

# Orientation on Social & Behavior Change

For Save The Children, Zimbabwe

February 25, 2021

# Outline

- Introductions – 2 lines each on your views on SBC & Expectations (20 min)
- Behavior change simulation exercise (15 min)
- Social and Behavior change theories & process (15 min)
- Q&A (5min)
- Formative research – choosing an appropriate methodology (30 min)
- Short Break
- From Formative research to SBC strategy (30 min)
- Messaging for behavior change (20 min)
- Monitoring/tracking of behavior change within programs (15 min)
- Final Q&A/Wrap up – 10 min

## **Social and Behaviour Change**



### **Social Norms**

Informal rules that govern behavior in groups and societies

### **Behaviour**

A person's observable patterns of actions in relation to their environment that produce measurable results.



# Exercise, Exercise...

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- Go to the Google doc in the link and type your name in the column that best reflects your knowledge levels in Table 1





# Promoting behavior change has its challenges!

People's knowledge increased but did not feel motivated to act

We spent a lot on radio spots but the target group didn't get to hear them



Credit: AAH, Cotabato, Philippines

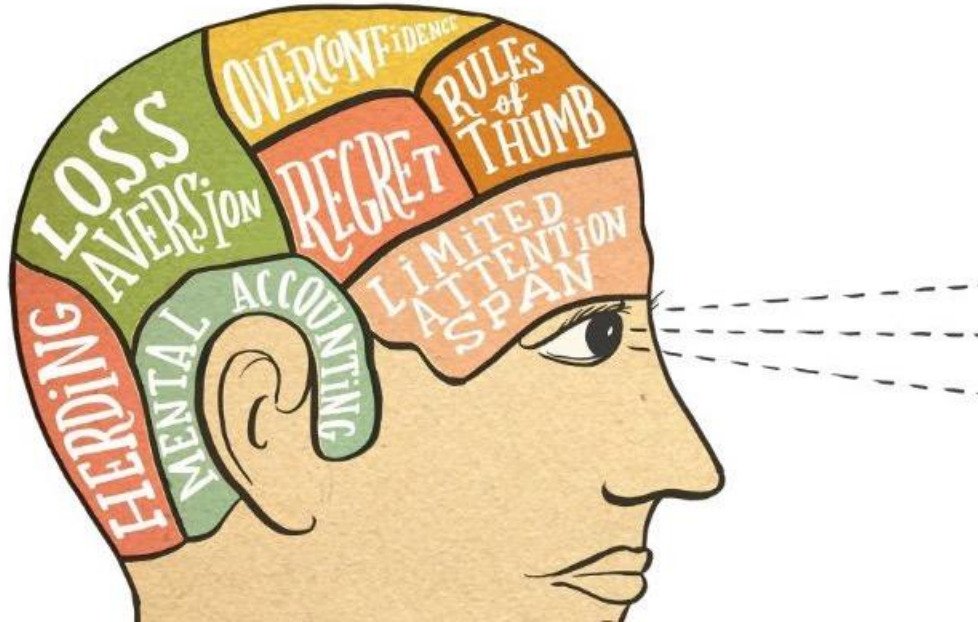
People complained they needed a job and water supply, not advice

People wanted to change but didn't have access to cheap soap

We understood later that the men discouraged women from using soap

Handwashing practices improved at first but was again low at endline

# How we think and make decisions



## System 1 Fast/Automatic, Emotional

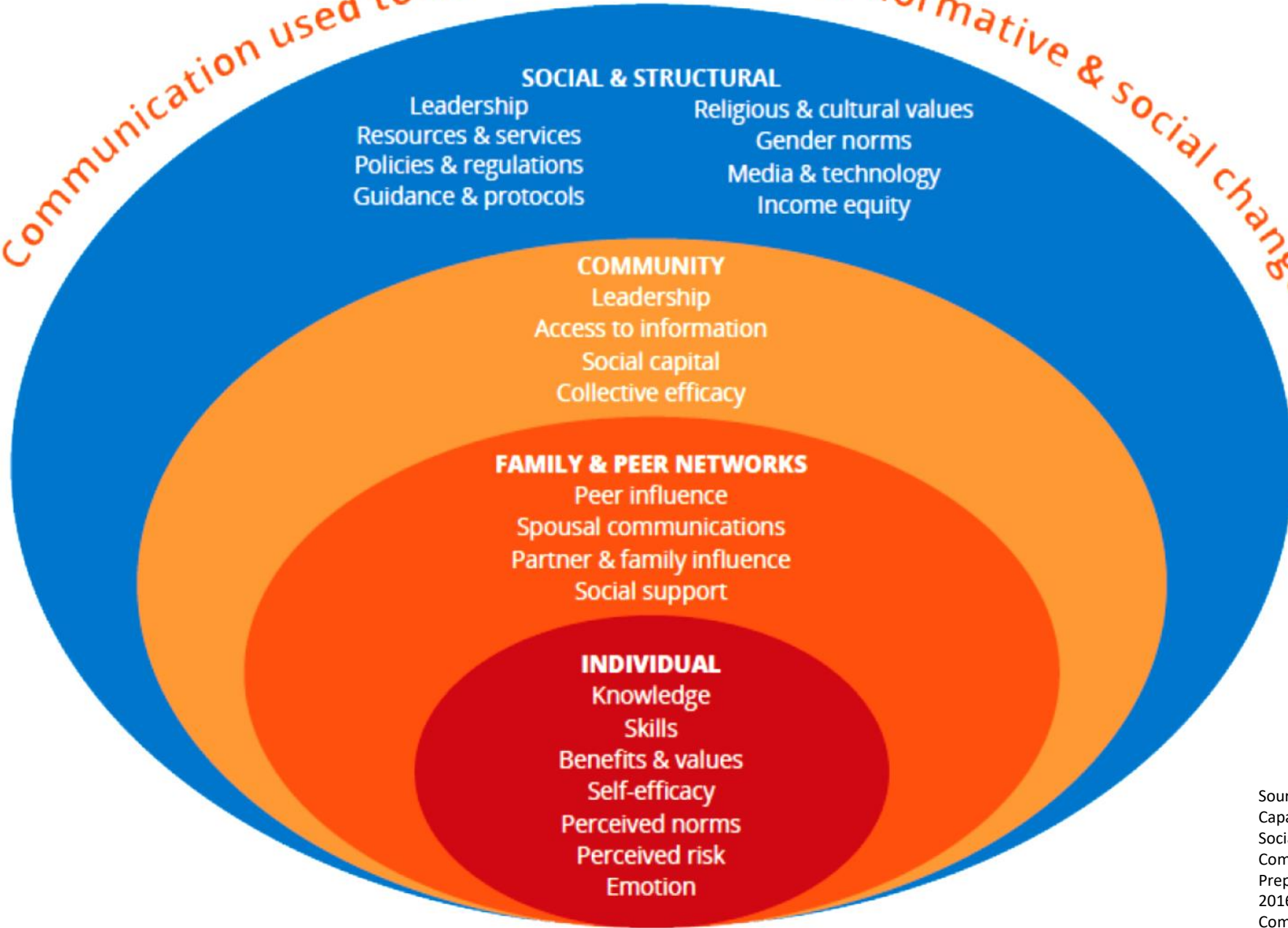
- Impulses
- Habits
- Beliefs

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## System 2 Slow/Effortful, Logical

- Reflection
- Planning
- Problem Solving

*Communication used to overcome barriers to normative & social change*



Source: Health Communication Capacity Collaborative HC3 (2016). Social and Behavior Change, Communication for Emergency Preparedness Implementation Kit. © 2016, Johns Hopkins Center for Communication Programs

# SBC: The Process

**Initiation:** identify the problem or challenge to address

**Analysis:** understand the behaviors in question

**Design:** set objectives; build a strategy and a plan

**Implementation, monitoring and evaluation:** Adjust if necessary



Credit: AAH, Samuel Hauenstein Swan





# Formative Research

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# Two Stories



Aliyah



Fatima

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# What should the CHW do?

Go to [Menti.com](https://menti.com) and type the code 8192234

Click on the option that you would advise the CHW to do

# Formative Research

## Recommended steps

### Literature review:

identify what is known  
and gaps in information

Suggested [Tool](#) to  
identify gaps



**Choose the most appropriate methodology** for additional research based on:

- ✓ Time available
- ✓ Access to expertise
- ✓ Behaviour or intervention focus
- ✓ Information gaps that the research needs to address

**Ethical considerations are imperative**





# FR Techniques: Options & Resources

Time 1 to 2 weeks

Options	Levels of expertise required	Behaviour or intervention focus	Where to find guidance
Rapid secondary-data review, structured observations, interviews and focus-group discussions	Experience of qualitative and participatory research methods	All behaviours and intervention types	<a href="#">ABC - Assisting Behaviour Change Part 2, Action Against Hunger, 2013, pages 36-41</a>
A software-based decision-making tool that helps design rapid, evidence-based and context-specific hygiene programs	No specialized expertise is required but should be managed by someone who has completed the 1-day training on the use of the tools.	Handwashing in emergencies	<a href="#">Wash'Em</a>
Mum's Magic Hands 'Assessment and Analysis' step	Experience of qualitative and participatory research methods	Handwashing in emergencies based on predetermined motivators and behaviour-change interventions	<a href="#">Mum's magic hands: A field guide for rapid implementation of handwashing promotion in emergencies, Oxfam, 2018</a>

<https://yourwaytobehaviourchange.org/a-step-by-step-process/analysis/> for guides and tools

# Formative Research Methods

Qualitative methods	Quantitative methods
<ul style="list-style-type: none"><li>• Group interviews</li><li>• Focus groups</li><li>• In-depth interviews</li><li>• Barrier Analysis</li><li>• Household observations</li><li>• Facility observations</li><li>• Trials of Improved Practices (TIPs)</li><li>• Positive Deviance Inquiry</li><li>• Guided photo narratives</li></ul>	<ul style="list-style-type: none"><li>• Knowledge, Attitude and Practice (KAP) surveys</li><li>• Household surveys</li><li>• Reviews of health centre logs</li><li>• Supply audits</li></ul>

# Case Study – Formative Research Needs for the Nutrition Sector



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**Break**

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# From Formative Research to SBCC Strategy

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# Two Stories

Lack of resources

Doesn't believe she can do anything about it

Thinks all mothers bottlefeed their babies



Husband against breastfeeding

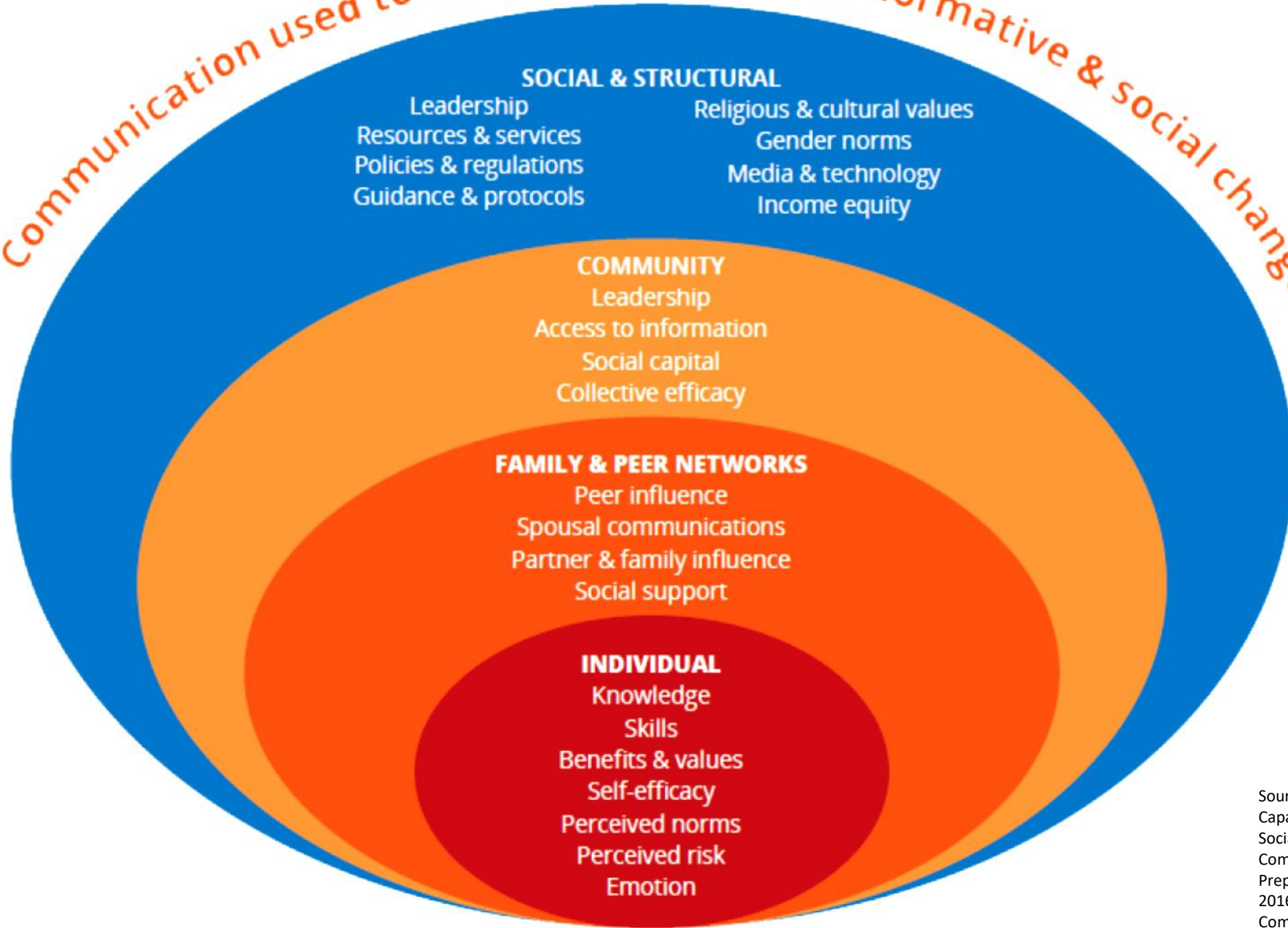
Health Centre too far away

Mother thinks she doesn't need ANC

Not allowed to go out alone



*Communication used to overcome barriers to normative & social change*



Source: Health Communication Capacity Collaborative HC3 (2016). Social and Behavior Change, Communication for Emergency Preparedness Implementation Kit. © 2016, Johns Hopkins Center for Communication Programs

# Behavior Change Framework

Behaviour	Priority group	Barriers and enablers from formative research	Other research findings	Bridges to activities	Activities



# Bridges to Behavior Change Activities

## Barriers & enablers from Formative Research

Fatima's mother does not believe she needs ANC checkups as she and her older generations did not do so and they were fine

Aliyah's husband believes that having more children is a sign of power and breastfeeding prevents his wife from conceiving

## Bridge to Behaviour Change

Increase the perception among older women that ANC checkups are necessary for all pregnant women as they help prevent pregnancy complications

Increase the perception among men that spacing births is critical for the children to survive

## Activities/Techniques

Identify positive deviant elder women and role models. Promote their views through radio, phone messages, group meetings.

Engage Community Leaders and Religious Leaders in promoting birth spacing. Radio, social media, group sensitization

# Group work

Use the google doc link in the chat to access the behavior change framework

Identify any one behavior relevant to your sector and fill in the first column

Fill out the next five columns for the behavior (use your experience for the FR findings).

Please go to the page with your breakout room number written on top and work on the format on that page

You have 10 minutes to complete the exercise for one behavior per group, after which you will be brought back to the main session.



# Message Development

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# DEVELOPING KEY MESSAGES

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Successful, well-designed messages are simple, memorable, easily understood, culturally appropriate and meaningful to the audience.



A message to a key audience, typically reflects 1) a desired action (which should be small/doable) from the audience and 2) the key promise or benefit if they perform the action.

## Think Through:



Who is the audience and what are their needs, motivations and barriers to change?



What action does the program want the audience to take?



Why should the audience take the action?

# Contextualizing Messages

Key aspects to consider:

- Local language
- Visually relevance and appeal (clothes, locality, people, background, colours)
- Literacy levels (local terminology)
- What appeals to their cultural background (drama, songs, rhymes, stories etc.)
- What specific barriers/social norms influence them (from formative research)

# KEY MESSAGES

Behavior	Priority Group	Barriers & Enablers	Key Messages	Materials Required





# Checklist For Messages & Materials

1. Is it scientifically accurate?
2. Are the messages simple and appropriate for the audiences?
3. Do the messages and materials address key barriers identified from the formative research?
4. Is the tag line appealing from the audience's perspective and easy to remember?
5. Do the messages clearly state the action that audiences should take?
6. Do the messages/visuals reinforce inequitable gender roles or stereotypes?
7. Does the message/visual create stigma against a group of people?



# Monitoring/Tracking Behavior Change

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# Process/ Monitoring

## General Questions

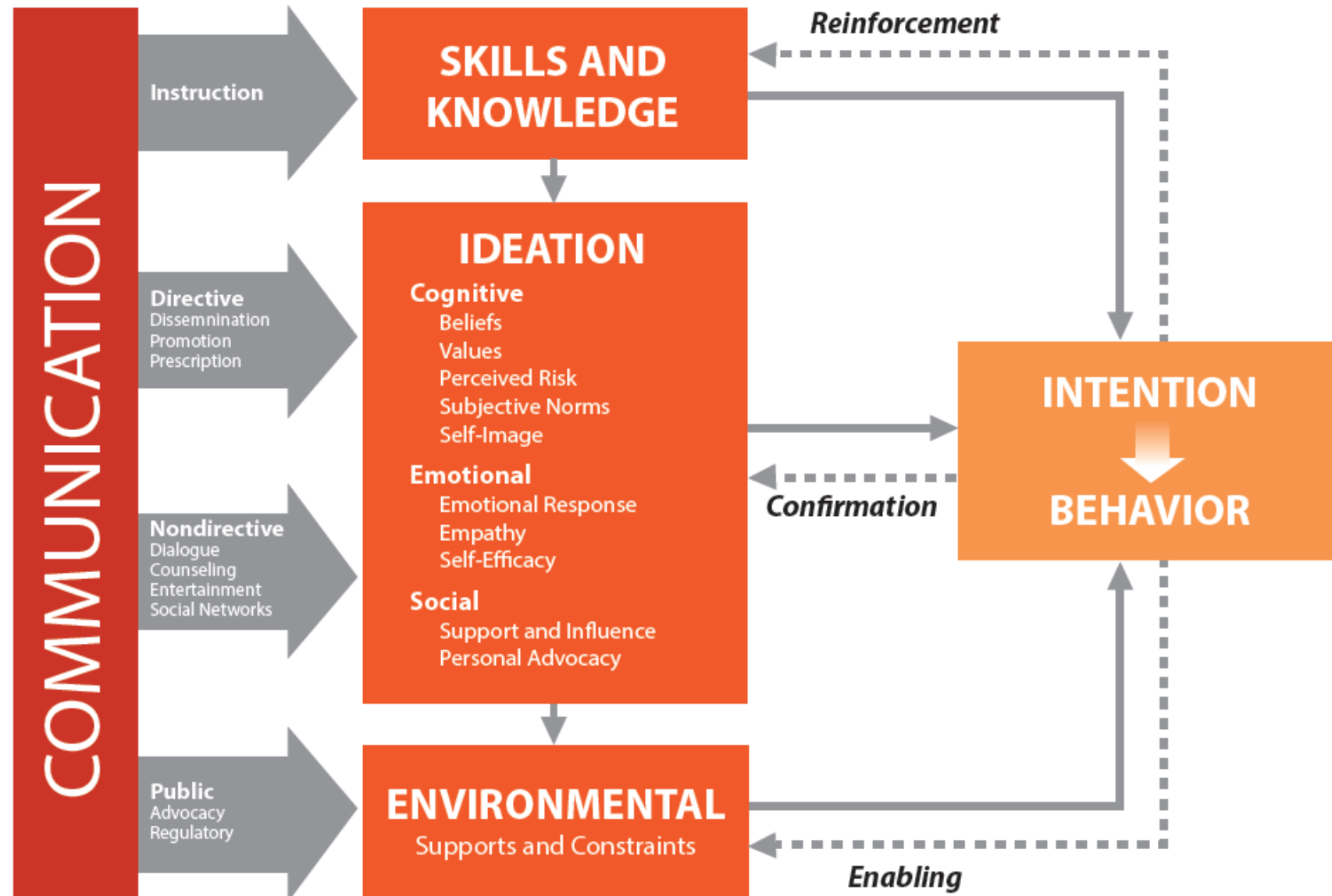
- How did the inputs compare to those expected?
- Are the activities implemented as expected (i.e. timing, number of trainings, exposure, stocks etc.)?
- What was the perception/acceptability of the activities?
- Are the indicators being tracked measuring the experience of women and men, girls and boys separately?

## Examples

- Did the mass media radio spots get aired as planned?
- How many caregivers did the radio spots reach compared to expectations?
- How many health workers were trained on IPC for IFA adherence?
- Why did some mothers decide not to attend ANC?
- Did caregivers hear the radio messages? What did they think of the radio messages?



# The Ideation theory



# Ideational factors

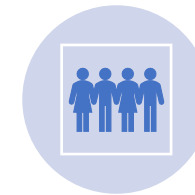
By creating a combined ideational index, researchers can show that individuals who have more ideational factors are more likely to adopt a given behavior. The likelihood of someone adopting and sustaining a new behavior is much higher when she or he:



Has gained sufficient knowledge about it



Has developed a positive attitude towards it



Thinks others support and practice it



Has talked to others about it



Feels good about doing it

# Monitoring SBC

Potential questions	Indicators
<ul style="list-style-type: none"><li>• Have you seen/heard information that promotes breastfeeding?</li><li>• What would you say are the benefits of exclusive breastfeeding?</li><li>• Have you discussed this topic with health worker, family members or friends?</li><li>• What is your opinion about exclusive breastfeeding?</li><li>• What do your peers or other people in the community say/think about exclusive breastfeeding?</li></ul>	<ul style="list-style-type: none"><li>• # of people who have seen/heard messages on (topic)</li><li>• # of people who have adequate knowledge about (topic)</li><li>• # of people who have talked to their friends/family members about the key messages</li><li>• # of people who have a positive attitude about adopting (the behavior)</li><li>• # of people who believe that the practice is supported/approved of by most people in the community</li></ul>



**THANK YOU**