

Priority Group + Supporting Group

- *In order to help* mothers of newborns to initiate breastfeeding within 1 hour of birth...
- *In order to help* mothers-in-law to encourage their daughters-in-law to initiate breastfeeding within 1 hour of birth...

We will consider the relationship between the behavior of the priority group – here mothers of newborns – and the supporting group – such as mothers-in-law.

AED · BEHAVE Framework

	PRIORITY GROUP	BEHAVIOR	KEY FACTORS	ACTIVITIES
	<p>Pregnant women in malarial area who are not currently sleeping under net every night</p>	<p>to:</p> <p>Sleep under treated bed net every night</p>		
INDICATORS				

Here is an example of a clearly defined behavior.

Identifying Key Factors that Influence Behavior

People take an action when it *benefits* them. *Barriers* keep them from acting.

Sometimes it's useful to talk about key factors in terms of benefits and barriers. That's probably the simplest way to think about determinants of behavior.

The third column – key factors – looks at *why* people do what they do.

People act in ways that benefit them – that bring about a positive consequence, even if it's not the consequence that drives us to do our work.

And they won't take a particular action when barriers get in the way.

AED · BEHAVE Framework

	PRIORITY GROUP	BEHAVIOR	KEY FACTORS	ACTIVITIES
	in order to help:	to:	we will focus on:	through:
INDICATORS				

The key factors fit into the third column.

Definitions

Benefit: Something that people want

Barrier: A perceived obstacle or deterrent to taking the action

Sometimes we'll think about key factors as "benefits" and "barriers."

Definitions

Determinant of behavior:

Factor shown to motivate or “determine” a behavior for a given audience

We'll also talk about key factors in the terms of behavioral science. We'll think about them as “determinants” of behavior.

How many of you are accustomed to the term “determinant of behavior?”

[Pay attention to which participants know this term.]

If you have used the idea of determinants, the logic of the framework will make sense in those terms. Even if you have never studied about determinants, we will help you to understand what we mean and how to make the decision in the third column.

Definitions

Key factor: A specific motivator that influences this group to take this behavior

In order to help _____
to _____
we will focus on _____

And then we'll see how to convert these to what we call key factors.

[Do not worry about describing the entire slide text; just go quickly through this slide as part of the overview.]

Phrasing the Key Factors

- In order to help _____
- to _____
- we will focus on:
 - *building the skills to mix ORS properly*
 - *showing that the behavior is valued and supported by their peers*
 - *showing that behavior brings peace of mind*
 - *making sure they know the date of the national immunization day*

Here's how we'll be phrasing the key factors:

We will focus on

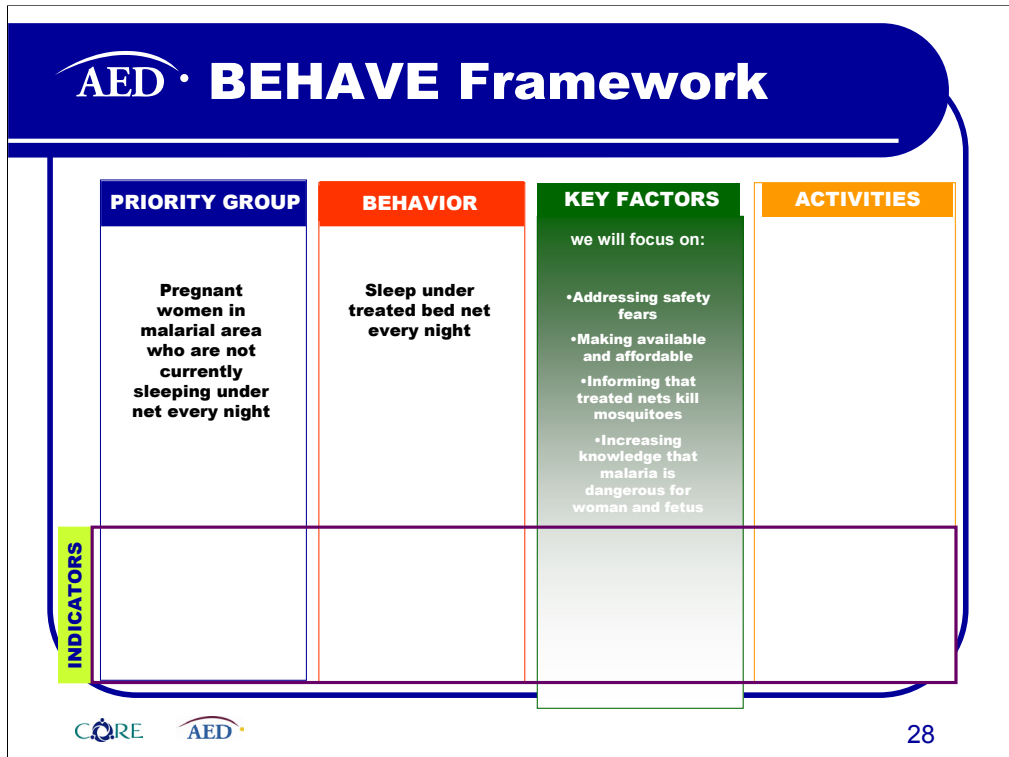
- Building the skills to mix ORS properly
- Showing that the behavior is valued and supported by their peers
- Showing that behavior brings peace of mind
- Making sure they know the date of the national immunization day

Not Just Guesswork

- Grounded in behavioral science
- Determinant = factor shown to influence the group's action
- A key factor can encompass several determinants

Too often we use guesswork to make the decision in this column. But during this workshop, we will give you the tools to make a sound decision about key factors. One particular tool is the Doer/NonDoer analysis, and we will work with this throughout the workshop.

[Do not read all of this slide.]



Continuing our example, here's what the key factors might look like:

- Addressing safety fears about sleeping under insecticide-treated nets
- Making insecticide-treated nets available & affordable
- Informing the community that treated nets kill mosquitoes
- Increasing people's knowledge that malaria is dangerous for pregnant woman and fetus

Planning Project Activities

**All your activities
should:**

- **maximize the benefits**
- **minimize the barriers**

that matter to the group

All your activities should maximize the benefits and minimize the barriers that matter to the priority group.

Only when you have gone through the first three steps can you then choose activities that will influence the key factors so that it is easier and more rewarding for the priority group to adopt the behavior.

AED · BEHAVE Framework

	PRIORITY GROUP	BEHAVIOR	KEY FACTORS	ACTIVITIES
	in order to help:	to:	we will focus on:	through:
INDICATORS				

CORE AED 30

Here's where we are...

Planning Activities

- Right types of activities
- Right messages & content

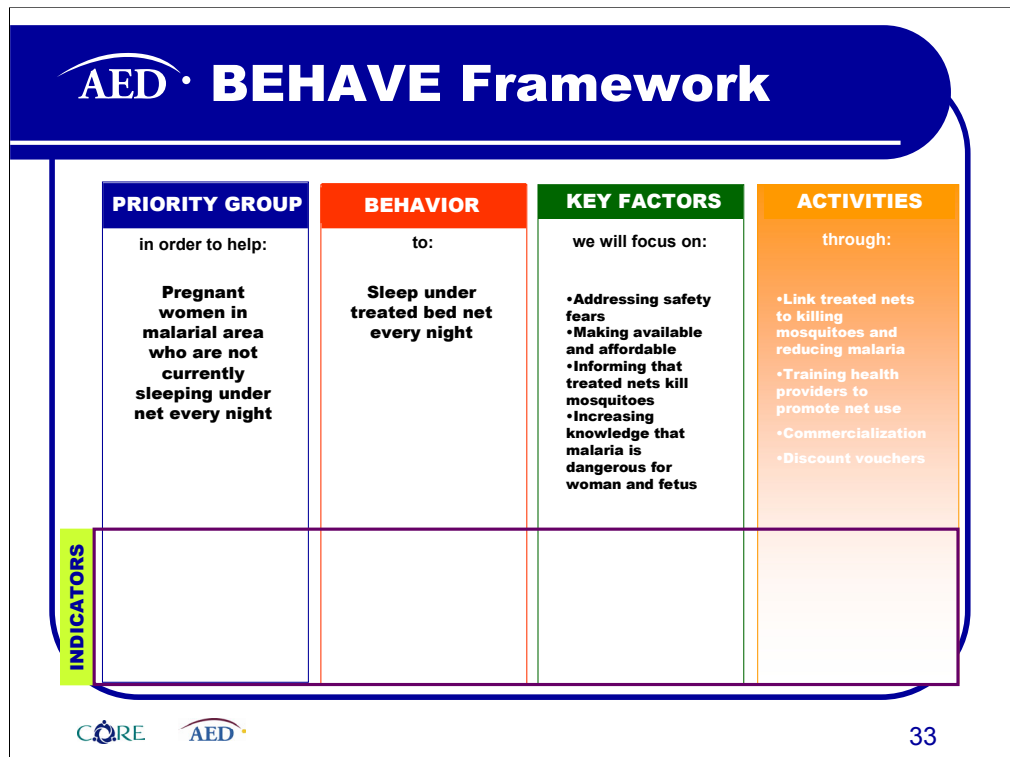
During Session 10, you will learn to choose both:

- the right types of activities; and
- the right messages and content for each.

Types of Activities

- Small-group interventions
- One-on-one interventions
- Centralized information & referral
- Product/service accessibility
- Advocacy
- Community mobilization
- Mass media & “small” media

You will see that most interventions will fit into one of these seven categories.

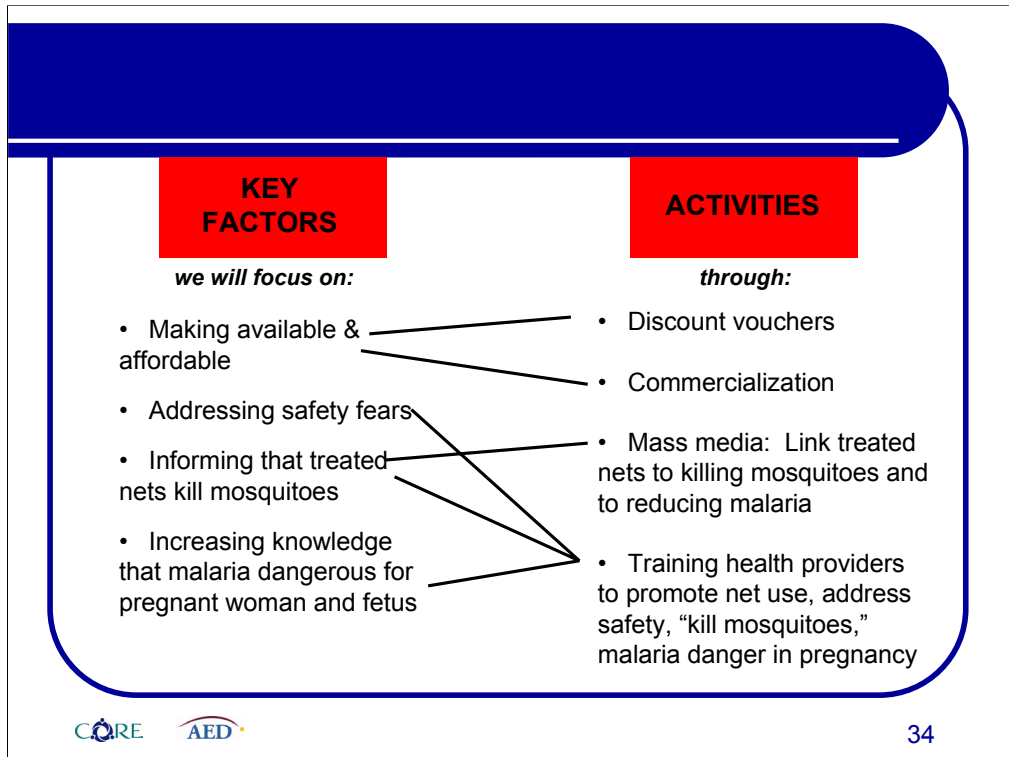


Now you can see the completed framework for a project designed to promote a behavior that will reduce malaria and its impact on communities. The activities include:

- Mass media messages that link insecticide-treated nets to killing mosquitoes and to reducing malaria
- Training health providers to promote net use
- Commercialization – which means the selling of insecticide-treated bed nets through private, commercial channels so they can be as widely available as other commercial products like CocaCola.
- Discount vouchers, making the nets affordable even to the poorest community members.

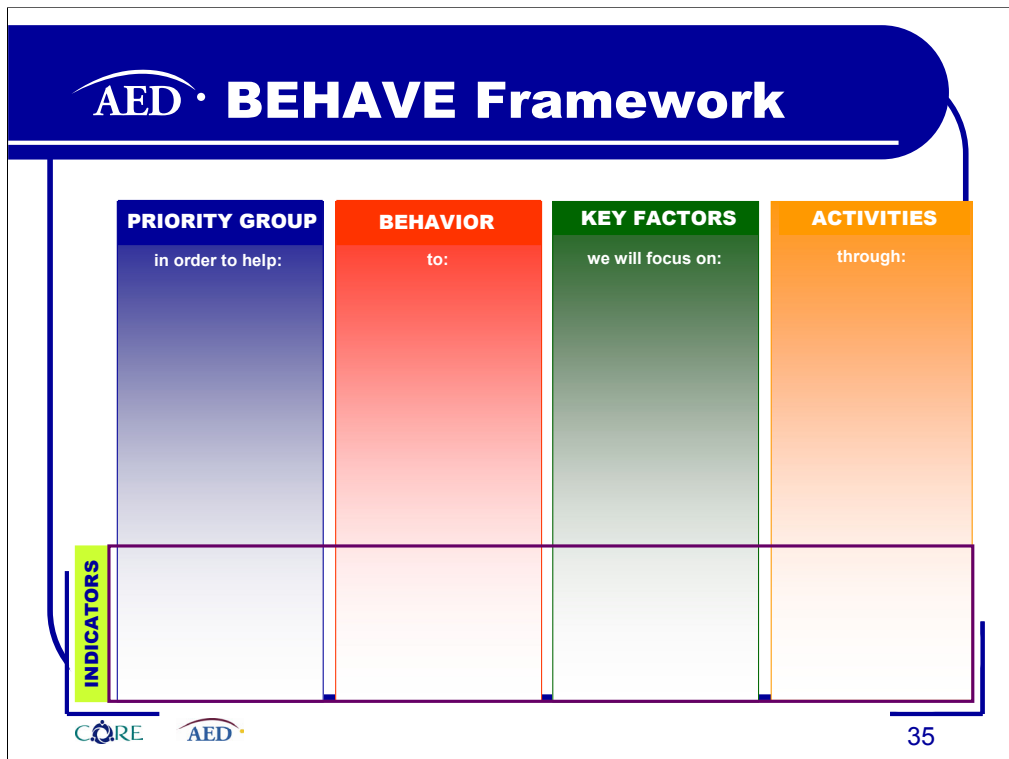
Now that you see a completed example of the framework, let's talk about the **direction** of the logic. The direction changes during different phases of your project. While you are planning the project, you work from left to right. As you've seen, you will think first about the priority group and the behavior you will promote. Next you can identify the key factors that really make a difference in the group members' adoption of the behavior. Only after you have developed this scheme will you plan the project activities.

When the project is being implemented, the logic flows from right to left. You will say that you are conducting these activities in order to influence these key factors that will, in turn, influence the priority group member to adopt the behavior.



[NOTE: This slide is most effective if the animation feature of PowerPoint is used to make each line (or set of lines) appear in sequence. Click quickly through the slide so that the line from Discount vouchers appears first; the line from Commercialization appears next; etc.]

You will see during Session 10 that the mix of activities will – together –address all of the key factors.



The BEHAVE Framework can be a useful tool for organizing the way you think about monitoring and evaluation. We will spend some time during Sessions 13 and 14 practicing writing indicators for tracking your success in:

- Reaching the priority and supporting groups;
- Helping people to change their behavior;
- Shifting the key factors you have chosen; and
- Carrying out the activities you have designed.

The row across the bottom allows you to list indicators in each of the four columns.

Yet Another Framework...?

How does the BEHAVE Framework fit with other approaches?:

- Doer/NonDoer
- Trials of Improved Practices (TIPs)
- Positive Deviance Inquiry (PDI)
- Participatory Rural Appraisal (PRA)
- others

We will take time this week, too, to examine some other approaches you all know and see how they fit with the BEHAVE Framework.

Using Data to Make Decisions



The fifth principle – “*Base decisions on evidence and keep checking in*” – is a theme that runs throughout our training. We’re talking about it last in this presentation, but I want to make an early plug for the idea.

We’ll be looking for sources of numbers and other ways – both quantitative and qualitative – that you can collect, find, but mostly APPLY, data.

Some of the decisions that people who are planning projects need to make are displayed here. As you’ll recognize once we get deeper into this training, sometimes planners make these decisions by default – they’re not even aware that they’re making the decisions. We want you to be conscious of these decisions *and* to make them using concrete evidence.

Having said that, I’ll add this caveat: In this course, we will be asking you to engage in some planning exercises without the benefit of data sets, focus groups or interviews. In short, you won’t have access to the data we’re expecting you will use when you get back to your offices. We know that. Let’s just keep it in mind as we proceed: that during the workshop, we may be using a lot of assumptions. You will want to confirm your assumptions before you try any of these ideas in your project.

Is the BEHAVE Framework only for communication projects?

- **NO!**

- Helps you examine internal and external factors. You may discover that no communication is needed at all.

[NOTE: The next three slides are most effective when PowerPoint's animation feature is used to display the question first, followed by the responses.]

When we introduce the BEHAVE Framework to PVO (private voluntary organization) staff, people have a lot of questions. For example, Is the BEHAVE Framework only for communication projects?

The answer is a resounding “no.” The framework helps you to step back and take a larger look at the behavior you want to promote. You will identify a number of internal and external factors that influence that behavior. Communication may be the appropriate activity to address some of those key factors. But in some cases, you may find that no communication is needed at all.

Do I need a big budget to apply the BEHAVE Framework?

- ***NO!***

- The four decisions are implicit in every project. The BEHAVE Framework requires a few people willing to ask some questions, collect answers and do some smart thinking.

People sometimes ask, Do I need a big budget to apply the BEHAVE Framework? Again, the answer is “no.” The four decisions are implicit in every project. The BEHAVE Framework requires a few people willing to ask some questions, collect answers and do some smart thinking.

Is the BEHAVE Framework only for top-down projects?

- ***NO!***

- The BEHAVE Framework was designed to de-mystify behavior change project planning so that community groups can make the planning decisions.

Others ask, “Is the BEHAVE Framework only for top-down projects – those projects where someone high up in the organization makes the decisions about what the project will do?”

This is decidedly not the case. As we mentioned earlier, the whole reason for creating the BEHAVE Framework was to take the mystery out of the project planning decisions and to give community members the skills and the power to make those decisions.

Summary: The BEHAVE Framework

- It's a framework for strategic planning decisions
- All projects make those four decisions
- Five principles
- Exchange, benefits
- Data-based decision making

Here's a quick recap of what we've covered so far this morning.

- The BEHAVE Framework helps you organize your logic, making decisions that are strategic.
- All four of these decisions will be made, even if you don't spend time thinking about them. The framework helps you be explicit about all four decisions, not leaving them to chance.
- We've introduced five principles. These are related to the decisions.
- We have spent some time talking about exchange, and the fact that people often adopt behaviors that they believe will give them something they want.
- We stressed the importance of using data to make the decisions about your project.

After lunch, we'll return to begin delving into each of the decision areas one by one. The first is "Priority and Supporting Groups." But before you leave for lunch, we ask that you complete a survey for that you will use later today. It's about exercise, similar to the "Exercise" Exercise that we did this morning.

[Distribute copies of Exercise Survey, one to each participant.]

Exercise Survey

- Side 1: Honest count of how many times you exercised for 30 minutes during the seven days before you traveled to this workshop
- Complete the survey for *yourself*
- Side 2: List all the responses you can think of for each question.
 - Answer for yourself; what you really feel or believe
 - Answer every question, whether you exercise or not

Please look at the Exercise Survey as we go over a few points:

- Think about the seven days right before you left home to travel to the workshop. How many times did you exercise for 30 minutes during those seven days? That is the number that you will write in the blank on the front of the survey instrument.
- Now turn the sheet over. Here you see six questions. Please write as many responses as you can for each of these. Answer for yourself, giving your own opinion or belief.
- You will not be asked to put your name on the survey.
- You will complete your survey and leave it at your seat during lunch. This afternoon you will need the completed survey for Session 6.
- Remember that talking about exercise gives you a chance to get “outside” the topics you are addressing in your projects.
- We are not intending to judge any of you on your personal exercise habits. It is meant to be a fun way to introduce some of the principles and tools we will cover in the workshop.

[Announce time to return from lunch. Make other announcements, as necessary.]

SESSION
D
3

Selecting Priority and Supporting Groups

TIME 60 minutes

PURPOSE During session 3, participants will practice looking at things from the point of view of a priority group member. They will describe a priority group in five different ways – not just with demographic features.

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

- ✓ Discuss the value of considering the point of view of members of the priority group.
- ✓ Describe or segment a group in 5 different ways.

PREPARATION Tape 2 cards on the wall, about 2 yards apart:

- ✓ Priority Group Member's Point of View
- ✓ Somebody Else's Point of View

Prepare 7 cards or sheets of paper, each with a statement from slides #9-15. Ensure that PowerPoint presentation is ready to project.

MATERIALS

- 2 title cards
- ✓ 7 statement cards
- ✓ PowerPoint presentation and speaker notes for Session 3
- ✓ Participant binders, specifically pages:
 - 3a, PowerPoint slides for Session 3
 - 3b, Five Ways to Describe Your Group

Presentation and Discussion

10 min

TIME 10 minutes

1. Show slide #1 and follow the speaker notes to introduce the session and to review the session's objectives.
2. Continue with slides #2 and #3, showing where this session fits within the framework and linking the column with the related principle.
3. With slide #4, define the **priority group** as the people who will adopt the behavior that will have a direct impact on health. Define the supporting group as those who will help or influence the priority group members to adopt the behavior. Use slides #5 and #6 to give examples of the relationship between priority and supporting groups.
4. Show slide #7 and describe the relationship between the priority group and the behavior.



Whose Point of View?

20 min

1. Post the two signs on the wall, forming ends of a continuum between:
 - Priority Group Member's Point of View and
 - Somebody Else's Point of View.
2. Have ready the seven prepared statement cards, each with a statement that appears on slides #9-15.
3. Display slide #8. Tell participants that you will play a game to practice recognizing various points of view. Cover the points indicated in the notes page for slide #8.
4. Show slide #9. Ask participants to imagine that they are trying to encourage parents of a young child to take the child for immunization. The priority group is "parents of young children."
5. Hand the card with the statement (from slide #9), "It's hard to get my child to the clinic when it closes at 5 p.m." to a volunteer participant. Ask the volunteer to read the statement out loud and have the group determine whether the statement is from the point of view of the priority group (parents) or not. Ask the volunteer to tape the statement to the wall under the appropriate heading. [In this case, the statement could represent the point of view of the priority group and should be placed under the card "Priority Group Member's Point of View."
6. Continue with each of the remaining four statements about immunization (slides #10-13), choosing a new volunteer to read and post each statement. Allow discussion to explore several points of view. Note that some statements are ambiguous, and might represent both the priority group member's point of view AND somebody else's point of view. Participants may elect to post such a statement midway between the two categories.
7. When introducing slide #14, indicate that project planners are promoting use of public transportation. Ask whether the statement is aimed at potential riders of the bus (priority group), and have participants post it. Do the same for slide #15.
8. Close this activity by reminding participants that project planners must get to know priority group members and understand their point of view.

Presentation and Discussion, continued

10 min

TIME 10 minutes

1. Show slide #16 and briefly introduce the levels at which the BEHAVE Framework can be useful. Continue with slides #17-21 to discuss each of the levels.
2. Show slide #22 and define "segmenting." Note that the more precisely one can describe a priority group, the stronger the project will be.

ACTIVITY
B**5 Ways to Describe your Group****20 min**

1. Show slide #23. As indicated in the speaker notes, introduce the notion that while most project planners are accustomed to describing – or segmenting – a group by demographic features, it is often useful to consider other ways of grouping people. Use slide #23 to note quickly the other four ways.
2. Give participants time to locate Worksheet 3b, 5 Ways to Describe Your Group. Point out that the five boxes on the right correspond to the list on slide #23, and that you will now address each of these.
3. Show slide #24 with examples of demographic features. Ask:
 - What are the advantages of describing your group by listing demographic features?May give you an idea for how to address them, may clarify what language or types of materials to use.
4. Show slide #25, which mimics Worksheet 3b. Once it is clear that participants know how to use demographic features, ask them to think of one priority group that their programs address and to write down at least one demographic feature that describes that group. Give participants a minute or two to fill in the first box on Worksheet 3b.
5. Call on several participants to describe the demographic feature they listed.
6. Showing slide #26, ask participants to call out some examples of ways to describe a priority group by describing something that most members DO. Ask:
 - What are the advantages of describing your group by noting something they all DO?May guide you toward a channel for reaching them – “distribute pamphlets at the school the mothers attend”; may point out risk factors.
7. Show slide #27, prompting participants to return to their worksheets. Ask participants to consider the same priority group they were just thinking about, and to write down in the second box of the worksheet at least one thing that most group members DO. Entertain some responses.
8. Display slide #28. Remind participants that the “most important idea in this workshop” may be that benefits matter – that people decide to take an action when they believe it will give them something they want. Point out that during Session 7 on key factors, they will practice thinking about “big” benefits that most human beings want. Creative program messages and activities link the behavior being promoted with something people really want.
9. Have participants fill in the third box on the worksheet by noting something that

most of the members of their priority group really want.

- 10.** Display and discuss slide #29, in the same manner. Have participants fill in the fourth box on the worksheet, something that keeps group members from “doing the right thing” – a barrier. Briefly discuss responses.

- 11.** Display slide #30. Ask:

- How many of you have ever heard of the “stages of change,” a theory put forth by Prochaska and DiClemente?

At least a few participants will know the term. Assure participants that even if they are unfamiliar with the theory, they will be able to understand that people may be at one of several different stages in relation to a particular behavior. Following the script in the PowerPoint notes page, briefly define the five stages.

- 12.** Display slide #31 to give a concrete example of the 5 stages of change. Ask:
- Why is it important to understand the “stage” of your group members?

- 13.** Point out that a mother who has never heard of immunization is very different from a mother who has had her children immunized but has not returned for the final shots. The project planner or the health promoter must plan quite different messages and activities for each segment. Ask:
- How would you communicate differently with the two mothers at these two different stages?

- 14.** Show slide #32. Point out that in order to find out the “stage of change” for your group, you must already have selected a behavior that you may promote, since the stage is always in relation to adopting a particular behavior. Review the examples on the slide.

- 15.** Ask participants to think of a behavior they may want to promote with the priority group they have described on the worksheet. They should then define the “stage” where group members are in relation to the behavior – for example, “have used oral rehydration solution (ORS) at least once, but do not give it to the child whenever he has diarrhea.” Have them complete the worksheet with an example that shows the “stage of change” for their priority group and behavior.

- 16.** Display slide #33. Point out that in their team work, participants will be asked to describe a priority group in these five different ways.

- 17.** Continue with slides #34-35, following the speaker notes to discuss briefly the ways that project planners gather data to learn more about the priority and supporting groups.

- 18.** With slide #36 displayed, summarize the main points of Session 3:
- It is essential to consider everything from the group member’s point of view – both for the priority and the supporting groups.
 - To maximize your resources, you want to reach the largest number of people that can be reached through the same message, materials, or activities.

- Demographics are important in describing any group – but it will also be useful to describe them in the four other ways just practiced.
- All decisions about the priority group should be based on research with group members, and not just on the program planner's assumptions.

19. State: “Next we will turn our attention to the second column of the BEHAVE Framework – Behavior.”

END OF SESSION 3

BEHAVE Framework

Session 3

Selecting Priority Group and Supporting Groups



We're starting with priority and supporting groups - the people you probably know quite well. By the end of this session, you will be able to:

- Discuss the value of considering the point of view of members of the priority group
- Describe or segment a group in five different ways.

During this session:

- We will discuss the difference between a priority Group and a supporting Group.
- We will discuss the value of looking at things from the point of view of the priority group – and you will practice recognizing whose point of view is represented.
- We will show you five different ways to think about the people in the group you want to reach – and you'll have a chance to try these out. During your team work on case studies later today, you will need this skill.
- We'll discuss the value of “audience research” – and ways you can use data to define groups more precisely.

AED · BEHAVE Framework

	PRIORITY GROUP in order to help:	BEHAVIOR to:	KEY FACTORS we will focus on:	ACTIVITIES through:
INDICATORS				



We're focusing now on the first column of the BEHAVE Framework. We'll spend some in-depth time on each of these columns so you can try thinking about project planning in a slightly new way.

Principle #1

**Know exactly who your group is
and look at everything from *their*
point of view**



3

The first column includes the first principle:

Know exactly who your group is and look at everything from *their* point of view.

It's the group members' viewpoint that matters. Too often, we're so excited about or committed to or even impassioned about *our* point of view, that we forget that we are not really members of the priority group - and that what *they* care and are impassioned about *may* have little to do with our concerns.

Project planners believe that people should use the same logic *we* use to make health-related decisions. We can better help them make healthful decisions when we understand what matters to *them*.

Basic to all of this way of thinking is for us to believe – really believe – that people's decisions – even decisions that seem destructive or unhelpful – are made for very good reasons. Our job is to understand those reasons so that we can make it easier for them to take actions that contribute to the health of their families, their communities and themselves.

Priority? -or- Supporting?

- Priority group member's behavior will have a direct impact on health
- Supporting group member's action will help the priority group member adopt the behavior

In the BEHAVE Framework, we describe groups of people you'll be working with in behavior change as belonging either to the *priority group* or to a *supporting group*.

- The *priority group* consists of people who will be adopting the behavior that will have a direct impact on health.
- The *supporting group or groups* are those who will help or influence the priority group members to adopt the behavior that will have a direct impact on health. A supporting group may be people who currently pose a barrier to the behavior, or who are in a position to make the behavior much easier.

Example: Exclusive Breastfeeding

- Priority Group
 - Mothers of children less than six months of age
- Supporting Groups
 - Mothers-in-law
 - Husbands
 - Others?

Let's look at exclusive breastfeeding, for example.

In many child survival projects, one of the objectives is to increase exclusive breastfeeding to six months. In this case the *priority group* would be the mothers—they are the ones who will be doing the breastfeeding. This is the action that will lead directly to improved child health.

But as you are all aware, individuals do not act in a vacuum. There are others around them who exert strong influences as to how and whether to act. In some cultures it is frequently the mother-in-law who controls what, how and when a baby eats. So for breastfeeding, the mothers-in-law would be considered a *supporting group*. They are not the ones who will be carrying out the step of breastfeeding, but they are intimately involved in whether that breastfeeding actually happens. You will need to work with them, too.

Another supporting group in this case (depending on the location of the project) could be husbands. There can be multiple supporting groups for each behavior, and part of the process of the BEHAVE Framework is to sort them out and discuss the role each plays in creating a barrier for or assisting the priority group to adopt the behavior.

Example: Immunization

- Priority Group
 - Caregivers
- Supporting Groups
 - Health-care workers
 - Husbands
 - Others?

Let's look at immunization for our next example.

Let's say that you want caregivers to take their children to the clinic to receive a full series of immunizations. In this case the priority group would be the caregivers (either mother or father, and—in areas where there are large numbers of orphaned children—grandparents). You would want to refine your priority group so that you would know what kind of caregiver you're aiming for, but we'll get more into that later. For now it's sufficient just to call them caregivers.

Who are the supporting groups for this behavior? It's going to take some research to find that out. Let's assume for a moment that you've done your formative research and have found out that one of the reasons caregivers don't like to go to the clinic is that when they go there they are treated disrespectfully by the health-care workers. In this case then, a supporting group for this behavior would be the health-care worker. They are presenting a barrier for your priority group to adopt the behavior. Their actions and behavior affect that of the priority group. You will need to define a supportive behavior for the health workers to take, changing *their* behavior in order to increase the likelihood that caregivers will take children to the clinic to be immunized.

Who else might be a supporting group for this behavior? [*husbands, religious leaders, policy-makers, etc.*]

Priority Group-Behavior Link

- In order to choose your priority group, you must have a good idea of the behavior.
- As you refine the behavior, you can also further refine your priority group.

You'll notice that as we're defining priority groups and supporting groups we're already starting to talk about behaviors. The BEHAVE Framework is an iterative process. In order to choose your priority group, you must have a good idea of the behavior. As you refine the behavior, you can also further refine your priority group.

The contents of one column affects other columns as well. This is especially true with priority/supporting groups. They cannot be chosen in isolation.

We'll get more into defining a behavior in Session 4, but it is important to keep in mind that the contents of these two columns are chosen together.

Activity A: Whose point of view?

You'll remember Principle # 1 stated that you need to know exactly who your group is and look at everything from *their* point of view.

Let's see how good we are at recognizing various points of view.

I'm going to show you a few statements that represent a concern, a value, or a benefit. I want you to think about whose values are represented by the statement. Then I'll ask for a volunteer to place the statement near the category of people who care about this point of view. It's possible that more than one category of people consider this value important.

On the wall are two categories of people:

- Priority group members – these are the community members who will be making changes in practices
- Somebody else (may include policy makers, employers, program planners, supervisors, etc)

Whose concerns or values are expressed in these statements? Do they reflect the concerns of someone who is likely to be in a "priority group," or do they more likely reflect the view of someone outside the priority group?