



Small Group Discussion: BEHAVE in the Cycle

30 min

1. Participants work in small groups to:
 - Choose a recorder/reporter.
 - Determine whether the cycle on page 22a reflects the steps they take, and adjust as needed.
 - Discuss each of the nine steps in the cycle and consider what aspects of the BEHAVE Framework might be integrated into that step.
 - Record responses and discussion points of interest in order to report on these to all participants.
2. Facilitators make themselves available for questions or clarification.
3. Let small groups know when they have about five minutes remaining for discussion. When time is up, call everyone back to order for Activity B, the discussion in plenary.

ACTIVITY
B

Discussion in Plenary: BEHAVE in the Cycle

20 min

1. Once participants are back in their seats, ask the reporter from one small group to report on:
 - the specific steps into which they plan to incorporate new concepts or ideas; and
 - discussion points of interest from their small group.
2. Entertain a brief response from participants to the report from the first small group.
3. Continue with reports and discussion from the rest of the small groups.
4. Summarize the discussion. Close this session by reminding participants that they may decide how and when to incorporate what they have learned into project design. Let participants know how long the break will be and when to return for the closing session.

Note

In pilot workshops, small groups have varied in how they suggest integrating elements of the BEHAVE Framework into the CSHGP cycle. There is no one right approach to this activity. The point is to start participants thinking about how they might integrate what they have learned about behavior change into the child survival project cycle.

Keep an open mind as you hear from each small group.

Note

In the broadest interpretation of this task, participants may see a usefulness for the BEHAVE Framework in most of the steps. For example:

- During **application**, propose specific behaviors to consider, build in time to conduct Doer/NonDoer research.
- During **DIP**, conduct audience research (such as Doer/NonDoer) prior to finalizing objectives or to identifying key factors or indicators.
- During **DIP Review**, use the decisions of the framework to assess how well the behavioral approach is integrated.
- In reports, describe the project by identifying the four decisions; show how M&E indicators link to the BEHAVE Framework decisions.

END OF SESSION 22



Closing Session

Workshop Evaluation and Wrap-up

TIME 120 minutes

PURPOSE The workshop's final session gives participants a chance to reflect on the workshop experience and to share feedback. Participants complete the Day 5 daily feedback form and a post-workshop survey that asks them to assess the degree to which they have met the workshop objectives. Two additional feedback forms help them to identify their next steps for learning more and applying the BEHAVE Framework and to succinctly describe the value – for them and their organization – of participating in the workshop. Facilitators engage participants in a wrap-up discussion to reinforce what they take home with them. Facilitators follow local custom for a brief closing ceremony.

OBJECTIVES By the end of this session, participants will be able to:

- ✓ Describe, succinctly, the value of the workshop to themselves and to their organizations.
- ✓ Identify next steps they will take to begin applying what they have learned.

PREPARATION Prepare photocopies of the forms and surveys listed below. All four forms are found in the introduction to this facilitator's guide. Set up a box or large envelope into which participants can place completed forms.

MATERIALS

- ✓ One copy for each participant of each of the following forms and surveys:
 - ❖ Daily Feedback Form, Day 5
 - ❖ Post-workshop Participant Survey & Profile Information
 - ❖ Dear Boss
 - ❖ Message in a Bottle
- ✓ Newsprint and markers

Presentation and Discussion

5 min

TIME 5 minutes

1. Welcome participants to the final session of the workshop. Let them know that they will have a chance to reflect individually and to share their ideas with the group. State that by the end of this session they will be able to:
 - Describe, succinctly, the value of the workshop to themselves and to their organizations; and
 - Identify next steps they will take to begin applying what they have learned.
2. Hand out the four forms. Let participants know that they will have about 25 minutes to reflect and complete the four forms. They need not write their names on any of the forms and their responses will remain anonymous.
3. Point out that the **Dear Boss** assessment gives them a chance to justify the time and money their organization has invested in having them participate in the workshop. Suggest that participants imagine that they must convince their boss that the time was well spent – and that, as in a telegram or a pager message or text messaging, must make the case using only seven words. Let them know that everyone who would like to will have a chance to read this message aloud to the group.
4. The other forms are familiar and should be self-explanatory. Answer any questions participants have about how to proceed. Tell them what time you

would like to hold the open discussion and wrap-up.



Individual Reflection and Evaluation

25 min

1. Participants work alone to write their responses to the questions on all four forms.
2. The **Daily Feedback Form**, similar to forms they have completed at the end of each day, allows participants to rate each session and asks them to identify the most useful thing about Day 5. You will collect these after the discussion as part of workshop assessment.
3. The **Post-workshop Participant Survey** is four pages long, and includes the Profile Information. This is the formal workshop evaluation and repeats the questions of the Pre-workshop Participant Survey, allowing you to compare pre and post ratings. It provides you with additional feedback that may be useful as you assess this workshop and plan for future training. The profile information will help you describe the training participants as you report.
4. As described above, the **Dear Boss** message helps participants to describe succinctly what they and their organizations gain from their participation in the workshop. In a way, it gives them a script for answering the questions they may get once back at the office: How was the workshop? Was it worth the investment? The reason for limiting the number of words is two-fold:
 - It helps them be concise and focus on the main advantages.
5. The **Message in a Bottle** form helps participants to think ahead to what else they might need in order to be able to apply the BEHAVE Framework in their projects.
6. Alert participants to the time when a few minutes remain. Then call them to order once most have completed the paperwork.

ACTIVITY
B

Group Discussion and Wrap-up

90 min

1. Once participants are ready, thank them for taking the time to reflect on the workshop. Suggest that it could be fun for them to share the seven-word messages they have written to their "bosses." Make it clear that no one is required to read the message.
2. Ask for a volunteer who wants to read what he or she has written on the "Dear Boss" form. Set the scene this way:
 - "You have just been away from the office for five days. Imagine that you are back at work next week and learn that a crisis had everyone wondering where you were. Your boss says, 'I sure hope that workshop was worth it – what did you get from it that will help us?' You say: ___"

Have the volunteer participant fill in the blank.
3. Invite others to share the short phrases they have written. Acknowledge participants' thoughts and feelings as they contribute.
4. Next ask participants to look at what they have written on the **Message in a Bottle** form. Here they will discuss what else they would like to study or learn as they attempt to apply the BEHAVE Framework back on the job. Allow participants to turn to discussion of next steps they may take once home in order to apply what they have learned.
5. Finally, open the floor to discussion of the workshop in general. Invite participants to list what they found to be the most useful parts of the workshop. List these on a flipchart as they are mentioned. Invite recommendations of what participants would like to see changed for future workshops. While you will want to give participants room to lodge complaints, you should try to keep the discussion focused on the positive.
6. Close the workshop with the distribution of certificates, final words from an invited guest, and thanks from the co-facilitators – whatever local custom dictates. Remind participants of the ways they can access technical support as they work to apply the BEHAVE Framework in the design of child survival projects.
7. Remind participants to place all four forms in the evaluation box.

Note

Participants will appreciate an official acknowledgment of the work they have done. Depending on the culture, you should be prepared to make a formal distribution of certificates, sing a closing song or offer special refreshments at the end of the workshop. Invited guests may be asked to say a few words in closing.

**END OF
CLOSING SESSION**

Sample Workshop Announcement

*The CORE Social and Behavior Change Working Group
and the CHANGE Project invite you to:*

Applying the BEHAVE Framework: A Workshop on Behavior Change Programming

What is it?

“Applying the BEHAVE Framework” is an opportunity for managers and planners of health projects to experience how a behavioral framework can aid them in planning their project strategically for maximum effectiveness. The workshop is based on AED’s BEHAVE Framework as found in the most recent version of the Child Survival Grants Program Technical Reference Materials.

Where is it?

The workshop will be held in Phnom Penh, Cambodia.

When is it?

February 3-7, 2003

Who should come?

Headquarters backstops and managers of health projects and their local NGO, community or Ministry of Health partners.

What will I learn?

Participants will:

- ❖ Practice data-based program (or intervention) planning.
- ❖ Learn the four basic planning decisions of the BEHAVE Framework (select a priority group, define behavioral objectives, identify key factors influencing behavior, and plan program activities) and practice applying the model to their programs.
- ❖ Integrate the BEHAVE Framework into their existing program approaches such as trials of improved practices (TIPs), social mobilization, participatory planning.
- ❖ Sharpen skills in planning for and using results of qualitative and quantitative research in program development.
- ❖ Plan for indicators to monitor changes in health behaviors and outcomes.

What is the cost?

[Fill in cost.]

How do I register?

Register at the CORE Group web site

http://www.coregroup.org/conf_reg/registration.cfm

If you are unable to access the web-based registration form, please send an email to [fill in contact name and email address] and request a registration form as an email attachment.

Sample Learning Needs Assessment

Dear participant,

Thank you for your interest in attending the Applying the BEHAVE Framework Workshop. We're happy you'll be joining us. In order for us to better prepare this workshop to meet the needs of you and your organization in thinking strategically about behavior change, please take a few minutes to answer the following questions. Don't worry, this is not a test. It's just a way for us to make sure the workshop fits your needs.

Please send your responses to [name] at [email address].

1. What experience do(es) you/your organization have in developing behavior change strategies?
2. What additional tools (besides BEHAVE Framework) have you found particularly useful for planning/selecting behavior change strategies in your programs?
3. What are the most important challenges you/your organization face(s) in implementing behavior change programs?
4. What are some ways your organization determines "key factors," "determinants" or influencers of behaviors?
5. In what ways does your organization monitor changes in these key factors/determinants as the project progresses?
6. Does your organization have any written examples of behavior change strategies, possibly from a DIP or other work plan, that you would be willing to share with us for use in the workshop? Examples can be from programs that worked really well or that didn't work at all. Please note that the name of your organization does not need to be attached to this example if you would prefer to remain anonymous.
7. What are your expectations for this workshop? What would you like to gain from participating in the workshop?
8. What questions do you have or clarifications do you need about the purpose/ and content of this workshop?

Thank you for taking the time to answer these questions. We look forward to hearing from you.

Best regards, [name below]

Preparing for Field Visit, Session 18

A field visit can greatly enhance the BEHAVE workshop experience, especially when participants travel to another country to take part in it. At the very least, a field visit provides visitors a glimpse into local customs and culture, and a better understanding of how behavior change programs are structured within a given context. With thoughtful planning, a field visit can cast new light on the classroom learning about behavior change projects, offering insights into how the four decisions of the BEHAVE Framework are put into practice.

The observation field visit is designed to allow participants to apply what they are learning in the workshop, giving them a chance to describe the project using BEHAVE Framework terminology (that is, the four decisions of project planning).

Facilitators will want to consider the best way to make the field visit a productive and meaningful part of the workshop given the projects with which they can work. Generally, Day 4 of the workshop is set aside for field visits to ongoing behavior change projects so that workshop participants can hear from staff about project design, and can meet some of the people who are reached or served by the project. Workshop planners should determine the most appropriate way to enable every participant to visit one or more projects. In some cases, all participants can visit the same project at the same time. If the group is large, planners may arrange for visits by small groups of participants. In this case, each group visits a different project.

The field visit described in Session 18 of this facilitator's guide is an observation visit. Session 19, on Day 5, provides a format for a brief review of the field visits, giving participants a chance to report on what they learned and to describe the projects they visited in terms of the BEHAVE Framework.

Selecting projects for the field visit

Planning for the field visit begins several months prior to the workshop. The workshop planning group should consider what they would like participants to gain from the field visit. The objectives for Session 18 (Field Visit) and Session 19 (Report on Field Visit) are to:

- ❖ Note highlights of the field visit.
- ❖ Name a behavior promoted by the project.
- ❖ Name a key factor addressed by the project.
- ❖ Describe a project visited in terms of the BEHAVE Framework.
- ❖ Describe highlights of the field visit.

The planning group may wish to lay out some criteria for appropriate projects to visit, including:

- ❖ Project participants and staff are accepting of visitors.
- ❖ Evaluation data show changes in key factors and/or behavior.
- ❖ Easily accessible; for example, no more than 2 hours travel time from workshop site.
- ❖ Transportation available.
- ❖ Addresses a health intervention of interest to participants.
- ❖ Clearly promotes one or more behaviors.
- ❖ Staff are available to describe the logic behind the project and to answer questions.
- ❖ Space to accommodate visitors.

The number of workshop participants and other factors (such as accessibility of appropriate projects) will point to whether participants are divided into small groups, and the appropriate number of sites to select.

A local hosting organization may wish to showcase some of its projects, especially those that have demonstrated success in behavior change. That organization may value the opportunity to expose local staff to international visitors and to the ideas taught in the workshop. Whenever possible, local project staff should participate in the BEHAVE Framework workshop so that they are well-versed in the concepts and terminology used.

Careful selection of sites will ensure that the field visit is useful to participants and causes no disruption to the local project or the community.

Arranging logistics

On-the-ground staff will need to start planning early to ensure that field visits go smoothly. Once sites are selected, planning steps include:

- ❖ Determine the number of participants in each group (in the case of multiple sites).
- ❖ Ensure that at least one local host accompanies each group.
- ❖ Arrange transportation, ensuring visitors' safety and comfort.
- ❖ Consider what food and drink are needed, and who is responsible for obtaining and paying for lunch and/or other refreshments.
- ❖ Anticipate the need for interpreters, considering whether bilingual hosts or workshop participants can serve that role, or whether professional interpreters are required.

Orienting project staff who will host visits

The project staff members who greet visitors and orient them to the project can greatly enhance the experience. They will do best if you plan ahead with them, making sure that they:

- ❖ Know the number of visitors to expect.
- ❖ Understand the purpose of the visit.
- ❖ Prepare a brief presentation on project goals, objectives, and activities – describing the project in terms of priority group, behavior, key factors, and activities.
- ❖ Are prepared to share and discuss any available evaluation data or findings.
- ❖ Make copies of project data or materials to share with guests.
- ❖ Ensure that community members, especially those in the priority and/or supporting groups, are aware of the visit and are available to meet with the visitors.
- ❖ Know their other hosting responsibilities.

If feasible, help project staff to describe their projects by naming the four decisions – priority/supporting groups, behavior, key factors, and activities. Often, project hosts are invited to participate fully in the BEHAVE workshop, and thus are well-versed in the framework by the time they host the field visit.

Workshop planners may wish to use the ideas in the sample letter on page C-5 to orient the project staff who will host the visiting participants.

Preparing participants for the visit

Another key to a successful field visit is alerting participants to what they should expect, including:

- ❖ The purpose of the field visit and how it relates to the rest of the workshop.
- ❖ Name of area they will visit, type of transportation, length of trip.
- ❖ Departure and return times.
- ❖ Appropriate dress.
- ❖ What they should carry with them, including the Field Visit Observation sheet, bottled water, etc..
- ❖ When and where they should expect to eat and what amenities they will find along the way.
- ❖ Whether taking photos is appropriate.
- ❖ What they are expected to observe during the visit, and what they are to report on:
 - identify a behavior the project promotes
 - identify at least one key factor the project addresses; and
- ❖ any special cultural considerations, including appropriate ways to express thanks to the hosts and the community members they meet.

Ensuring culturally appropriate experiences for all

Most people attending an international conference will be sensitive to others' cultural differences. Hosts will want to be alert to special needs of their visitors, such as dietary restrictions. Even more importantly, visitors will want to be knowledgeable about the culture of the people they are visiting. Hosts should orient the visitors – ahead of time or at the beginning of the visit – so that they dress appropriately, greet people appropriately, offer gifts (if appropriate), and generally avoid offending the people they are visiting. The glimpse each group has of the other through this field visit can offer each a rich learning experience.

Alternative field visit: participants conduct formative research

In some settings, facilitators may prefer to organize a working field visit with a different purpose. If all participants are focused on a single health intervention and if they speak the local language, facilitators may be able to arrange a visit in which participants conduct formative research. Time may be set aside in the workshop, for example, to adapt the Doer/NonDoer elicitation survey to a particular behavior.

During the field visit, participants would interview members of a priority group, all using the same instrument. Once back at the workshop venue, participants and facilitators could work together to code and analyze the field data. With proper timing, the research findings might be ready for participants to prioritize the key factors for their case studies. To be useful to the workshop, such a field visit would need to occur during Day 1 or Day 2 of the workshop, which would require a reorganization of the proposed workshop agenda.

A working field visit requires even more planning than the observational visit. Workshop planners, facilitators, and hosts will need to agree on the field visit's purpose and timing, and to coordinate carefully. Planners should ensure that an expert in research is available to help plan and carry out such a visit. They will want to ensure that the people they interview are aware of the purpose of the research, and that their confidentiality and other rights are protected.

Sample letter to host project staff: preparing for the field visit

Workshop planners may find the ideas in this sample letter useful as they help host project staff prepare for the field visit – by sending this letter, communicating by email or conversing with staff.

Dear Colleague:

During the upcoming Applying BEHAVE Framework Workshop, scheduled for [workshop dates], we would like to make a field visit to your project. Your project has been selected because of its success in helping community members to adopt healthful behaviors.

We expect the [number] participants will visit your project on [date, time].

The purpose of the field visit is to give participants a chance to learn about your project, especially in terms of how four main decisions of project planning were made:

- ❖ **Priority Group** – That is, whose behavior is meant to change?
- ❖ **Behavior** – What specific behavior does the project promote in order that health improves?
- ❖ **Key Factors** – What factors does the project address in order to help priority group members to adopt the behavior? These factors might include specific types of knowledge that the project shares, specific skills it builds, specific barriers it helps people to overcome, or specific benefits it promotes.
- ❖ **Activities** – These are the elements of your project that you conduct to help facilitate behavior change, including: individual counseling, training, group orientation or education, radio spots, distribution of print materials, advocacy work, and other activities.

During the workshop, our participants will be exploring the rationale behind making each of these decisions. Seeing your project at work will help them to recognize how these concepts are applied in real field projects. Attached you will find the BEHAVE Framework that is the basis for the workshop. [Attach BEHAVE Framework, page 0b or participant binder.]

You may want to organize a schedule for participants to include:

- ❖ a brief orientation talk (see suggestions below) to give participants an overview of your project and allow them to ask questions – especially about priority group, behavior, key factors, and activities;
- ❖ a presentation on project evaluation findings, if available;

over . . .

- ❖ a display or presentation of project materials (including print materials, audio or video presentations);
- ❖ observation of project activities (for example, visit with mothers learning a new recipe for complementary feeding, visit to clinic during counseling session on breastfeeding, talk with health workers promoting immunization, visit to sales outlet promoting insecticide-treated bed nets);
- ❖ an opportunity to meet and talk with community members who participate in or otherwise benefit from the project; and/or
- ❖ a summary session in which you – or other project staff – are available to answer participants' questions.

Our participants include [describe here the types of people who will attend the workshop, noting:

- ❖ Organizations they represent.
- ❖ Countries where they work.
- ❖ Ability to understand or speak the local languages.
- ❖ Health interventions of interest.
- ❖ [Other – fill in].

As you plan for the field visit, please consider those aspects that will make this a comfortable exchange for all involved. You may want to:

[List here some ideas such as:

- ❖ Let the visiting participants know about appropriate ways to interact with community members (whether photography is allowed, etc.).
- ❖ Serve refreshments when visitors arrive.
- ❖ Serve lunch.
- ❖ [Other – fill in].

To help you prepare for the orientation talk that you or a staff member will give to participants, we offer a proposed outline:

- ❖ Purpose of project – extent of health problem.
- ❖ Reach of project – geographic area covered, number of people served/participating.
- ❖ Health interventions addressed.
- ❖ Priority group, supporting groups.
- ❖ Behavior promoted.
- ❖ Key factors addressed.
- ❖ Activities.
- ❖ Evaluation results – especially related to changes in behavior.

Please limit this orientation talk to [determine appropriate number] minutes so that the participants will have time to observe other aspects of the project for themselves.

APPENDIX D

Checklist: Room Set-up and Preparations for Day 1

<p>Facility and equipment preparation</p>	<p>Review facility arrangements including seating, table placements, equipment set-up (flip chart boards, easels, LCD projector or overhead), and breakout rooms. Confirm lunch and break times with hotel/conference center management staff.</p>
<p>Preparation for Opening Session: Newsprints</p>	<p>Newsprint with title: "Parking Lot"/(Issues on the Side Line) Newsprint with title: "Jargon and Acronyms"</p>
<p>Preparation for Opening Session: Workshop Expectations and Objectives</p>	<p>During the weeks prior to the workshop, workshop planners have asked participants to describe their expectations for the workshop by asking the question "What do you hope to gain from this workshop?" Organize and summarize responses. On the top portion of a newsprint, write: "Expectations the workshop will address." List here statements that summarize participant comments. If appropriate, on the lower portion of the newsprint, write: "Expectations that may not be met." Here you should list participant responses that are beyond the scope of the workshop.</p> <p>Post this sheet on the wall prior to discussion of "Workshop Expectations and Objectives" during the Opening Session.</p>
<p>Preparation for Session 1: "Exercise" Exercise: Belief and Action statements</p>	<p>Write each of the six Belief and Action statements below on a separate sheet of newsprint.</p> <p><i>Tape them so that sheets can be removed one by one, to reveal the paper underneath. Hang up papers in three stacks around the room, each set in the following sequence:</i></p> <ul style="list-style-type: none"> ❖ Blank sheet on top, #1, #4 against wall ❖ Blank sheet on top, #2, #5 against wall ❖ Blank sheet on top, #3, #6 against wall <p><i>Belief statements:</i></p> <p>#1) I believe regular exercise is a good idea for everyone. It reduces stress, keeps the heart and body fit, and reduces morbidity over time.</p> <p>#2) I believe regular exercise is most important for people with a history of heart disease or those trying to reduce their weight.</p>

	<p>#3) I generally believe in the concept of regular exercise, but think a healthy, active person gets all the exercise s/he needs without a formal routine.</p> <p><i>Action statements:</i></p> <p>#4) I regularly get 30 minutes of moderate cardiovascular or muscle strengthening activity, 4 or more times every week.</p> <p>#5) I exercise periodically, when the opportunity arises, about once every week (swimming, jogging, walking, playing sports with friends or family, etc.)</p> <p>#6) I frequently walk to the refrigerator, around the house, to the corner for a beer. (I'm not a regular exerciser at all.)</p>
Preparation for Exercise Survey, conducted during lunch break	Prepare a two-sided photocopy of the Exercise Survey for each participant and guest. These will be distributed at the end of Session 2, just prior to lunch.
Preparation for Session 3: Activity A, "Whose Point of View?"	<p>Prepare 7 sheets of paper, each with 1 statement from slides #9-15 of the PowerPoint file for Session 3. (Write these with a marker or print out PowerPoint slides #9-15.) Keep these to hand out to volunteers during Session 3.</p> <p>Prepare 2 large sheets of paper to post on the wall, 1 with the words "Priority Group Member's Point of View" and the other with "Someone Else's Point of View." Prior to session 3, you will post these on the wall.</p>
Preparation for Session 5: Stations for Teams	<p>Numbers on [number of] tables</p> <p>Team membership list on card on table, with Team number and Health Intervention area</p>
Room set-up: Resource Table	Set out copies of materials. Ensure that it is clear which are available for participants to take home and which must remain at the resource table.
Preparation for Opening Session: Participant Introductions Worksheet	<p>About 15 minutes prior to start of workshop, distribute worksheets to participants. Ask them, as they arrive, to take a few minutes to complete the worksheet as the instructions at the top indicate. Politely point out that it's a way to make introductions efficient – that we hope it will both save time and provide some fun.</p> <p>Ensure that all facilitators have completed the worksheet, too, as they will be asked to model the self-introductions.</p>

Audio-visual set-up:	<p>On the laptop, install the PowerPoint presentations for Day 1:</p> <ul style="list-style-type: none">❖ 0a – Opening Session❖ 1a – Session 1, “Exercise” Exercise❖ 2a – Session 2, Overview: Applying the BEHAVE Framework❖ 3a – Session 3, Selecting Priority & Supporting Groups❖ 4a – Session 4, Defining the Behavior You Will Promote❖ 5a – Session 5, Case Study Part 1❖ 6a – Session 6, “Exercise” Exercise, Coding the Doer/NonDoer Data <p>Test the computer and the projector. Ensure that PowerPoint projections or overheads are visible throughout the classroom.</p> <p>Access PowerPoint 0a and project slide #1 with the workshop title as participants enter the room.</p>
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APPENDIX E

Sample Sign-up Sheets for Registration

Sample Sign-up Sheet For Country Presentation

If you have brought information and materials to make a presentation on your country behavior change program, please sign up below.

Name(s)	Country	Health Intervention Focus of the Project	Audio-visual Equipment Needed

Sample Sign-up Sheet for Cultural Event

On the evening of ____, participants are invited to ____.
Cost per participant is ____.

Name	Room Number or Contact	Paid?

Sample Sheet for Collecting Participant Expectations

What do you most hope to gain from this workshop?

Sample Sign-up Sheet for Case Study Teams

Each participant will join a team for designing a behavior change program, applying the BEHAVE Framework throughout the workshop.

Please sign up for the health intervention that interests you.

Malaria	1.
	2.
	3.
	4.
	5.
HIV/AIDS	1.
	2.
	3.
	4.
	5.
Breastfeeding and Child Nutrition	1.
	2.
	3.
	Etc.
[Additional health interventions...]	

Pre-Workshop Participant Survey

Please check the box that most closely reflects your opinion.

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
a. I can describe the four strategic planning decisions of the BEHAVE Framework.	[]	[]	[]	[]
b. I can describe my project in terms of the four decisions of the BEHAVE Framework.	[]	[]	[]	[]
c. I can plan and critique projects that apply behavioral theory.	[]	[]	[]	[]
d. I can apply for my own project planning a quick, participatory method – the Doer/NonDoer analysis – for identifying factors most influential in changing a behavior.	[]	[]	[]	[]
e. I can identify appropriate indicators for monitoring and evaluating the behavior change effectiveness of my project.	[]	[]	[]	[]
f. I can clearly define a priority group using more than demographic characteristics.	[]	[]	[]	[]
g. I can name a behavior to promote.	[]	[]	[]	[]
h. I can use the Doer/NonDoer analysis to identify key factors that influence a behavior.	[]	[]	[]	[]
i. I can select and design project activities that address identified determinants of behavior or key Factors.	[]	[]	[]	[]

Please list any additional comments you may have related to any of the items in the list above:

Daily Feedback Form Day 1

Please indicate below your overall satisfaction with each of the sessions that you attended today, and offer any ideas you have on how to improve these sessions.

A. Session 1 – “Exercise” Exercise

Very Dissatisfied	Somewhat	Neutral	Somewhat	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

B. Session 2 – Overview: Applying the BEHAVE Framework.

Very Dissatisfied	Somewhat	Neutral	Somewhat	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

C. Session 3 – Selecting Priority & Supporting Groups

Very Dissatisfied	Somewhat	Neutral	Somewhat	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

D. Session 4 – Defining the Behavior You Will Promote

Very Dissatisfied	Somewhat	Neutral	Somewhat	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

E. Session 5 – Case Study Part 1: Selecting Priority Groups + Behaviors

Very Dissatisfied	Somewhat	Neutral	Somewhat	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

F. Session 6 – “Exercise” Exercise: Coding Doer/NonDoer Data

Very Dissatisfied	Somewhat	Neutral	Somewhat	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

G. Most useful thing about today:

H. The thing I’m still confused about:

Daily Feedback Form

Day 2

Please indicate below your overall satisfaction with each of the sessions that you attended today, and offer any ideas you have on how to improve these sessions.

A. Session 7 – Identifying Key Factors that Influence Behavior

Very Dissatisfied	Somewhat	Neutral	Somewhat	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

B. Session 8 – Case Study 2: Identifying the Most Powerful Key Factors

Very Dissatisfied	Somewhat	Neutral	Somewhat	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

C. Session 9 – Cluster Critiques 1

Very Dissatisfied	Somewhat	Neutral	Somewhat	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

D. Session 10 – Planning Project Activities

Very Dissatisfied	Somewhat	Neutral	Somewhat	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

E. Session 11 – Case Study 3: Planning Activities

Very Dissatisfied	Somewhat	Neutral	Somewhat	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

F. Most useful thing about today:

G. The thing I'm still confused about:

Daily Feedback Form

Day 3

Please indicate below your overall satisfaction with each of the sessions that you attended today, and offer any ideas you have on how to improve these sessions.

- A. **Session 12 – “Retrofits:” Fitting Your Experience to the BEHAVE Framework**
- | | | | | |
|-------------------|----------|---------|----------|----------------|
| Very Dissatisfied | Somewhat | Neutral | Somewhat | Very Satisfied |
| 1 | 2 | 3 | 4 | 5 |

Suggestions for improving this session:

- B. **Session 13 – Developing and Measuring Indicators for the BEHAVE Framework**
- | | | | | |
|-------------------|----------|---------|----------|----------------|
| Very Dissatisfied | Somewhat | Neutral | Somewhat | Very Satisfied |
| 1 | 2 | 3 | 4 | 5 |

Suggestions for improving this session:

- C. **Session 14 – Case Study 4: Developing Indicators**
- | | | | | |
|-------------------|----------|---------|----------|----------------|
| Very Dissatisfied | Somewhat | Neutral | Somewhat | Very Satisfied |
| 1 | 2 | 3 | 4 | 5 |

Suggestions for improving this session:

- D. **Session 15 – Filling in the Blanks: Where Do Our Favorite Approaches Fit?**
- | | | | | |
|-------------------|----------|---------|----------|----------------|
| Very Dissatisfied | Somewhat | Neutral | Somewhat | Very Satisfied |
| 1 | 2 | 3 | 4 | 5 |

Suggestions for improving this session:

- E. **Session 16 – Cluster Critiques 2**
- | | | | | |
|-------------------|----------|---------|----------|----------------|
| Very Dissatisfied | Somewhat | Neutral | Somewhat | Very Satisfied |
| 1 | 2 | 3 | 4 | 5 |

Suggestions for improving this session:

- F. **Session 17 – Case Study 5: Preparing Your Poster**
- | | | | | |
|-------------------|----------|---------|----------|----------------|
| Very Dissatisfied | Somewhat | Neutral | Somewhat | Very Satisfied |
| 1 | 2 | 3 | 4 | 5 |

Suggestions for improving this session:

G. **Most useful thing about today:**

H. **The thing I’m still confused about:**

Daily Feedback Form Day 4

Please indicate below your overall satisfaction with each of the session that you attended today, and offer any ideas you have on how to improve this session.

A. Field Visit

Very Dissatisfied	Somewhat	Neutral	Somewhat	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

B. Most useful thing about the day:

Daily Feedback Form

Day 5

Please indicate below your overall satisfaction with each of the sessions that you attended today, and offer any ideas you have on how to improve these sessions.

A. Session 19 – Report on Field Visit

Very Dissatisfied	Somewhat	Neutral	Somewhat	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

B. Session 20 – Adapting Doer/NonDoer Study

Very Dissatisfied	Somewhat	Neutral	Somewhat	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

C. Session 21 – Poster Session: Your Case Studies

Very Dissatisfied	Somewhat	Neutral	Somewhat	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

D. Response to Case Studies

Very Dissatisfied	Somewhat	Neutral	Somewhat	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

E. Session 22 – The BEHAVE Framework’s Place in Project Planning

Very Dissatisfied	Somewhat	Neutral	Somewhat	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

F. Most useful thing about today:

Post-Workshop Participant Survey

1. Please check the box that most closely reflects your opinion.

As a result of this workshop . . .	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
a. I can describe the 4 strategic planning decisions of the BEHAVE Framework.	[]	[]	[]	[]
b. I can describe my project in terms of the 4 decisions of the BEHAVE Framework.	[]	[]	[]	[]
c. I can plan and critique projects that apply behavioral theory.	[]	[]	[]	[]
d. I can apply for my own project planning a quick, participatory method – the Doer/NonDoer analysis – for identifying factors most influential in changing a behavior.	[]	[]	[]	[]
e. I can identify appropriate indicators for monitoring and evaluating the behavior change effectiveness of my project.	[]	[]	[]	[]
f. I can clearly define a priority group using more than demographic characteristics.	[]	[]	[]	[]
g. I can name a behavior to promote.	[]	[]	[]	[]
h. I can use the Doer/NonDoer analysis to identify Key Factors that influence a behavior.	[]	[]	[]	[]
i. I can select and design activities that address identified determinants of behavior - or Key Factors.	[]	[]	[]	[]

Please list any additional comments you may have related to any of the items in the list above:

2. Workshop Processes and Facilitators:

Please check the box that most closely reflects your opinion regarding this workshop:

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
a. The objectives of the workshop were clearly stated.	[]	[]	[]	[]
b. The workshop was presented in an organized and interesting manner.	[]	[]	[]	[]
c. The workshop was relevant to my work.	[]	[]	[]	[]
d. The facilitators showed sensitivity to my issues, needs, and concerns.	[]	[]	[]	[]
e. All members of the group were encouraged to participate.	[]	[]	[]	[]
f. The forum included a mix of formal presentations and participatory activities.	[]	[]	[]	[]
g. I acquired new skills at this workshop that I can apply directly to my job.	[]	[]	[]	[]
h. I received sufficient information in advance about this workshop.	[]	[]	[]	[]
i. I was satisfied with the registration procedures for this workshop.	[]	[]	[]	[]
j. I was satisfied with the quality of the materials distributed at this workshop.	[]	[]	[]	[]
k. The workshop organizers were responsive to my logistics needs.	[]	[]	[]	[]

Please list any additional comments you may have related to any of the items in the list above:

3. Overall, how satisfied were you with the workshop?

- 1 Very satisfied
- 2 Somewhat satisfied
- 3 Somewhat dissatisfied
- 4 Very dissatisfied

4. To what extent do you expect this workshop to make a *difference* in the way you design, implement, and/or evaluate effective, behavior-change projects?

- 1 No difference
- 2 Some difference
- 3 Substantial difference

5. To what extent do you feel that you will be able to apply the ideas and strategies from this workshop in your work?

- 1 Not at all
- 2 Somewhat
- 3 Completely
- 4 Don't know

6. What I liked most about the workshop was:

7. Would you recommend this workshop to a colleague?

- 1 Yes
- 2 Yes, under some circumstances: (specify) _____
- 3 No

Why or why not?:

Additional comments:

Profile Information

Please take a few moments to tell us a little bit about yourself so that we can use this evaluation data to inform future meetings and workshops.

8. Please indicate below the item which best describes your organizational affiliation:

A PVO Headquarters Office
 A PVO Field Project
 A PVO Country or Regional Office
 A Donor Organization (e.g., USAID)
 A Collaborating Agency
 Other: PLEASE SPECIFY: _____

9. How would you describe your organization?

Small (US\$0-\$9 million yearly cash income)
 Medium (US\$10-\$25 million yearly cash income)
 Large (more than US\$25 million yearly cash income)

10. Please indicate below the number of years' experience you have in child survival and /or health programs:

1 or fewer between 1 and 5 years between 5 and 10 years
 10 years or more

11. Please provide the following demographic information about yourself:

a. Gender: [] Male [] Female

b. Age: _____

c. Highest level of education:

[] Bachelor's Degree
[] Master's Degree
[] Doctorate
[] Post-doctoral work
[] Medical Degree
[] Other: PLEASE SPECIFY: _____

12. In the space below please add any additional comments you have about the workshop and/or facilitators.

Post-Workshop Reflection

Dear Boss:

Why it was a good idea that you supported my participation in this workshop!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Post-Workshop Reflection

Message in a Bottle: Our learning commitment

What more do you want to learn about behavior change?

Case Studies

The BEHAVE Framework Describes Strategic Program Decisions

As part of its effort to promote a behavioral approach to strategic project planning, the Social and Behavior Change Working Group of the CORE Group has collected a few examples of strategic program decisions. They are described in this document in terms of the four key decisions of the BEHAVE Framework:

- ❖ Primary (or supporting) group,
- ❖ Behavior,
- ❖ Key factors (or determinants), and
- ❖ Activities.

The samples described here were selected to demonstrate the BEHAVE Framework's usefulness through a range of groups and behaviors. The examples are drawn from programs in different regions and represent a variety of health interventions.

These case studies were compiled by the Academy for Educational Development in September 2003 and updated in April 2004. As new examples become available, this document may be revised to meet new needs.

Sample #1 – El Salvador, HIV testing

Partner Organizations

- ❖ Ministry of Health, National AIDS Control Program
- ❖ CHANGE Project, Academy for Educational Development and The Manoff Group
- ❖ UNAIDS
- ❖ UNICEF
- ❖ Carranza Flores S.A. (Research Company)

Background/Problem

With increasing evidence of the effectiveness of Anti-Retroviral Therapy (ARVs) in reducing maternal to child transmission of HIV, and increasing availability of ARVs, the Ministry of Health in El Salvador changed national policy to include universal HIV testing of all pregnant women as part of prenatal visits to MOH health facilities. A high percentage of pregnant women do attend antenatal clinics and many give birth in hospitals. The MOH hoped to identify pregnant women who were infected with HIV and offer ARVs, which dramatically reduce the likelihood of vertical transmission of HIV.

The CHANGE project was asked to join with the interagency team to help develop materials to promote the HIV test to pregnant women and their families.

As for any materials development process, CHANGE convinced the group of the importance of first conducting audience research to guide the development of a behavior change strategy. Materials could then be developed to best support behavior change objectives.

The findings from the formative research dramatically reoriented the behavior change strategy.

Formative Research

The group designed a multi -faceted research study to identify barriers and motivating factors related to behaviors around taking the HIV test during pregnancy. The study engaged health providers, pregnant women and their partners – the three groups identified as the main actors influencing HIV testing behaviors. Qualitative research included focus group discussions and in-depth interviews with Ministry of Health prenatal care health providers; pregnant women attending the MOH prenatal care services; and their partners/spouses. Some of the providers were already offering voluntary counseling and testing (VCT) to pregnant women; others would soon be asked to do so.

It was also important to explore the general context and social environment in which the voluntary HIV testing of pregnant women was to be promoted. For this

reason, the research design included a public opinion poll that interviewed a representative sample of El Salvador's major population center. The survey documented the level of knowledge and opinions of urban men and women 15 to 45 years old about the HIV test, and measured levels and types of stigma associated with the test and test results at the community level.

The study revealed strong support to offer universal HIV testing to pregnant women. There was little resistance from the general public, prenatal care health providers, pregnant women and their spouses / partners to the offer of HIV testing during prenatal care. While there was strong support for HIV testing, knowledge levels of the probability of vertical transmission or of the advantages of HIV testing during prenatal care are very low.

There was very little knowledge of specific things that can help pregnant women who are HIV positive to reduce chances of vertical transmission. The vast majority expressed that an HIV positive mother and her child will soon die of AIDS. *(In fact, about one-third of newborns of HIV+ women contract HIV, if no treatment is given. A single dose of the antiretroviral nevirapine to mother and child at birth can reduce that figure by half. Adding maternal antiretroviral treatment during the last weeks of pregnancy can even further reduce transmission, to less than 10 percent, while also improving the health of the mother herself.)*

Research findings indicated that universal testing during prenatal care was most affected by institutional factors and by other factors at the population level that need to be addressed before widespread promotion of the HIV test during prenatal care visits.

Among the prenatal health care providers of the MOH, the need for training on advantages and benefits of the HIV test was identified, as well as the need to improve their pre- and post-test counseling skills. Additional information on anti-retroviral drugs and treatments that reduce vertical transmission of HIV/AIDS would also be crucial for health providers.

Some of the motivating factors among the providers include a positive attitude to offer the HIV test to all pregnant women, not just those at "high risk," as well as wider availability of the MOH's services to pregnant women who test positive to the HIV test.

Among pregnant women who currently attend MOH prenatal care services at the health units, the study revealed a high level of acceptance for the HIV test. Women also mentioned that the most important benefit of the test is that it helps them improve the health of their child in the case of HIV positive test results. Among the barriers mentioned by pregnant women is that the HIV test is not

offered during prenatal care visits. They also mentioned as limitations the poor quality of services such as lack of information, lack of empathy and discretion, a lack of privacy, and no opportunity to ask questions about the HIV test when it was offered.

Behavior Change Strategy

The research clearly showed that little effort was required to convince women to take the HIV test as part of their prenatal visit. The real challenge was to build up the institutional offering of voluntary counseling and testing: to have tests to offer, to have a trained counsel on hand to offer pre-and post-test counseling; to offer tests in a non-judgmental and confidential setting; to assure confidentiality of results.

Mass media could easily inform the general public about the wider availability of the HIV tests and ARV treatment, and could help to normalize and destigmatize the test. Most important to include in messaging was that there is a reason to take the test: if a woman and her health provider can learn that she is HIV positive early enough during the pregnancy, steps can be taken to dramatically reduce HIV transmission to the child. It was also important to publicize that this medicine was now available, and free of charge, from the Ministry of Health.

What were the implications of the research findings on the behavior change strategy?

- ❖ **Priority Group:** The program must address the priority group of pregnant women. Addressing two supporting groups would be also be essential – the women’s partners and health workers. A second “framework” or strategy was developed to plan activities that would change health workers’ behaviors.
- ❖ **Behavior:** Before research, the behavioral objective of materials was to motivate women to take the test. But on more careful examination, if the health system was functioning properly, all a women really needed to DO was to accept the test that was offered to her. This subtle but important change was made to the BEHAVE Framework.
- ❖ **Key Factors:** Women would be more motivated to accept the test if they saw a positive consequence for doing so. Therefore, the strategy shifted from more general promotion to emphasizing that finding out early would allow free treatment with medications that would make a difference.

The more difficult tasks were: improving the availability of the test in the health centers; making available an acceptable space to provide confidential counseling; building counseling skills; and shifting health worker attitudes towards clients.

Training in counseling, quality of care and supervision – to ensure that the training is put into practice – resulted in improved interaction with patients.

- ❖ **Activities:** The set of interventions expanded over time to address the broad range of key factors identified as most influential in changing testing behaviors.

Before systematic planning, the MOH had requested assistance in developing promotional material. The extent of essential activities took the MOH by surprise, and activities needed to be phased in to meet available funding for activities. (For instance, USAID and Global Funds* were needed before a steady supply of HIV tests and ARVs could be assured.)

Behavioral Impact

No formal baseline evaluation was planned for this intervention, so evaluation results are not available. The HIV testing program is so new that even anecdotal results are pending.

Observations and Training Points

Before any product of service is promoted, it is essential to examine the access and availability of that service or product. Quite often, program focus is needed on the “supply” side before demand is increased.

In the case of HIV or STD detection, it is essential that all women be tested, not just those deemed by medical staff to be vulnerable. When the test is in short supply, health workers informally prioritize “high risk women” based on preconceptions or stereotypes, reinforcing the stigma related to the test. For this reason, defining the **primary group** as “all pregnant women” is essential.

Choosing the **behavior** as “accept HIV tests as part of prenatal visits” was important in shaping the strategy. So was adding health worker behavior as a “supporting priority group.” Other possible behaviors were less appropriate: “attend antenatal visits” was inappropriate, since most pregnant women attend clinics, and increasing this behavior would have little impact on HIV transmission; “request an HIV test” or “get tested,” because this proactive request of the test should not be necessary if clinical protocols are followed.

The **key factors** include:

- ❖ specific types of knowledge, which seem to be sufficient in convincing women to accept the test
- ❖ the “environmental” factor of ensuring availability of test kits and private spaces for counseling
- ❖ improving health worker counseling skills and
- ❖ lowering stigma – or changing the social environment

Program planners in this situation subsequently filled out a **separate BEHAVE Framework “chain”** to analyze the best way to improve the behaviors of an important supporting group – health workers. In this example, the following key factors were identified as the most influential in shaping health worker behavior:

- ❖ Perceived consequences of HIV+ diagnosis
- ❖ Specific knowledge about the availability of free treatment
- ❖ Improved counseling skills
- ❖ Improved availability of test
- ❖ Improved physical space to offer private counseling

* The Global Fund is an independent organization whose purpose is to attract and disburse additional resources to prevent and treat AIDS, tuberculosis (TB) and malaria. The Global Fund is governed by an international Board that consists of representatives of donor and recipient governments, non-governmental organizations (NGOs), the private sector (including businesses and philanthropic foundations) and affected communities. Also participating in ex-officio capacity are representatives of the World Health Organization (WHO), UNAIDS, and the World Bank. The latter also serves as the Global Fund’s trustee. El Salvador recently applied for and in 2003 was awarded a \$26 million dollar, five year grant.