

SESSION EIGHT: ENABLING CHANGE THROUGH UNDERSTANDING THE AUDIENCE AND ENVIRONMENT

LEARNER OBJECTIVES

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

- Describe the steps in the behavior change model
- Explain the relationship between behavior change and enabling environments
- Identify possible program approaches, tailored to the audience's position, to create more enabling environments and promote movement toward behavior change

TIME

2 hours, 10 minutes

SESSION OVERVIEW

A. Understanding Behavior Change (40 minutes)

B. Relationship Between Behavior Change and Enabling Environment (1 hour, 30 minutes)

MATERIALS

- Flipchart and paper, markers, tape

HANDOUTS

8A—Steps to Behavior Change

8B—An Example of Steps to Behavior Change: Family Planning

8C—Tailoring the Approach to the Audience's Position on This Issue

4C—Case Study: Lapen (distributed in Session Four)

PREPARATION

- Post Flipchart 5A from Session Five: Types of Participants in Social Mobilization
- Have on hand Flipchart 5E from Session Five: Possible Stakeholders
- Prepare the following flipcharts:
 - Learner objectives for this session (listed above)
 - Steps to Behavior Change (Flipchart 8A)
 - The Enabling Environment (Flipchart 8B)
 - Group Tasks #1 and #2 (Flipcharts 8C and 8D)
- Make enough copies of Handouts 8A, 8B, and 8C for all participants.

A. UNDERSTANDING BEHAVIOR CHANGE

(40 minutes)

STEP 1

Tell the participants that this session will help them understand the various stakeholders (Catalysts, Mobilizers, and Mobilized) in social mobilization. They will also explore the environment in which they make and act upon decisions about reproductive health.

STEP 2

Post Flipchart 5A from Session Five.

Point to the *Catalyst* circle, saying that we are here. Point to the *Mobilizers* and *Mobilized (anticipated)* circles. Tell participants that it is important to ask the following questions:

- What do we know about people and institutions in these circles?
- What do they know about the issue?
- What do they believe about the issue?
- What is their primary concern?
- What other issues—related or unrelated—do they care about?

Post the list of stakeholders created by the groups in Session 5, Section A, Step 4. Choose one of the issues being used by a coalition group. Pointing to each stakeholder group, ask the questions listed above.

This brainstorm should move quickly (no more than 10 minutes). Be sure you cover at least two examples for each of the three circles.



NOTE TO THE TRAINER:

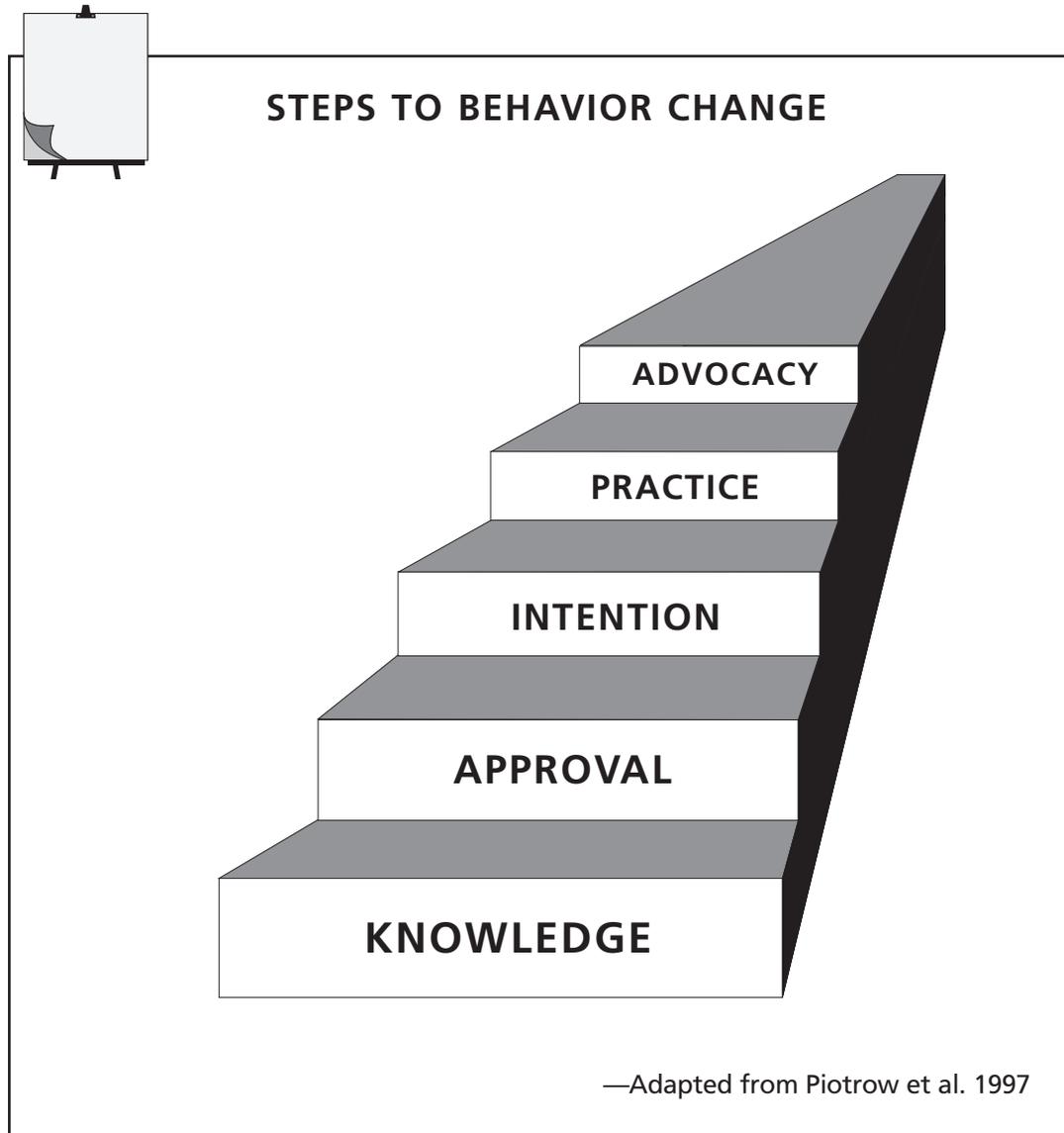
For instance, if the issue were teen pregnancy, responses might be:

- **Youth groups** consider employment of much greater priority.
- **The Ministry of Health** sees teen pregnancy as a health issue that drains resources
- **The National Family Planning Association** considers this a policy issue and has put the issue at the top of its agenda for the year.
- **The heroine from a major TV drama** is playing a part of a pregnant teen. She herself was pregnant very young and feels strongly enough about the issue to speak out on the subject.

Summarize by pointing out that it is important to understand the perspectives of all stakeholders before a mobilization campaign is planned.

STEP 3

Post pre-prepared Flipchart 8A, and distribute Handout 8A, which is the same graphic. Tell participants that this model, developed by The Johns Hopkins University Center for Communication Programs, helps us to understand where stakeholders are, where we would like them to be, and where they are in relation to other stakeholders.



FLIPCHART 8A

STEP 4

Distribute Handout 8B as an example, and review each step in the behavior change model for users or potential users of family planning. Explain that:

- This model helps us to understand how stakeholders at each step might see the issue before we begin our social mobilization effort.
- Individuals and organizations start on different steps.
- They may not always go through each step of the process in the same order or at the same speed.
- They can leap over or move back down several steps at a time.
- Once someone has moved up, he or she can still move down again.
- Once someone has moved down, he or she can still move up.
- Many things help people up the steps—information, emotional experiences, peer pressure, following opinion leaders, changes in the policy, and the social environment, etc.
- It is important to know where the stakeholders are in order to identify opportunities for intervention.

STEP 5

Tell the group that they will experience the behavior change model by playing the “Crossing the Line Game” together.



NOTE TO THE TRAINER: To play the “Crossing the Line Game,” follow these three steps:

1. Put a strip of tape along the length of the floor in the middle of the room to create a line that divides the room in half lengthwise.
2. Have all the participants stand on one side of the line.
3. Tell the group:
 - Those who know that exercising every other day for 20 minutes is good for you, cross the line (almost all will cross the line). Those who do not know, sit down.
 - Those who approve of exercise every other day for 20 minutes, cross the line. Those who do not approve, sit down.
 - Those who intend to exercise every other day for 20 minutes, cross the line. Those who do not intend to, sit down (for this fewer people will cross the line).
 - Those who actually exercise every other day for 20 minutes, cross the line. Those who do not, sit down.
 - Those who can describe the personal benefits that exercise has brought to their lives, and who promote exercise every other day for 20 minutes to others, cross the line.

The issue addressed in Step 3 of this game can be changed to reflect a culturally appropriate but not emotionally charged health message.

STEP 6

Discuss what happened during this game. Ask participants what aspects of the game helped them understand the steps of the behavior change model. Point out that the number of persons dwindles as you move up the Behavior Change Model, and that knowledge is only one factor in affecting behavior change.

B. RELATIONSHIP BETWEEN BEHAVIOR CHANGE AND ENABLING ENVIRONMENT

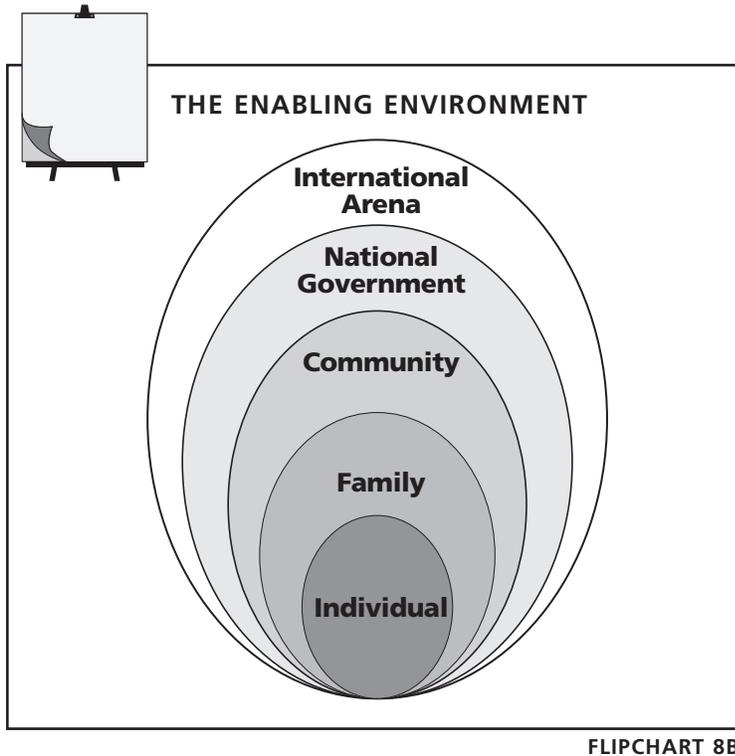
(1 hour, 30 minutes)

STEP 1

Ask participants who exercise regularly to describe the environmental factors that enable them to practice regular exercise (e.g., family support, support from their office). This leads to the next step on the Enabling Environment.

STEP 2

Display pre-prepared Flipchart 8B.



Explain the link between the enabling environment and behavior change. In the past we have thought in terms of the individual changing his or her behavior, but now it is recognized that individuals do not and often cannot change behavior without support from the environment around them (e.g., spouse, in-laws, friends, community, religious leader). Factors such as family pressures, community norms, and laws surrounding issues of reproductive health can

influence the health-related behaviors an individual engages in. Thus, an individual's behavioral choices must be seen within the broader context of his or her environment. Social mobilization seeks to promote and enable change at all levels of society to accelerate individual behavior change.

The model of the Enabling Environment illustrates the multiple layers (like an onion) that influence behavior change of an individual as they proceed up the behavior change steps.

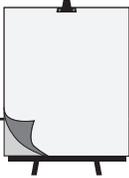
Explain that activating and involving the various layers accelerates behavior change of individuals. Ask participants to give a reproductive health example of why and how someone might move up or down the behavior change ladder.



NOTE TO THE TRAINER: Some examples might be:

- A man who has resisted condom use learns a friend has contracted the HIV virus from not using a condom (moves from Knowledge up the staircase).
- A woman doesn't like the form of contraception she has been using but receives no support from her provider for changing methods (moves from Practice down the staircase).
- A magazine about sexuality among youth motivates parents to talk with their kids about pregnancy and STI protection (moves up from below Knowledge).
- A community health worker talks with the in-laws of a woman who wants to use oral contraceptive pills but whose in-laws do not allow her and convinces them of the benefits of family planning.

STEP 3



Ask participants to pair up with the person sitting next to them and look at the behavior change ladder in Handout 8A. Assign each pair a step and ask them to complete Task #1 on pre-prepared Flipchart 8C.

TASK #1

1. Think of at least one kind of intervention that would assist people to move to the next higher step. Include an intervention that would create a more enabling environment.
2. Think of at least one intervention that would assist people to stay on the step where they currently are.
3. Prepare to present your results to the full group.

Time: 10 minutes

FLIPCHART 8C

STEP 4

Put a blank flipchart next to Flipcharts 8A and 8B. Ask the groups to present the results of Task #1, going step-by-step, layer-by-layer. Record their responses on the flipchart to correspond to the layer or the level of the group's proposed intervention.



NOTE TO THE TRAINER: Handout 8C shows a modified version of the programmatic responses developed by The Johns Hopkins University Center for Communication Programs. Show this to participants if they appear confused. Otherwise, use it to help yourself, and distribute it at the end of the session. Additional concrete program ideas are listed below as examples of what participants might say.

Some possible responses:

Step	Program Response Possibilities
Knowledge	<ul style="list-style-type: none">• Mass media information campaign• Community-based promotion• Health provider information campaign
Approval	<ul style="list-style-type: none">• Media dramas with characters that people can identify with• Community family planning worker motivates
Intention	<ul style="list-style-type: none">• Peer networking• Mass media motivational campaign
Practice	<ul style="list-style-type: none">• Service delivery accessible and acceptable• Family planning providers reach out and support
Advocacy	<ul style="list-style-type: none">• Community mobilization engages users• Public affirmations of users.

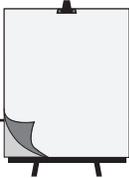
—Adapted from Piotrow et al. 1997

Layer in Enabling Environment	Program Response Possibilities
Family	<ul style="list-style-type: none">• Direct media messages at family• Involve families in special forums, rallies around an issue• Take in family perspectives while designing a social marketing product
Community	<ul style="list-style-type: none">• Improved service delivery• Increased service delivery points• Social marketing of contraceptives• Training of community health workers and traditional birth attendants in family planning
Society/National	<ul style="list-style-type: none">• Increase types of contraceptives available• Remove medical barriers• Conduct mass media campaigns• Ethnic leaders promote issue

STEP 5

Summarize by explaining that this behavior change model is useful as a map, not a blueprint. It can help us understand where people are and where we might help them to go, but it should be used flexibly and to assist in planning.

STEP 6



Divide participants into four groups. Ask them to retrieve the case study information on Lapen (Handout 4C), and present Task #2 on pre-prepared Flipchart 8F.

TASK #2

1. You are asked to design a social mobilization campaign for condom use in Lapen.
2. Review the information from the Lapen case again, and decide as a group where you would place each focus group in the case study on the behavior change steps.
3. On a flipchart, draw the steps, and write the name of the group or individual on each step.
4. Choose a presenter, and be prepared to explain why you placed them there.
5. You will have 5 minutes to make your presentation.

Time: 20 minutes

FLIPCHART 8D

STEP 7

Invite small groups to present. Acknowledge that similar responses are likely in this case. To save time, request presenters not to repeat points made in a previous presentation, but instead to highlight what is different about their group's findings.

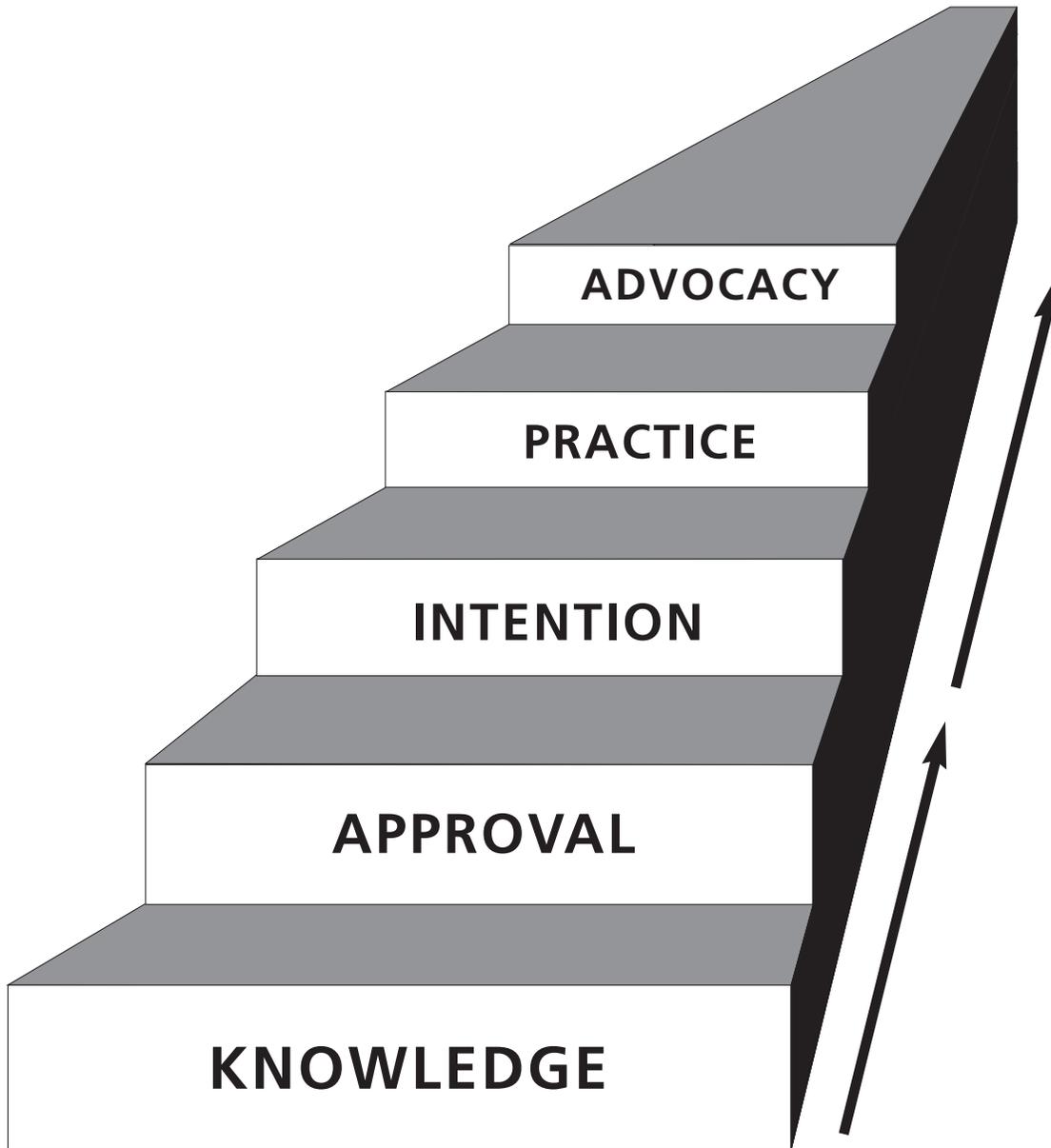
STEP 8

Ask the full group what some of the most important things they have learned in this session are. Possible responses include:

- Different parts of society view the issue differently.
- Each places different priority on the issue.
- A social mobilization campaign needs to understand these differences, and the response needs to be tailored to help each group move up the steps to behavior change.

Make the point that as different groups move up, there is a complementary effect that moves the society toward convergence on the issue. (refer to Flipchart 5B from Session Five, which shows convergence of the circles)

STEPS TO BEHAVIOR CHANGE



—Adapted from Piotrow et al. 1997

**AN EXAMPLE OF STEPS TO BEHAVIOR CHANGE:
FAMILY PLANNING****Knowledge**

1. Recalls family planning messages
2. Understands what family planning means
3. Can name family planning method(s) and/or source of supply

Approval

4. Responds favorably to family planning messages
5. Discusses family planning with personal networks (family, friends)
6. Thinks family, friends, and community approve of family planning
7. Approves of family planning

Intention

8. Recognizes that family planning can meet a personal need
9. Intends to consult a provider
10. Intends to practice family planning at some time

Practice

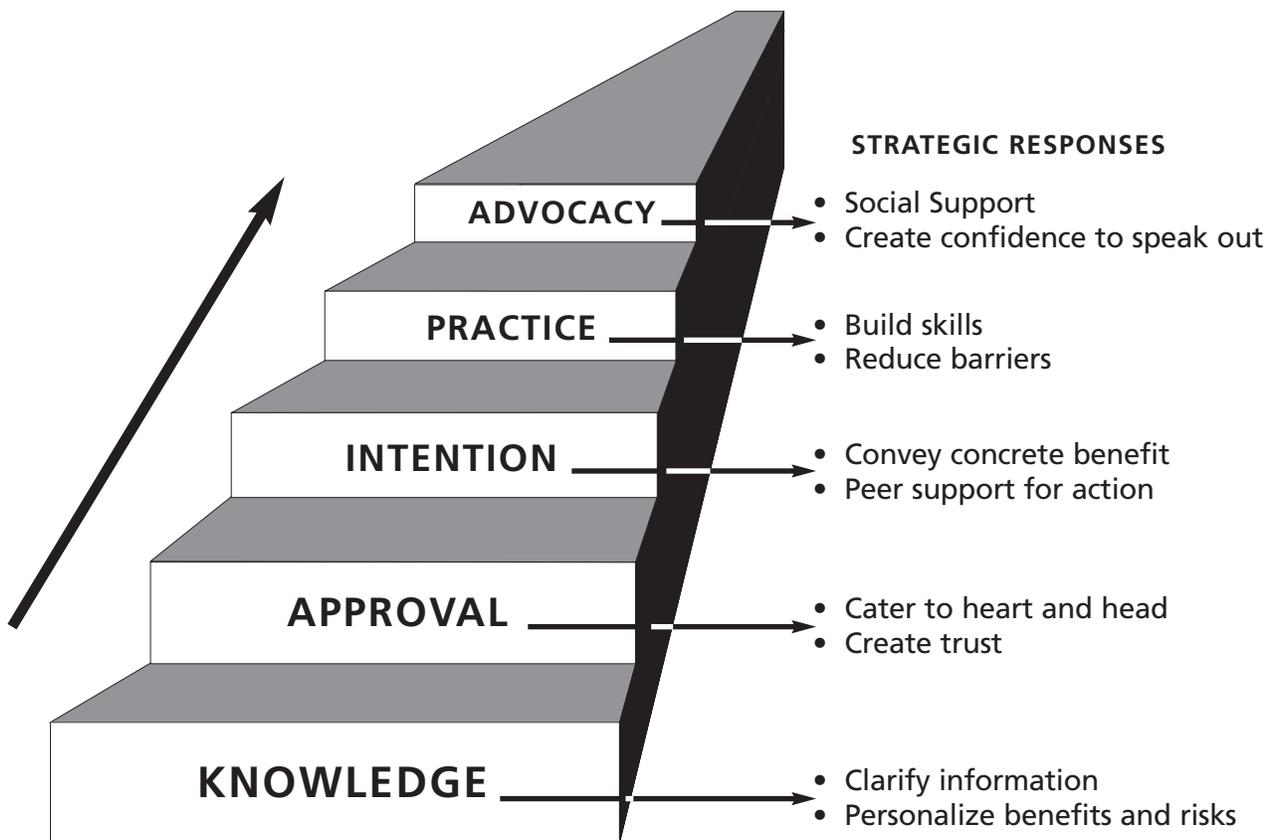
11. Goes to a provider of information/supplies/services
12. Chooses a method and begins family planning use
13. Continues family planning use

Advocacy

14. Experiences and acknowledges personal benefits of family planning
15. Advocates practice to others
16. Supports programs in the community

—Piotrow et al. 1997

TAILORING THE APPROACH TO THE AUDIENCE'S POSITION ON THIS ISSUE



—Adapted from Piotrow et al. 1997