PROCESS FOR DESIGNING THE BEHAVIOUR-CHANGE STRATEGY

This process is made from a selection of activities from the Human-Centered Design and Stanford School Design Thinking resources, with additional content from the DBC training curriculum. Its starting point is the end of formative research, with a consolidation of research findings. The activities in the process are all participatory (participating with the team, participating with people from the community).

Here is a summary of the process. It goes step-by-step, but it's an iterative process. You may need to go back to previous steps if you find you are missing something important. For example, if prototyping and testing behaviour-change activities reveals that some of them are not feasible, you may need to go back to step 4 and look for other options of activities to develop. The timings given are very approximate. Try not to be constrained by time, and give yourself the flexibility to get to the end of each step fully before going onto the next one.

Steps	Activities
1. Consolidate and validate formative-research findings	Half-day workshop with the project team and the formative-research team.
2. Create ideas for bridges to behaviour-change activities	Two-to-five-day workshop with the project team and individuals from the community, depending the number of activities to design. Note, when designing a long curriculum of activities, it is also possible to break the design work into smaller pieces and develop 1-2 activities every month.
3. Create ideas for behaviour-change techniques and activities	
4. Select BC activities to develop, test and apply	
5. Create prototype behaviour-change activities and SMART indicators	
6. Test the prototype behaviour-change activities	Field and workshop-based activities with the project team and individuals from the community.
7. Capture the lessons from testing	Three-hour workshop with the project team.

1. CONSOLIDATE AND VALIDATE FORMATIVE-RESEARCH FINDINGS

WHAT IT IS

A workshop activity to review and validate the key formative-research findings using the DBC framework: definition of the desired behaviour(s), description of the priority group and influencing groups, prioritisation of BC determinants to influence.

PURPOSE

Bring all the team member's findings together in one place, share a common vision of the main elements that need to be considered for the design stage of the BC strategy and check that there are no important gaps in information.

WHO SHOULD PARTICIPATE

The project team (maximum 15 participants), with facilitation by the team leader or an external facilitator.

MATERIALS

- Flipchart, marker pens and masking tape.
- Prepare a large BC framework on the wall. The first four columns will be used in this activity.

Behaviour	Priority group	Significant determinants and Responses from formative research	Other research findings	Bridges to activities	Activities

- Write the behaviour description in the 'Behaviour' column.
- Write the key information that has been collected on the priority group in the second column under the following headings:
  - Socio-demographic characteristics of the priority group
  - Way of life and daily routine of the priority group
  - Current practices, knowledge, attitude, and beliefs of the priority group
  - Barriers and enablers
  - Stage of change of the priority group
  - Gender roles and norms at play
  - Influencing groups
- The content of the 'Significant determinants and Responses from formative research' column should be taken from the formative research results. If barrier analysis was the

main research method, the responses listed should be the most significant specific reasons given by survey respondents for doing or not doing the behaviour.

- In the 'Other research findings' column, write any important complementary research results such as who are the influencing groups (the people who influence the behaviour of the priority group), and important aspects of the social and physical environment in which behaviours are practiced.

TIME REQUIRED

2 to 3 hours.

INSTRUCTIONS

1. Start with a ten-minute icebreaker to get the participants ready for his session, which will need a high level of concentration.

2. Ask a volunteer to read the information in the first two columns of the table, one section at a time (first the 'Behaviour' column and then each section in the Priority Group' column). After each section has been read out, ask the participants to raise a hand if they have any comment to make on it. Do this in three rounds:

- anything they don't understand
- anything they think should be changed/is not correct
- anything they think should be added/any gaps to be filled

3. Provide explanations/request explanations from other participants for anything not understood. Seek agreement on any changes that should be made/anything that should be added, write what's agreed on a post-it and add it to the table. Discuss how to fill any gaps in information, write the suggestion on a post-it (use different colours to note changes/ additions and ideas for filling gaps) and stick it on the table.

4. Then move to the 'Significant determinants and Responses from formative research' column. Read the answers given by respondents that were identified as being the most important by the formative research using the exact words they used. Check that everyone agrees that these are the ones that they will focus on.

5. Close the session by explaining that the next task will be to define the bridges to activities, in other words, the objectives for changing people's perceptions, abilities or access in order to facilitate behaviour change.

2. CREATE IDEAS FOR BRIDGES TO BEHAVIOUR-CHANGE ACTIVITIES

WHAT IT IS

A workshop activity to write “bridges to activities”. Bridges to activities are objectives for change that address the specific drivers or barriers to change that were discovered during the formative research. For example, if there is a strong and widespread perception among breastfeeding mothers that their infants need supplementary foods at the age of two months in order to grow (a perceived negative consequence of exclusive breastfeeding) the bridge to activities could be “decrease the perception that supplementary foods are necessary for a child’s normal growth during the first six months”.

PURPOSE

Define as a team the objectives for behaviour activities.

WHO SHOULD PARTICIPATE

The project team, with facilitation by the team leader or an external facilitator.

MATERIALS

- Flipchart, marker pens and masking tape.
- Prepare the table below on a flipchart paper and stick it on the wall.

Significant determinants and Responses from Formative Research	Bridges to Activities

- The content of the ‘Responses from Formative Research’ column should be taken from the formative research results confirmed in the previous session.
- The ‘Bridges to Activities’ column should be left blank. It will be filled during this session.
- A5 paper and masking tape or post-its with the key responses from the formative research written on – 1 per post-it (i.e. 1 line of the table per post-it).

TIME REQUIRED

40 minutes.

INSTRUCTIONS

1. Present the purpose and content of the session. Ask a volunteer to read the information in the first column of the table, one line at a time. Remind the participants that these are the results from the formative research that describe the barriers and enablers to adopting the behaviour the project aims to promote.

2. Divide the participants into groups of two to four people. Give each group one of the post-its with a key response from the formative research on. The number and size of groups will need to be adjusted according to the number of people in the session and the number of different determinants to work on.

3. Ask the participants to answer the following question for the formative-research response they have: *"What do we need to change in the perceptions, abilities or opportunities of the priority group so that they adopt the behaviour we want to promote"*. Ask them to write their answer on a large post-it. They should write their ideas as sentences with the following structure:

Start with a directional verb (increase, decrease, improve, reduce, reinforce)

plus the perception that…

or the ability to…

or the availability of…

If the participants have more than one idea for the response from formative research which they work on, they should write each idea on a separate post-it. Stress that they should not discuss behaviour-change activities at this stage. This will be done in the next session. If needed, use an example, such as this one, to illustrate the process:

Response from formative research:	Bridge to activities:
Who cares if my child gets diarrhoea? All kids his age get it from time to time and they are all right.	Increase the perception that diarrhoea is a serious disease – especially in children.

4. After 20 minutes, ask each group to present their ideas by fixing their post-its on the table on the wall, one determinant at a time. For each one, ask the other participants for ideas to improve the bridge to activity. Help with the formulation if necessary and ask a volunteer to write the agreed version on a new post-it at stick it on the table.

5. Once all the responses from the formative research have an agreed bridge to activities, explain that in the next session, the team will come up with ideas for potential behaviour-change activities that could be planned in order to achieve these bridges to activities.

3. CREATE IDEAS FOR BEHAVIOUR-CHANGE TECHNIQUES AND ACTIVITIES

WHAT IT IS

A brainstorming session to come up with as many potential behaviour-change techniques and activities as possible to achieve the change objectives defined in the bridges to activities. The list of potential techniques and activities will be narrowed down in the next session. For the moment, it's important to remain as open and creative as possible.

PURPOSE

Produce options for appropriate and effective behaviour-change techniques and activities based on the results of the formative research and avoid the trap of falling back on standard activities such as information, education and communication, that may not be what's needed.

WHO SHOULD PARTICIPATE

The project team (maximum 15 participants), with facilitation by the team leader or an external facilitator.

MATERIALS

- Large post-its
- Marker pens
- A really big empty wall or white board to stick post-its on (if no post it, it is possible to use colour paper and masking tape instead). A big whiteboard is ideal because it may be useful to draw arrows or other marks.
- Prepare labels on A4 paper with the bridges to activities written on (from the "Consolidate and validate formative-research findings" session). Start each one with the phrase *"How might we…"* and make it a question. For example *"How might we increase women's ability to breastfeed even when they are working away from home?"*. Place the labels high up on the wall or screen with plenty of space below for sticking post-its.
- Print several copies of the table of activities, after selecting the one appropriate to the project (WASH, Nutrition and Health, FSL) and/or of the RANAS catalogue of BC techniques.
- Prepare a flipchart with the brainstorming rules and post it next to the whiteboard.

Brainstorming rules
1. Defer judgement
2. Encourage wild ideas
3. Build on the ideas of others
4. Stay focused on the topic
5. One conversation at a time

6. Be visual
7. Go for quantity

Brainstorming rules explained[1]
1. Defer judgement: You never know where a good idea is going to come from. The key is to make everyone feel like they can say the idea on their mind and allow others to build on it.
2. Encourage wild ideas: Wild ideas can often give rise to creative leaps. When devising ideas that are wacky or out there, we tend to imagine what we want without the constraints of technology or materials.
3. Build on the ideas of others: Being positive and building on the ideas of others take some skill. In conversation, we try to use "yes, and..." instead of "but."
4. Stay focused on the topic: Try to keep the discussion on target; otherwise you may diverge beyond the scope of what you're trying to design for.
5. One conversation at a time: Your team is far more likely to build on an idea and make a creative leap if everyone is paying full attention.
6. Be visual: In Brainstorms we put our ideas on Post-its and then put them on a wall. Nothing gets an idea across faster than a sketch.
7. Go for quantity: Aim for as many new ideas as possible. In a good session, up to 100 ideas are generated in 60 minutes. Crank the ideas out quickly and build on the best ones.

TIME REQUIRED

2-3 hours, depending on the number of bridges to activity to be addressed. If there are many bridges to activity to address, you might prefer to split the participants into smaller group or break the task into several sessions to ensure participants are able to concentrate and come up with many ideas.

INSTRUCTIONS

1. Start with a five-minute energizer to refresh the participants' mind.

2. Gather the participants in front of the whiteboard and explain what will happen in this session, and the purpose. Give each participant a set of post-its and a pen.

3. Ask a volunteer to read the bridges to activities on the labels. Check that everyone confirms this is what was agreed during the previous activity.

4. Start the brainstorming with the first bridge to activity. Ask the participants to think of all the different solutions for achieving the bridge to activity (change objective) in the project context. For example, if the bridges to activities question is *"How might we increase women's ability to breastfeed even when they are working away from home"*, ideas might be things like "*encourage mothers to express milk for feeds when she's away*" or "*encourage employers to allow*

[1] IDEO.org, 2015, *Field Guide to Human-Centered Design*

breaks to return home for feeds” or “*encourage employers to allow mothers to bring their infants to work*”. Stress that at this stage we are not looking for specific activities such as radio spots or household visits. This will come later. As each person has an idea, ask them to write it on a post-it and then explain it as they stick it on the whiteboard. Encourage others to add their ideas and to gain inspiration from the ideas they see. Follow the brainstorming rules and gently remind the participants to do the same if needed.

5. Once the participants have run out of ideas for the first bridge to activities, move on to the next one and repeat the process. Tell the participants some ideas might work for several bridge to activities. It's still important to note them.

This process needs to be repeated for all bridges to activity. Although it is unlikely that participants can brainstorm, be creative and stay concentrated on such a task for more than 40 min. For this reason, if you have many bridges to activity to address you might break the process into smaller pieces and concentrate on few bridges to activity at a time. For instance, you will work on some bridges to activity and develop corresponding activities on one day and continue with another bunch of bridge to activity another day.

6. After a well-earned break, split the participants into small groups and provide each group copies of the “table of activity by determinants (WASH, Nutrition and Health, FSL) and/or of the Catalogue of BC techniques. Try to ensure there is a good mix of skills and experience in each group. Assign each group a bunch of bridges to activity and corresponding solutions proposed in the brainstorming, and ask them to review the ideas, select the one that seems feasible and effective, and go through the documents to look for possible BC techniques and activities that might fit this purpose.

7. Give 40 min for this group work and ask each group to take note on a flipchart in order to records the ideas and present it in plenary.

8. Close the session by congratulating the participants for all their creative ideas and give them a well-earned break. Say that during the next session they will look again at their ideas and select the behaviour-change activities that are the most promising ones to develop further. Keep the table of behaviour-change techniques tabulated with behaviour-change activities on the wall for the next session.

NOTES

1. Here, a behaviour-change technique means an option for direct influence on a person's perception, ability or opportunity to practice the behaviour. For example, if a bridge to activity identified is “increase women's confidence in their own ability and knowledge”, possible techniques for achieving this might be:

- Provide timely feedback and encourage women;
- Help women to track their progress and reward small steps;
- Show example of success from peers;
- Change the narrative, show women as able and effective people.

The behaviour-change activities are the practical ways in which these techniques are delivered. There may be several different activities that can be used for each technique, for example, women may be provided with timely feedback through individual counselling and peer-to-peer activities. At the same time, each behaviour-change activity may address several techniques. For example, a peer-to-peer activity like a women's group meeting could be used to provide timely feedback and encouragement, as well as sharing examples of success from peers.

2. There are lots of options for behaviour-change activities, not just posters and radio spots. Here is a non-exhaustive list of potential behaviour-change activities:

- Mass-media communications;
- Theatre, film presentations, with or without debates;
- Peer-to-peer activities;
- Learning groups, discussion groups, support groups;
- Storytelling;
- Testimonials;
- Role plays and other active group methods;
- Home visits and family support;
- Individual counselling;
- Providing cues to remind people about the behaviour (e.g. using text messages);
- Installing nudges in the environment that influence people's behaviour;
- Increasing access to new products, or making existing ones better or more affordable;
- Providing demonstrations, training and practice sessions.

It is very important to choose and develop activities to address the behavioural determinants identified as significant in the analysis stage and the most effective and feasible techniques for influencing those determinants.

3. It may be necessary to have a break of an hour or more between the two parts of this session, to allow participants to read the documents (the tables of possible behaviour-change activities for changing determinants developed for WASH, Nutrition and Health, and FSL) and/or of the Catalogue of BC techniques and think about different behaviour-change activities before they start to suggest which ones to potentially use.

4. SELECT BC ACTIVITIES TO DEVELOP, TEST AND APPLY

WHAT IT IS

A team effort to apply selection criteria to the range of ideas for behaviour-change activities produced in the “Create ideas for BC techniques and activities” session. The session should be run in such a way as to enable all the team members to participate and reach a consensus on applying the criteria.

PURPOSE

Choose one or more options for behaviour-change activities that will then be designed in detail, before being tested, improved and implemented.

WHO SHOULD PARTICIPATE

The project team (maximum 15 participants), with facilitation by the team leader or an external facilitator.

MATERIALS

- The flipcharts with group works presentations from the previous session.
- Spare large post-its (or use colour paper and masking tape).
- Marker pens.
- Prepare a worksheet for each group of participants with the following questions :
    - Which bridge or bridges to activity does the behaviour-change activity address?
    - Does it address more than one bridge to activity?
    - Does it really address the objective of change set out in the bridge(s) to activity?
    - Is it creative, does it attract attention?
    - Is it feasible, given the situation of the people we want to reach and influence?
    - Is it acceptable to the people we want to reach and influence and to other stakeholders?

TIME REQUIRED

About 3 hours. More if there are many potential options for BC activities to be considered.

INSTRUCTIONS

1. Start with a five-minute energizer to refresh the participants’ mind.

2. Inform participants that each group will present, while other participants will observe, keeping in mind the question from the worksheet. At the end of each presentation, in small group, participants will have 5min to assess the activities presented and answer the questions of the work sheet.

3. Give each group a worksheet with the questions and space in which to note their analysis, and ask the first group to present.

4. After the presentation, give 5 min to answers the questions of the worksheet.

5. Facilitate an interactive discussion in plenary to share the assessments. Encourage the participants from other groups to ask testing questions and facilitate a discussion to decide as a group whether or not to retain the behaviour-change activity for further development or not. Encourage the participants to suggest ways in which an activity could be improved to make it more feasible, more acceptable to the target audience etc. Make sure that the choice and the reasons for the choice are recorded by a notetaker, as well as any changes or important details suggested for the behaviour-change activity. Put a mark on each of the behaviour-change activities (on the post-it on the wall) that have been selected.

6. Once all the group works have been presented, the proposal of activities discussed and selected or not. Ask the participants if they think there are a lot of behaviour-change activities, or not many. Do they see ways to combine or link any activities? Do any of the activities chosen seem unnecessary? Are there any bridges to activities that don't appear to be strongly addressed by the set of activities chosen? If so, do we need to go back and think of ways to address this (i.e. by changing some of the rejected activities to make them more effective and acceptable, or going back a step further to think of new activities to address the bridges to activities in question).

7. If there are several strong potential options for BC activities that come out of this process, discuss with the participants if they all should be included and, if not, which ones to retain. Consider time and budget constraints, and try to agree on a complementary set of BC activities, looking for synergies (for example, combining information on hygiene products with encouraging local suppliers to stock those products in their store) and opportunities for cost and time saving (for example, working through an existing network of hygiene promoters at community level to include discussion on management of childhood diseases during household visits).

8. Close the session by congratulating the participants for their thoughtful analysis, and give them a well-earned break. Say that during the next session they will go into more detail on each BC activity chosen.

5. CREATE PROTOTYPE BEHAVIOUR-CHANGE ACTIVITIES

WHAT IT IS

A creative activity to take the selected behaviour-change activities from the previous session and think through how they will work in practice by writing an "activity brief" that describes how we think the behaviour-change activity will work in practice, what resources and skills it may require, and how it can influence behaviour.

PURPOSE

Design prototype behaviour-change activities to a sufficient level of detail to be able to test them with the population involved, without investing too much time and money.

WHO SHOULD PARTICIPATE

The project team and individuals from the population concerned if possible, with facilitation by the team leader or an external facilitator.

MATERIALS

- Marker Pens, flipcharts and masking tape.
- Printed handouts with guidance to design specific type of activities from the Make Me a Change Agent manual: how to conduct home visit and negotiate behaviour change (lesson 4, handout 3 and 4), how to prepare a successful testimonial (lesson 5, handout 1 and 2), how to write a good story (lesson 6, handout 5 and 6), Asking questions to facilitate a group reflexion (lesson 6, handout 3 and 4) ; how to prepare a cross-site visit (lesson 7, Handout 2), behaviour change through effective facilitation (handout 1 and 2). Note that depending the level of the participants, it might be necessary to conduct a training session on some of these specific types of activities, in this case use the corresponding training session from Make Me a Change Agent.
- Printed handout with guidelines on adult learning cycle, possible participatory methods from Action Against Hunger Training of Trainer manual or Make me a change Agent.
- A4 Colour card or manila paper.
- Scissors.

TIME REQUIRED

2-4 hours.

INSTRUCTIONS

1. Start with a five-minute energizer to refresh the participants' mind.

2. Split the participants in groups of four or five people, one group for each of the behaviour-change activities that were selected in the previous session. If there are few participants and several activities to develop, each group may work on two, one after the other. Explain what will happen in this session, and the purpose.

3. Give each group a post-it (or coloured paper) with one of the behaviour-change activities that were selected in the previous session, flipchart and markers. Tell them that there is other material available that they can use if needed, to make prototypes of visual aid or objects they could use for their activities, such as coloured paper, scissors, manila paper, etc. Ask them to write an illustrated brief that describes the behaviour-change activity being implemented and the way that it creates behaviour change. Allow 40-60 minutes for this.

4. Once all the groups have finished their activity brief, ask them to prepare a 20-30 min demonstration in which they act out the activity they have developed.

5. After each group presentation, facilitate a discussion to provide constructive feedback to the group, to bring out any parts of the activity that needs changing, anything that seems unrealistic or not feasible. Ask the participants to review the guideline provided, highlight what worked well and suggest area for improvements. Ask the participants to identify the resources (material, visual aids) that would be needed to carry out the activity, as well as constraints that may need to be considered. Record the suggested improvements, resources required and constraints to consider.

6. Congratulate the participants for their creative efforts and explain that after the session the notes will be used to design the behaviour-change activities for testing.

7. After the session, records the notes and finalize each of the activity brief, in a structured way, for instance with the following sections:

- Behaviour(s) to be promoted
- Target group (priority group or influencing group)
- Determinant(s) to influence and how the activity is expected to have influence
- Type of activity (support groups, work with influential religious leaders, home visit, drama) and Methods (e.g. demonstration, adult dialogue, storytelling, field exchange visits, etc.)
- Who is to carry out the activity
- Time required to carry out the activity
- Resources required
- Description of the activity in detail

The activity briefs should then be used for testing in the next session.

6. TEST THE PROTOTYPE BEHAVIOUR-CHANGE ACTIVITIES

WHAT IT IS

A workshop or field activity in which intended behaviour-change activities are tested with members of the population concerned and lessons are recorded. It may be best to test one prototype at a time.

For developing behaviour change activities that implies testing “innovative tools” or “technologies” that are completely new to the audience and that requires the intended users to use it over an extended period, the TIPs process (or a User centred design approach) is more appropriate than a one-off test. See the TIPs summary guide for guidance.

PURPOSE

Produce an improved version of the prototype behaviour-change activities with input from the intended users or audience. It is important to pre-test the behaviour-change activities to make sure they: 1. actually can reach the intended audience / target population; 2. have the intended influence on the audience in terms of addressing the determinants of behaviour; and 3. are acceptable and adequate to the audience and the implementation team in terms of use of language, images, technology etc.

WHO SHOULD PARTICIPATE

The project team and individuals from the population concerned if possible, with facilitation by the team leader or an external facilitator.

MATERIALS

The materials and resources required depend on the prototype to be tested. For example, testing a household-visit procedure to discuss and promote handwashing with soap would require one or more team members to carry out the household visit using prototype materials such as picture cards and a discussion guide. Testing a prototype handwashing device would require an example of the device with soap and water in a realistic setting, at somebody’s house, in a school, in the office etc.

TIME REQUIRED

Approx. ½ day per activity. This depends on the type of behaviour-change activity being tested. Several tests and refining might be needed to get the expected result.

INSTRUCTIONS

These instructions provide general tips and guidance for the testing process, rather than step-by step instructions, as the process depends very much on the prototype activity and resources being tested. It will normally be necessary to run the test several times, with different participants, to get a range of experiences and points of view.

1. Ensure you have the right combination of these three factors for the test:

- the prototype behaviour-change activity and resources;

- the context and scenario for the test – how and where it will be carried out, and who will participate in the test;
- a protocol for observing and capturing the observations of the participants in the test.

2. Define roles for the different people participating in the test:

Facilitator: You help the people testing the prototype to understand the context and scenario for the test. For example, if you invite people to come to test a prototype handwashing device, you should explain its purpose and how it operates, but the explanation should be kept simple, so that the user can discover the prototype for herself. You should try to ensure that the people testing the prototype feel comfortable and able to give honest feedback. This is particularly important as there will be other people observing the test.

Players: To test any prototype behaviour-change activities that involve interaction between people, you may need team members or community members to play roles, for example, the role of a community health worker doing a household visit. Their roles should be carefully worked out and practices before the test.

Observers: They observe the behaviour-change activity being tested and take note of what occurs so they can feed back to the facilitator afterwards. If there are not enough team members to provide observers, or if the presence of observers risks biasing the behaviour of the people participating in the test, then the test could be filmed, with the participants' permission, and viewed later.

Participants: Ideally, people who will be the focus of the behaviour-change activity being tested, and who are intended to practice the new behaviour being promoted.

3. Carry out the procedure methodologically:

- Brief the testing participant on the process and the purpose of the activity, and check that they are comfortable with their role.
- Leave the participant to experience the prototype – give the minimum information on the context to enable them to know what to do, but don't explain your thinking or concerns regarding the prototype.
- Observe attentively how the participant reacts to the experience and ensure the observations are recorded, without being intrusive, to avoid influencing the participant's behaviour;
- Do a debriefing at the end with the participant to get their feedback on the experience – including how it made them feel – and their suggestions for possible improvements;
- Debrief with the observers to capture and summarise their observations after each test, including any specific aspects of the behaviour-change activity that need to be focused on and details of the test procedure that should be changed before testing with the next participant.

7. CAPTURE THE LESSONS FROM TESTING

WHAT IT IS

A workshop activity in which the results of the tests carried out on the behaviour-change activity are collated and sorted into four categories:

- Positive aspects of the activity
- Areas for improvement
- Questions raised by the experience
- New ideas that emerged during the tests

PURPOSE

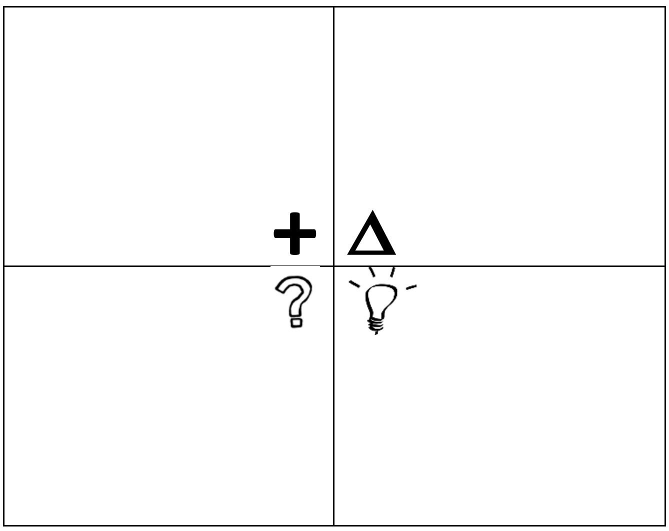
Finalize the design of the behaviour-change activity ready to implement in practice, on the basis of the lessons learned from testing the prototype.

WHO SHOULD PARTICIPATE

The project team and individuals from the population concerned if possible, with facilitation by the team leader or an external facilitator.

MATERIALS

- Pens.
- Post-its.
- The notes taken during the tests of the prototype behaviour-change activities.
- A matrix drawn on flipchart paper as follows:



TIME REQUIRED

About 2-3 hours.

INSTRUCTIONS

1. Gather the participants in front of the whiteboard or wall with the matrix posted and explain what will happen in this session, and the purpose.

2. Remind the key principal of giving and receiving feedback (describe what was observed, be specific, do not make the critique being personal/do not blame for past action, look at what can be improve for the future).

3. Ask all the participants who observed the tests to have their notes ready. If it's a while since the tests were run, give them a few minutes to go through their notes to refresh their memories. If individuals from the population concerned by the behaviour-change intervention participate in this session, ask them to think back on the test they helped with. Have your notes ready too.

4. Ask the participants to contribute lessons learned from testing the prototype behaviour-change activities by formulating phrases, one observation at a time. Check that everyone is clear and that there is no disagreement. Help make changes if necessary and then write the observation on a post-it and place it in the appropriate quadrant of the matrix prepared earlier. Do this in the following order:

   a. positive aspects of the activity (+) – what worked well and should be kept or reinforced;

   b. areas for improvement (Δ) – what needs to be changed before implementing the activity;

   c. questions raised by the experience ( ) – questions that need answering before implementing the activity. If there is disagreement on any important points, in the other areas, this can be noted in this quadrant;

   d. new ideas that emerged during the tests ( ) – things that weren't considered before and which could make the behaviour-change activity even better;

5. When all the important observations have been recorded and placed on the matrix, ask the participants to look again at what they have created, and check that they all agree. If there are any important points missing, they can be recorded at this point.

6. Ask the participants to help write an action plan based on the contents of the matrix and record this on a separate flipchart. Identify and note who is to be responsible for each action point, and a deadline for completion. This will help ensure that the results of the tests are used to improve the prototype behaviour-change activity and get it ready for implementation.

7. Finish the session by thanking the participants for their work and saying that the next step will be to get the behaviour-change activities ready to carry out and build them into an implementation plan.

NOTES

1. If this session reveals that the prototype behaviour-change activity needs redesigning, then it may be necessary to go through the last three steps again:

   Session 5. Create prototype behaviour-change activities;

   Session 6. Test prototype behaviour-change activities;

Session 7. Capture the lessons from testing.

2. After the session, revise the technical brief for each behaviour-change activity, incorporating lessons learned.

3. Once the behaviour-change activities and materials are felt to be ready, it is often useful to pilot the activities and do a rapid evaluation to see if anything needs to be adjusted before carrying them out at full scale.