Communication for Behavior Change to Support Early Grade Reading

Karen Schmidt and Rokhaya Thioune
Addis Ababa, Ethiopia

May 23, 2016

About the Presentation

- This presentation was prepared for the workshop "Tools and Techniques for High-Impact Programming in Early Grade Reading," Addis Ababa, Ethiopia, May 23–24, 2016. The training was organized as follow-up to USAID's 2016 Africa Regional Education Workshop (AREW).

- The Tools and Techniques workshop was funded under the USAID Education Data for Decision Making (EdData II) project, led by RTI International, under "Measurement and Research Support to Education Strategy Goal 1," Task Order No. AID-OAA-12-BC-00003 (RTI Task 20, Activity 15).

Objectives

By the end of the seminar, participants will:

- Have a basic understanding of the history and major theories of communication for behavior change

- Be able to describe the steps to plan behavior change intervention

- Recognize the features of successful interventions

- Understand how communication for behavior change may be applied to support early grade reading in homes and communities.

Agenda

Part 1: What is Social and Behavior Change Communication?

Part 2: What is the best way to develop an SBCC Strategy?

Part 3: Senegal "Liifantu" case study

"Ike" secondhand smoke, Indonesia
https://www.youtube.com/watch?v=HqnRB6W9HxM

Nimechill classroom: https://www.youtube.com/watch?v=ofRyBdlhhr4

Nimechill original: https://www.youtube.com/watch?v=zxNnldHav9g

Parents, Love Me
The protection you will give me is my only hope.

Awareness is necessary, but not sufficient, for behavior change.

The Evolution of Health Communication

- Information, Education, and Communication (IEC)

- Behavior Change Communication (BCC)

- Social and Behavior Change Communication (SBCC)

What is SBCC?

Social and Behavior Change Communication is the systematic application of interactive, theory-based, and research-driven communication processes and strategies to address tipping points for change at the individual, community, and social levels.

Theories and Models

- Explanatory theories (Why do people behave as they do?)

  - **Health Belief Model**

  - **Social Cognitive Theory**

- Change theories (How do people change?)

  - **Stages of Change Model**

  - **Diffusion of Innovation**

  - **Social Ecological Model**

Why do people behave as they do?

- Intention to perform the behavior
- Environmental or external constraints
- Skills needed to perform the behavior
- Attitude or belief about whether the benefits of the behavior outweigh the risks or costs
- Perceived social or normative pressure
- Self-image
- Emotional reaction
- Self-efficacy (a person's confidence in her ability to take action and maintain a behavior).
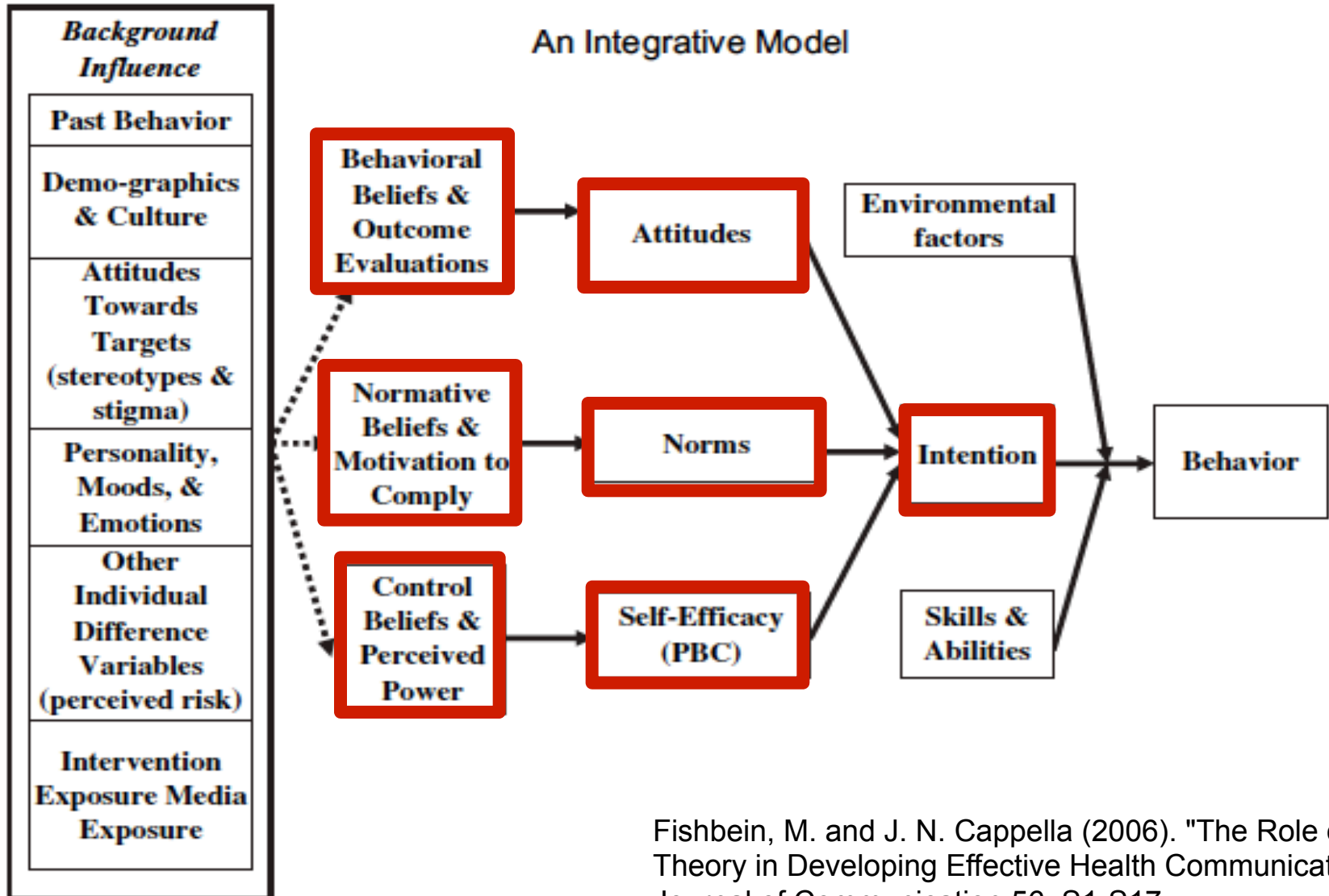
An Integrative Model

Fishbein, M. and J. N. Cappella (2006). "The Role of Theory in Developing Effective Health Communications." Journal of Communication 56: S1-S17.

How do people change?

The **Stages of Change** model describes five steps of behavior change:

1. Pre-contemplation
2. Contemplation
3. Preparation
4. Action
5. Maintenance

Theory: Cross-Cutting Concepts

- The importance of environmental and social influences

- Behavior change as a multi-stage process, not an event

- The distinction between forming an intention and completing and maintaining an action

- The difference between changing a behavior and maintaining it.

Source: Glanz & Bishop, 2012

Key Takeaways

- Behavior change is a **process**, not an event.
- Designing a behavior change intervention is also a process, based on **evidence**, **theory**, and **research** (e.g. integrative model).
- People change behavior when the **benefits** of the new behavior outweigh the **cost (tipping point).**
- Understanding a person's **motivations, barriers**, and **facilitators** is an essential first step.
- Knowledge is necessary, but **not sufficient**, for behavior change.

Agenda

Part 1: What is Social and Behavior Change Communication?

Part 2: What is the best way to develop an SBCC Strategy?
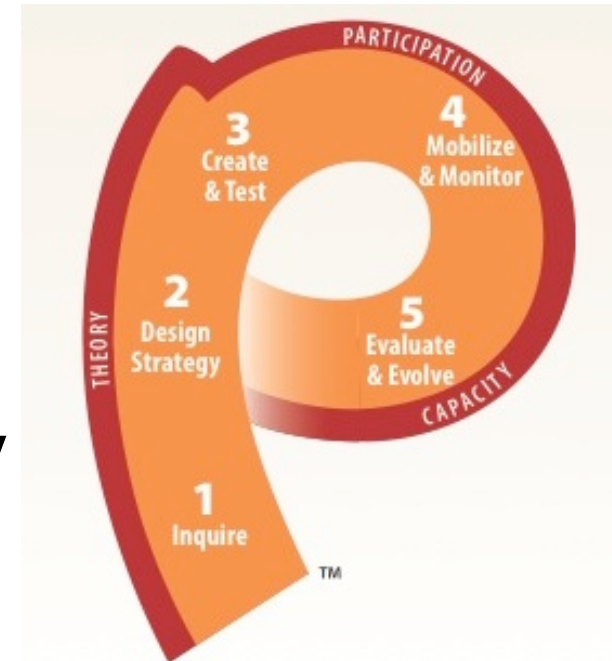
Part 3: Senegal "Liifantu" Case Study

P-Process

Step 1: Inquire
Step 2: Design Strategy
Step 3: Create & Test
Step 4: Mobilize & Monitor
Step 5: Evaluate & Evolve

P-Process Step 1: Inquire

- Understand the extent of the problem

- Identify audiences

- Uncover audiences' **barriers** to behavior change—these may be economic, social, structural, cultural, educational, or something else entirely

- Identify **facilitators** for change, including potential messengers/media.

P-Process Step 2: Design Strategy

- Audience segmentation

- Behavior change objectives (desired changes per audience)

- Communication objectives per audience

- Program approach, based on change theory

- Channels (per audience), activities, and materials.

P-Process Step 3: Create and Test

Combines art and science: engage artists, scriptwriters, musicians, theater groups, ad agencies, etc. to create content:

- Radio/television spots or dramas
- Posters, billboards, brochures
- Jingles
- Characters

Adapted from Health Communication Capacity Collaborative 2013

P-Process

Step 1: Inquire
Step 2: Design Strategy
Step 3: Create & Test
Step 4: Mobilize & Monitor
Step 5: Evaluate & Evolve

References

- Briscoe, C. and F. Aboud (2012). "Behaviour change communication targeting four health behaviours in developing countries: a review of change techniques." *Soc Sci Med 75*(4): 612-621.
- C-Change/FHI 360. 2012. *C-modules: A Learning Package for Social and Behavior Change Communication (SBCC).* Washington DC: C-Change/FHI 360
- Fishbein, M. and J. N. Cappella (2006). "The Role of Theory in Developing Effective Health Communications." *Journal of Communication 56:* S1-S17.
- Glanz, K. and D. B. Bishop (2010). "The Role of Behavioral Science Theory in Development and Implementation of Public Health Interventions." *Annual Review of Public Health 31*(1): 399-418.

References, continued

- Health Communication Capacity Collaborative. (2013). *The P Process. Five Steps to Strategic Communication.* Baltimore: Johns Hopkins Bloomberg School of Public Health Center for Communication Programs.
- "Ike" secondhand smoke spot, Vital Strategies
- "Nimechill" abstinence spot (PSI Kenya (www.psikenya.org) Nimechill – Classroom
- Salem, R.M., Bernstein, J., Sullivan, T.M., and Lande, R. *Communication for Better Health.* Population Reports, Series J, No. 56. Baltimore, INFO Project, Johns Hopkins Bloomberg School of Public Health, January 2008.