressing their preferences and boundaries within their intimate relationships.

Similarly, the participants' sense of empowerment in making informed decisions about contraception and family planning after attending the SBCC sessions is reflected in the high mean score of 4.29. This implies that the sessions provided the necessary information and support to enable the participants to take a more active role in managing their reproductive health.

Furthermore, the mean score of 4.10 for the statement "SBCC session has inspired me to prioritize my sexual health and well-being" demonstrates that the sessions were successful in motivating the participants to make their sexual health a priority. This is a crucial outcome, as it suggests that the sessions were effective in promoting a holistic approach to sexual and reproductive health among the participants.

The relatively low standard deviation (SD) values, ranging from 0.474 to 0.566, indicate a high degree of consistency in the participants' responses, further reinforcing the positive impact of the SBCC sessions across the measured dimensions. Overall, the data suggests that the SBCC sessions were instrumental in empowering the participants, enhancing their communication skills, and fostering a greater commitment to their sexual and reproductive health.

Statement	N	Min	Max	Mean Score	SD
I feel more confident in my ability to communicate my sexual health needs and boundaries to my partner(s) after participating in the SBCC session	352	1	5	4.13	.501

I feel empowered to make informed decisions about contraception and family planning after attending the SBCC sessions	352	1	5	4.29	.566
SBCC session has inspired me to prioritize my sexual health and well-being	352	1	5	4.10	.474

Table 21: Evaluation questions for Promotion of Essential Behaviors results (Source: own survey, June 2024)

Benefit Acquired from SBCC Session

Project Beneficiaries were requested the benefit they have acquired from the BCC session; they have reported that the sessions have positively impacted their attitudes towards HIV prevention and treatment, fostering a critical awareness that leads to social changes. Participants also added that they are now more aware and know where to access the various HIV, STI, FP and Cervical cancer screening services due to the sessions provided. They said that the session has facilitated sharing of knowledge, skills, information with other peers in Small group sessions which has in turn enhanced their overall understanding and ability to manage their health. These benefits demonstrate the positive impact of SBCC sessions on participant's attitudes, awareness and access to crucial health services.

Barriers to Accessing SBCC Session

Participants reported several barriers to the effectiveness of SBCC sessions. One major issue is the variation in the interpretation of content, which largely depends on the peer educator's perception. This can lead to different understandings of the same information, reducing the overall effectiveness of BCC. Additionally, there have been instances where language differences between peer educators and participants have caused misinterpretations. To address these issues, there is need for more standardized and clear communication, as well as the need to overcome language barriers through standardized information sessions.

Preferred SBCC Session delivery

Participants showed a varied opinion about the preferred SBCC delivery. Some participants preferred Small group sessions as they allow for sharing of ideas and relieving stress due to mutual support. Other preferred one-to-one sessions, especially those who are HIV positive as these sessions provide privacy in discussing medication side effects and adherence issues without the fear of stigma and shyness. The variation of the preference indicates the need to use a mixed method approach catering both group dynamics, and individual privacy needs.

Support for ART Adherence

In regards to the question how SBCC sessions can be improved to support ART adherence, participants have responded that there needs to be sessions specifically tailored to ART clients to address their unique needs and challenges. Moreover, they suggested that the sessions should aim to increase the participants' knowledge and help them face challenging circumstances related to

their treatment. These suggestions emphasize the importance of targeted support for ART clients, enhancing better network linkages and empowering clients with knowledge to overcome the treatment challenges.

Suggestions for Improvement of the SBCC program

The participants have voiced the need for more SBCC session manuals or peer learning guides, as there is a reported shortage of these resources. Additionally, the participants suggested that the existing peer learning guides are only available in the Amharic language, which may not cater to the diverse language needs of participants from different regions. To address this, the participants recommended translating the guides into a wider range of languages to ensure accessibility for all. Furthermore, the participants proposed incorporating more engaging and visually attractive elements, such as colorful pictures, into the peer learning guides. This, they believe, would improve the participants' ability to retain the information presented during the sessions, enhancing the overall effectiveness of the SBCC activities.

4.6.5 Summary of Project Performance in terms of Project Outcome

The questions that assesses each identified Project outcomes were combined into a single variable, with scores at or above the mean indicating Good/Increased, while below indicated Bad/Decreased. Overall, the data reflects a generally positive trend in perceptions and behaviors related to health risks and services. While there is a strong awareness and uptake of essential health behaviors and services, caution should be exercised regarding the perceived risk of acquiring HIV and STIs, as the majority feel that this risk has decreased.

Category	Good/Increased	Bad/Decreased
Perception of Risk or Change in Attitude	63%	37%
Risk of Acquiring HIV and other STIs	42%	58%
Uptake of Services	60%	40%
Promotion of Essential Behaviors	63%	37%

Table 22: Summary of Project Performance against Project Outcome (Source: own survey, June 2024)

4.6.6 Project Achievement of SBCC Activities in terms of Indicators

<i>Indicator</i>	<i>Target</i>	<i>Achievement</i>	<i>Performance</i>	<i>Label</i>
<i>KP_Prev</i>	6,073	5,567	91%	Good
<i>HTS_TST from Session</i>	5,162	2,620	50%	Poor
<i>No of Condom Distributed</i>		508,581		

Table 23: Performance of SBCC indicator of FY 23 (Source: own survey, June 2024)

During the reporting period of FY23, the plan for KP prevention was 6,073 and the total achievement was 5,567 making 91% performance. The data indicates that while the SBCC sessions were implemented, the performance in terms of the number of beneficiaries who accessed HIV testing and counseling services was significantly lower than expected. Specifically, the data shows that out of the reached beneficiaries, 2,620 individuals were provided with HIV testing and counseling services. However, this performance rate of 50% is considerably low when compared to the expected performance rate of more than 85%. The expected performance rate was based on the assumption that beneficiaries who participate in the SBCC sessions would be motivated to engage with the broader HIV treatment cascade, which includes testing and counseling services. This assumption was not fully realized, as the actual performance fell short of the anticipated outcomes.

4.7 Challenges Identified in the Performance and Effectiveness of the SBCC Project

Coordination and Collaboration Issues

Duplication of effort has been a challenge in the HIV program's intervention areas, as there are overlapping activities between different HIV actors. This overlap reflects negatively on the performance of the social and behavior change communication (SBCC) intervention. Additionally, poor coordination between healthcare facilities, the key population-friendly clinic, and other community actors has made it difficult to address the needs of the community effectively.

Location and Participation Challenges

The mobile nature of the participants is very challenging to effectively deliver as well as complete BCC sessions according to the given standards. The sessions to be completed and to be considered reached should FSW cover all 6-8 sessions however these target groups are relatively not patient or lack motivation to follow up all the sessions and complete. Moreover, the fact that these target beneficiaries don't complete the sessions all the way they have a less tendency to enroll to HIV treatment cascade.

Quality and Testing SBCC Tools (Peer Learning Guide)

Peer Learning Guides although produced as per the standard of SBCC programming it hasn't been tested to the context before full development. Moreover, the peer educators might not deliver sessions with the same quality as initially trained.

Financial Constraints

The low budget allocated for refreshments during the BCC sessions is a challenge to deliver the desired performance. Additionally, the peer educator (PE) incentives are low compared to what other partner organizations offer. This has led to high turnover among the peer educators and a

lower performance. Different initiatives have been attempted to raise funds for SBCC initiatives although they weren't successful.

Management and Commitment

The poor program management significantly undermines the overall effectiveness and coordination of the SBCC project activities, adversely impacting its performance. Furthermore, there is a concerning lack of commitment from the project leadership, which is crucial for driving the initiatives and ensuring consistent support. This absence of leadership commitment cascades down, leading to low motivation and dedication among the community facilitators and peer educators who are essential for the on-the-ground implementation of the SBCC interventions. Their reduced commitment further hinders the project's ability to engage beneficiaries effectively and achieve its objectives.

Stigma and Discrimination

Stigma and discrimination towards individuals living with HIV/AIDS remain major concerns in our society. This societal stigma can have a significant negative impact on the willingness and ability of project participants to engage with HIV-related services and SBCC programs hence contributes to the overall performance of SBCC intervention.

Incentive Related Issues

Peer educators tend to be more focused on the financial gains rather than program goals leading to reluctance and lack of focus.

Low Engagement and Interest: Some target groups, such as those who have been engaged in certain behaviors for many years (e.g., FSW - Female Sex Workers), may show less interest or resistance to behavioral change messages. This could be due to various factors such as fatigue from previous interventions, stigma, or lack of perceived relevance of the messages.

Inadequate Monitoring and Evaluation: Lack of a robust monitoring system by community mobilizers and peer supervisors makes it challenging to track the progress of sessions and assess the impact of the SBCC interventions accurately.

Logistical Challenges: Issues such as inconvenient session venues, difficulty in scheduling sessions due to beneficiaries' lack of common free time, and transportation constraints for peer educators hinder the smooth execution of outreach activities and engagement with the target audience.

High Expectations Beyond SBCC: Beneficiaries may have expectations beyond the scope of SBCC services, such as financial assistance or support for startup ventures. Managing these expectations while maintaining focus on the SBCC objectives presents a challenge.

Limited Resources and Training: Inadequate training of community workers, limited resources, and lack of access to real-time data pose additional challenges to effective implementation and sustainability of the project.

Resistance to Behavioral Changes: Stigma, discrimination, and resistance among target populations further complicate efforts to promote behavioral change and adoption of desired practices.

4.8 Lessons learned or best practices identified during the implementation of the SBCC project that contributed to its overall success

Human-Centered Design Approach: Utilizing the Human-Centered Design (HCD) approach in revising SBCC peer learning guides helped in integrating new areas of knowledge in the HIV prevention cascade. This approach likely facilitated the development of more relevant and effective SBCC materials tailored to the needs of the target population.

Collaboration with Local Health Authorities: Working closely with town health offices and kebele (neighborhood) administrations enhanced the effectiveness of SBCC implementation. This collaboration likely improved coordination, access to resources, and community engagement, thereby increasing the reach and impact of SBCC interventions. However, there still needs work in collaborating with HIV actors in the same intervention area to successfully deliver the desired objective of the program.

Incentivizing Peer Educators: Providing different incentives to motivate peer educators and supervisors resulted in increased SBCC coverage for the target population. This recognition and support likely boosted the commitment of peer educators and improved the quality and delivery of SBCC services.

Integration of Emerging Health Issues: The SBCC platform was expanded to address emerging health issues beyond HIV prevention, such as COVID-19 vaccine awareness, cervical cancer screening, and PrEP initiation. This comprehensive approach likely enhanced the relevance and uptake of SBCC services among the target audience.

Client-Centered Approach: Adopting a client-centered approach, particularly through human-centered design approaches, facilitated co-creation in SBCC manual development and improved the overall quality of SBCC services. This approach likely ensured that SBCC interventions were tailored to the needs and preferences of marginalized and vulnerable groups, enhancing their effectiveness.

Peer-to-Peer Learning Groups: Establishing peer-to-peer learning groups enabled the mapping and access of hard-to-reach groups, such as Female Sex Workers (FSWs). This approach likely

fostered trust and peer support networks, facilitating the delivery of comprehensive services and increasing access to SBCC interventions.

Cyber Education during COVID-19: Implementing cyber education during the COVID-19 pandemic enabled the continuation of SBCC sessions, ensuring continuity of services while adhering to public health measures. This adaptation likely enhanced the resilience and sustainability of SBCC interventions during challenging times.

Empowerment and Support: Providing psychological support, access to legal assistance, and other forms of empowerment to individuals contributed to positive behavioral changes and improved health outcomes. This holistic approach likely increased trust in SBCC services and encouraged individuals to seek help and report instances of violence or abuse.

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The research evaluated the effectiveness of SBCC interventions within USAID funded MULU KP Project in Ethiopia. It employed a descriptive research design incorporating both qualitative and quantitative methodologies. The data was mainly gathered from project beneficiaries and employees, and it also included a review of relevant documents. The project showed notable strengths in areas such as project planning, stakeholder engagement, and team member competence. However, it also encountered challenges including budget constraints, the mobility of target beneficiaries, and inconsistent commitment from project leadership.

5.2 Conclusion

The SBCC project implemented by USAID MULU KP positively impacted the target population by increasing awareness about HIV and other STIs, promoting safer sexual practices, and encouraging beneficiaries to seek HIV testing and treatment services. The findings indicated that the SBCC project was not effective in meeting its objectives as the intervention only contributed 50% for clinical service uptake despite the project expectation of more than 70%. The project showed notable strengths in areas such as project planning, stakeholder commitment to project success and team member competence. However, it also encountered challenges in achieving the desired project performance due to notable budget constraints, the mobility of target beneficiaries, inconsistent commitment from project leadership and quality issues.

5.3 Recommendation

The following recommendation can be drawn from the findings of the study

- **Enhancing Collaborative planning-** The project should involve key stakeholders, including project beneficiaries, in a collaborative manner, as stakeholder engagement is crucial for the success of the intervention.
- **Improving Stakeholder engagement** - These will also include establishing well-defined and functional feedback mechanisms throughout the project life cycle, that will regularly inform and incorporate inputs and feedbacks of Stakeholders in planning and implementation process. Ensuring that there are multiple communication channels is very vital in order to tailor to the needs of each stakeholders.
- **Utilization of Post Project Review Findings-**These is establishing clear mechanisms of documenting lesson learnt and best practices for continuous improvement.
- **Increase Budget Allocation-** Prioritize incentivizing and motivating peer educators with both in-kind rewards and petty cash, as they are the backbone of the project. Additionally, allocate a larger budget for the refreshment costs incurred during SBCC sessions. The can be done by advocating to donors and stakeholders the need to allocate money by presenting a comprehensive cost benefit analysis. Exploring other budget sources via partnerships, fundraising can be alternative methods of resource pooling.
- **Improving Coordination** – Establishing clearly defined roles and responsibilities for stakeholders and implementing effective communication mechanisms are crucial for enhancing coordination and collaboration. This can be accomplished by engaging in regular coordination activities with other HIV program actors, local health town offices, and relevant stakeholders, such as joint planning sessions and performance reviews. These efforts help prevent duplication of work and ensure efficient use of resources.
- **Establish a Comprehensive Monitoring and Evaluation System:** These systems should meticulously monitor session progress during implementation (at the level of CEF and PEs) and identify areas for improvement.
- **Enhance project leadership commitment-** Attain a greater level of commitment from project leadership to ensure unwavering support and motivation for the project team. These can be done by ensuring open communication channels between project leadership and team members, addressing identified challenges promptly and rewarding leadership efforts that contributes to project success.
- **Tailoring Interventions to Beneficiary Needs-** Female sex workers are often mobile and may not stay in one location for long periods. Therefore, utilizing digital platforms like SMS and social media can facilitate maintaining contact with them. Additionally, forming partnerships with community services across various regions can assist in addressing the needs of these target populations.
- **Develop Targeted Messages-** Designing specific SBCC messages to the unique needs of ART clients that addresses their concerns on medication side effects and viral load suppression. These includes ensuring sessions are accessible considering factors such as language barriers.

- **Addressing Societal Barriers-** It's crucial to implement strategies that address stigma and discrimination, as they significantly impact the effectiveness of SBCC interventions.

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Annex-1: Consent Waiver

Addis Ababa University College of Business and Economics School of Commerce Masters of Arts in Project Management

Evaluation of the Effectiveness of Social and Behavioral Change Communication on Project Performance: A Case Study of Mitigate the impact of the epidemic, Understand the dynamics, Leverage resources and Unite efforts to reduce the incidence of HIV in Ethiopia

Dear Participant,

Thank you for consenting to participate in our research study titled "Evaluation of the Effectiveness of Social and Behavioral Change Communication on Project Performance." I am Hewan Tebebe, a post graduate student pursuing a Master's in Project Management at Addis Ababa University School of Commerce. Your responses are crucial for the success of this research, and I assure you that your information will be used solely for academic purposes, with complete confidentiality guaranteed. Kindly answer the following questions to the best of your ability, as the accuracy and honesty of your responses will greatly contribute to the quality of our research findings.

Should you need to contact me kindly find me below this address:

Mobile Number: +251910914569

Email: Hewanmengistu2064@gmail.com

Annex-2: Questionnaire for USAID MULU KP HIV Prevention Project Employees

Part 1 - Demographic Information

1. Age
 - a. <25
 - b. 25-34
 - c. 35-44
 - d. 45-50
 - e. >51
2. Education Level
 - a. Degree
 - b. Masters
 - c. PhD
 - d. Others
3. Sex
 - a. Female
 - b. Male
4. Year of Service
 - a. < 2 years
 - b. 2-5 years
 - c. 6-10 years
 - d. >10 years
5. Current Position
6. Location – Prime/LIP

Part 2- Effectiveness of SBCC Intervention

Based on your project management experience in SBCC project, please provide feedback on your level of agreement on the following questions.

Please select that applies. Each scale represents the following rating: (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree)

A	Effective Governance	1	2	3	4	5
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1	SBCC intervention has a clearly defined leadership roles and responsibilities					
2	Reporting lines and communication channels between different levels of the SBCC intervention (e.g., national, regional, local) are well-established and functioning effectively.					
3	The roles and responsibilities of various stakeholders (e.g., government agencies, implementing partners, community groups) in the SBCC intervention are clearly defined and understood.					
4	Regular coordination meetings are held to facilitate collaboration and information-sharing among SBCC intervention stakeholders.					
5	SBCC intervention has a monitoring and evaluation system in place to track progress, identify challenges, and inform decision-making					
6	The SBCC intervention approach fosters a culture of learning, continuous improvement, and shared ownership among stakeholders.					

B	Goals and Objectives	1	2	3	4	5
7	SBCC intervention's overarching goal is clearly defined and well-understood by all stakeholders.					
8	SBCC objectives are effectively communicated to all stakeholders, including implementing partners and target communities.					
9	Project Leaders have a clear understanding of the desired outcomes of SBCC					
10	Stakeholders, including target communities, are actively involved in the process of setting the SBCC intervention's goals and objectives.					

C	Commitment to Project Success	1	2	3	4	5
11	Project leaders demonstrate a strong commitment to the SBCC intervention's success and motivate others to stay engaged and focused.					
12	Top management is deeply involved and provides strong support to the team in decision-making, resource allocation, and ensuring successful deliverables.					
13	Any lack of commitment is identified and addressed in a timely and constructive manner.					
14	There are clear mechanisms in place for stakeholders to provide feedback, voice concerns, and participate in decision-making related to the SBCC intervention.					

D	Capable Sponsor	1	2	3	4	5
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16	Project sponsors actively participate in key decision-making processes throughout the SBCC intervention's life cycle.					
17	Project sponsors are proactive in identifying and addressing any challenges or barriers that may arise during the SBCC intervention's implementation.					
18	Project sponsors actively monitor the SBCC intervention's progress and performance, and take corrective action when necessary.					

E	Secure Funding	1	2	3	4	5
19	Budget is realistic, comprehensive, and reflects the full scope of activities and resource needs.					
20	Contingency funding and risk mitigation strategies are recognized and incorporated into the SBCC intervention's budget from the start.					
21	The project has a secure and reliable funding base, with commitments from all necessary sources.					
22	There are clear and effective processes in place to monitor and control the project's budget, ensuring timely and appropriate use of funds.					
23	The SBCC intervention's budget and financial management processes are regularly reviewed and adapted to address any identified issues or opportunities.					

F	Project Planning and Review	1	2	3	4	5
24	The SBCC intervention has a comprehensive and well-defined project plan that outlines clear goals, objectives, activities, and timelines.					
25	The project's timeline and schedule are realistic, taking into account potential risks and challenges.					
26	The project has a comprehensive and well-defined monitoring and evaluation plan, with clear performance indicators and data collection methods.					
27	The SBCC intervention's progress is regularly monitored, and corrective actions are taken in a timely manner to address any deviations from the plan.					
28	The project has a robust risk management plan that proactively identifies, assesses, and mitigates potential risks.					
29	The project plan is developed through a thorough and collaborative pre-project planning process, involving key stakeholders.					
30	Stakeholders are regularly informed and engaged throughout the project's life cycle, with their feedback and inputs incorporated into the planning and implementation processes.					

31	Stakeholder engagement helped to ensure the cultural appropriateness and acceptability of SBCC intervention.					
32	Situation Analysis was conducting during planning and effectively identified target beneficiaries need and preference					
33	The findings and recommendations from the post-project review are effectively communicated and used to inform the planning and implementation of future SBCC interventions.					

G	End Users and Operators	1	2	3	4	5
34	Project Participants (Beneficiaries) are actively engaged throughout the SBCC the design and development process, ensuring their perspectives and inputs are incorporated					
35	SBCC session content, materials, and delivery channels are tailored to the specific needs and preferences of the beneficiaries					
36	Project Participants (Beneficiaries) provide regular feedback and input to the project team, which is used to continuously improve the intervention.					
37	Implementers (KP Coordinators, CEF, PEs) are provided with comprehensive trainings and support to effectively implement and deliver in according to the devised standards					

H	Competence of Team Members	1	2	3	4	5
38	The core project team members have the necessary expertise, skills, and experience to effectively plan, implement, and monitor the intervention.					
39	The project team has a good balance of technical, communication, and interpersonal skills to ensure the successful delivery of the SBCC intervention.					
40	The project team members actively collaborate and communicate with each other, fostering a positive and supportive work environment					

I	Organization Support	1	2	3	4	5
41	The organization's leadership is fully committed to the SBCC and its strategic importance to the organization's mission and objectives.					
42	The organization's policies, procedures, and systems are designed to facilitate and enable the effective management and implementation of the SBCC intervention.					

J	Quality Standards	1	2	3	4	5
43	The project is designed and implemented in alignment with recognized best practices and guidelines for effective SBCC programming					
44	The communication materials and products adhere to established quality standards for content, design, and accessibility					
45	The project's monitoring and evaluation processes comply with recognized standards for data collection, analysis, and reporting (e.g., MERL standards).					
46	The intervention overall quality assurance mechanisms regularly monitor and ensure adherence to all relevant standards throughout the project's lifecycle.					

Qualitative Questionnaires

1. What are the main factors affecting the performance of the SBCC Project regarding improving the enrollment of FSWs in the HIV treatment cascade?
2. What are the main problems and challenges faced during the implementation of the SBCC project?
3. Can you share any lessons learned or best practices identified during the implementation of the SBCC project that contributed to its overall success?
4. What improvements do you recommend for future SBCC projects?

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Should you need to contact me kindly find me below this address:

Mobile Number: +251910914569

Email: Hewanmengistu2064@gmail.com

[Annex-3: Questionnaire for Beneficiaries](#)

Part 1 - Demographic Information

1. Age in Completed Years-
2. Education Level
 - a. No Formal Education
 - b. Primary School (able to read and write)
 - c. Secondary School
 - d. Higher Education
3. Marital Status
 - a. Single/Never Married
 - b. Married
 - c. Divorced/Separated
 - d. Widowed
4. RVI Status

Please select that applies. Each scale represents the following rating: (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree)

	Increased Perception of Risk or Change in Attitude	1	2	3	4	5
1	The SBCC session effectively increased my perception of the risks associated with HIV and other STIs.					
2	The SBCC session positively influenced my attitudes towards safer sexual practices, including condom use.					
3	As a result of participating in the SBCC session, I feel more knowledgeable about the transmission modes of HIV and other STIs.					
4	The sessions addressed common misconceptions about HIV and other STIs, leading to a better understanding of these infections					

	Reduced Risk of Acquiring HIV and Other STIs	1	2	3	4	5
1	As a result of participating in the SBCC sessions, I feel more confident in my ability to protect myself from HIV and other STIs.					
2	I feel more informed about the importance of consistent condom use after attending the SBCC session.					
3	I feel more motivated to get tested for HIV and other STIs regularly after attending the SBCC session.					
4	I am aware of the importance of using water-based lubricants with condoms.					
5	I understand the risks of not using condoms during sexual activity.					

	Increased Demand for Service Uptake (HIV/AIDS, STI, ART, PrEP, CxCa)	1	2	3	4	5
1	Sessions increased my willingness to access ART (Antiretroviral Therapy) if needed.					
2	Sessions encouraged me to consider cervical cancer screenings (CxCa) as part of my healthcare routine.					
3	After SBCC session, I feel motivated to achieve Viral Load Suppression					
4	SBCC session positively impacted my adherence to HIV medication					

	Promote Essential Behaviors	1	2	3	4	5
1	I feel more confident in my ability to communicate my sexual health needs and boundaries to my partner(s) after participating in the SBCC session					
2	I feel empowered to make informed decisions about contraception and family planning after attending the SBCC sessions					

3	SBCC session has inspired me to prioritize my sexual health and well-being.					
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	SBCC Delivery/Implementation Quality/Customer Satisfaction	1	2	3	4	5
1	The peer educators are effective in delivering key SBCC messages					
2	The content of the SBCC sessions was relevant to my needs and interests					
3	The SBCC sessions were well-organized and structured.					
4	The materials and resources provided during the SBCC sessions (e.g., handouts, visual aids) were helpful in understanding the content.					
5	The duration of the SBCC sessions was appropriate for covering the content effectively					
6	The SBCC sessions were easily accessible in terms of location, timing, and availability.					
7	The SBCC sessions were adapted to meet the specific needs and preferences of the target audience.					
8	The refreshment provided during the SBCC session is adequate					

Focus Group Discussion

1. Did you have any suggestions for improving future SBCC sessions or activities related to HIV prevention and treatment?
2. What are the benefits you have acquired from SBCC sessions?
3. Have you encountered any barriers in accessing BCC sessions?
4. Which SBCC delivery mechanism do you think is more effective or preferred amongst you? Is it One to One or Small Group Session?
5. How do you think SBCC sessions can be improved to better support FSWs in accessing and adhering to antiretroviral therapy (ART)?
6. Were there any limitations or areas for improvement in the SBCC sessions or activities?

