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  Celly Catharina, Contracting Officer’s Representative (COR)  
  ccatharina@usaid.gov  
**Implemented by**: Tetra Tech  
  159 Bank Street, Suite 300, Burlington, VT 05401  
  Tel: 802-495-0282, Fax: 802 658-4247  
  www.tetratech.com/intdev

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**Tetra Tech Contacts:**  
Alan White, Chief of Party  
[Alan.White@sea-indonesia.org](mailto:Alan.White@sea-indonesia.org)  
Tiene Gunawan, Deputy Chief of Party  
[Tiene.Gunawan@sea-indonesia.org](mailto:Tiene.Gunawan@sea-indonesia.org)  
Gina Green, Project Manager  
[Gina.Green@tetratech.com](mailto:Gina.Green@tetratech.com)

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EXECUTIVE SUMMARY

The Indonesian Sustainable Ecosystems Advanced (SEA) Project is a five-year project (March 2016 – March 2021) that supports the Government of Indonesia (GOI) to improve the governance of fisheries and marine resources and to conserve biological diversity at local, district, provincial, and national levels. By using an ecosystem-based approach to management (EBM) and engaging key stakeholders, the objectives of the project are: (a) to support enhanced conservation and sustainable use of marine resources by reforming fisheries management and promoting marine protected areas to enhance fisheries productivity, food security, and sustainable livelihoods within the target areas; and (b) to support the strengthening of the leadership role and capacity of the MMAF and local governments to promote conservation and sustainable fishing.

The USAID SEA Project is being implemented in three provinces in eastern Indonesia: West Papua, North Maluku, and Maluku Provinces. Lead implementers of the project Tetra Tech, supported by a consortium of partners that includes the Wildlife Conservation Society (WCS), Coral Triangle Center (CTC), and World Wildlife Fund-Indonesia (WWF). These implementers work closely with the Ministry of Marine Affairs and Fisheries of the Republic of Indonesia (MMAF) as the main counterpart.

To support the USAID SEA Project, this document has been produced to support the implementation of Strategic Approach (SA) #1 (Create demand through awareness raising and advocacy) and its associated tasks (1 - Change behaviors to increase demand for conservation and management; and 2 - Facilitate and support building coalitions and champions).

Under this SA the SEA team plan to implement a public education and outreach approach to: improve the understanding and buy-in to the benefits from conservation and the sustainable use of fisheries; develop coalitions and champions of change to lead the way, inspire and motivate change within the wider constituency; and change behaviors of target audiences so that stakeholders embrace, endorse, support, implement and comply with the various marine and coastal management approaches and fisheries interventions that will be promoted through the SEA initiative.

To support the design and development of outreach initiatives to achieve the above goals, this document firstly disentangles the differences between traditional ‘awareness raising’ approaches, and outreach efforts targeted at ‘changing behaviors’. These key differences are as follows:

- **Awareness raising** – intends to inform and provide knowledge on a topic to increase peoples’ awareness around an issue. It is an essential element of behavior change effort, but cannot – alone – be assumed to lead to proactive changes in target audiences behaviors.
- **Behavior change** – is the proactive tailoring and presentation of information and the undertaking of associated actions in order to purposefully advance changes in target audiences’ behaviors.

For behavior change, studies have shown that five key steps are experienced by any given stakeholders. These are: (1) Pre-contemplation (i.e. no recognition of need for, or interest in, change); (2) Contemplation (i.e. aware of the problem, considering change); (3) Preparation (i.e. planning for change); (4) Action (i.e. adopting the new behavior); and (5) Maintenance (i.e. on-going practice of the behavior long-term).
In order to design and develop an outreach program that supports individuals and groups of individuals to transition through these five steps, baseline data is critical. Common research methods used to gather data on can be categorized as either qualitative or quantitative.

Qualitative research methods include: community meetings; focus group discussions (FGDs); participatory observation; unstructured interviews and semi-structured interviews.

Quantitative research methods include: surveys / questionnaires; structured interviews and systematic observations / checklists.

Key behavioral aspects to research and explore in the target community / stakeholder group when designing an outreach approach for behavior change are the following:

(a) What are the causal factors of the existing behavior(s)? (i.e. the drivers, decision makers and influencers)?
(b) What are the levels of knowledge around the particular issue of concern? (i.e. how aware are people that a problem exists?)
(c) What are the existing attitude(s) towards the issue(s)? (i.e. where are people on the spectrum from ‘deeply concerned’ to ‘not caring at all’?)
(d) What are the existing attitude(s) towards ‘change’ itself (i.e. does the stakeholder group regularly embrace change, or are they generally resistant to change).
(e) What are the existing and potential obstacles that the outreach program could encounter that could hinder change?
(f) What are the common venues and mechanisms through which people access information? (i.e. media portals, traditional information sharing venue’s and processes)
(g) What opportunities exist to promote discourse, peer-endorsement and recognition to support the transition process? (i.e. where are the locations / what are the circumstances whereby people have the opportunity to discuss and debate a topic?)
(h) What are the opportunities for culturally relevant embedding of messaging? (i.e. what existing traditional, cultural or spiritual activities take place within the stakeholder group through which messaging for change may be embedded?)

Through such research it is possible to concurrently identify and segment the target audience(s) for the outreach efforts. These may be ‘primary targets’ (i.e. individuals or groups of individuals whose behavior is aimed to change through the outreach process, and / or the decision makers relevant to the projects goals), or ‘secondary targets’ (i.e. individuals, groups of individuals or institutions that may have influence over the primary targets, such as local religious authorities, spiritual leaders, financial institutions, or active / influential / respected community members who are not directly connected to the behavior in question).

Another important element of designing and developing the outreach approach is the effective planning for ‘Clearing the Path to Change’. This refers to situations where knowledge and attitudinal adjustments may be successful, and the target audience may be willing and ready to change, but practical circumstances hinder that change. Therefore ‘Clearing the Path’ is the process through which practical obstacles to change that may be encountered during implementation are removed.
For outreach implementation, clear, action-oriented messaging is vital. This may be in the form of positive messaging (the carrot) or negative messaging (the stick), or a combination of both. In addition to this it is important to consider the 4 P's of marketing when implementing the outreach efforts. These are:

- **Product** (or Service) – the ‘product’ is the behavior change message that you want to see adopted, and the outcome that you aim to see achieved through the behavior change process.
- **Placement** – how the product is distributed (i.e. mechanisms, venues, locations, events)
- **Price** – recognizing the ‘cost’ felt by the audience in adopting the new behavior (whether monetary, emotional, opportunistic or cultural) and both reflecting and mitigating these costs appropriately.
- **Promotion** – considerations of branding and public relations.

It is also essential for any outreach program to guard against creating undue or unrealistic expectations, and avoid making any ‘false promises’. To this end it is critical to ensure strong collaboration, cooperation and communication between outreach teams and technical teams involved in any initiative. Technical teams need to provide the input and guidance with regards to aspects such as (for example) realizable benefits of the behavior change activity, or expectations to encourage or avoid.

Finally, with any activity focused on changing human behaviors, it is important to recognize the difference between ‘Behavior Change’ and ‘Social Change’.

- **Behavior change** is a research-based consultative communication process for enhancing knowledge, promoting appropriate attitudes and practices, providing the necessary enabling conditions and ‘paths for change’ to individuals, or collections of individuals, as the locus for change.
- **Social change** on the other hand is a shift in societies practices, often accompanied by shifts in norms and refinements of values, such that the behavior practiced becomes embedded into matrix of that society over time.

Individual behavior change may lead to social change over time, depending on the level of adoption of the new behavior (expressed through the diffusion of innovation curve) where early majority adopters of a behavior start to pass into late majority, leading to overall majority adoption, with only ‘laggards’ left as slow to adopt, representing a small proportion of the overall community. Where a new behavior is fully embraced and adopted across a society, and maintained as such over sufficient time to become a social norm, it may be considered a social change.
RINGKASAN EKSEKUTIF

Proyek Sustainable Ecosystems Advanced (SEA) merupakan proyek lima tahun (Maret 2016 – Maret 2021) yang mendukung Pemerintah Indonesia dalam memperkuat tata kelola sumber daya perikanan dan kelautan, serta melestarikan keanekaragaman hayati di tingkat lokal, kabupaten, provinsi, dan nasional. Dengan menggunakan pendekatan berbasis ekosistem (ecosystem-based approach to management – EBM) serta melibatkan pemangku kepentingan utama, Proyek USAID SEA bertujuan untuk: (a) mendukung upaya konservasi dan pemanfaatan sumber daya kelautan yang berkelanjutan melalui perbaikan pengelolaan sumberdaya perikanan dan meningkatkan pengelolaan kawasan konservasi perairan yang efektif, sehingga dapat memastikan keberlanjutan produktivitas perikanan, ketahanan pangan, dan mata pencarian yang berkelanjutan di wilayah target; dan (b) mendukung upaya penguatan kapasitas dan peran kepemimpinan di Kementerian Kelautan dan Perikanan dan pemerintah setempat dalam upaya konservasi sumberdaya kelautan dan pengelolaan perikanan yang berkelanjutan.


Guna mendukung Proyek USAID SEA, dokumen ini disusun untuk membantu pelaksanaan pendekatan strategis (Strategic Approach) SA #1 (Menciptakan "demand" melalui peningkatan penyadaran dan advokasi) dan kegiatan yang terkait (1 - Mengubah perilaku untuk meningkatkan "demand" akan upaya konservasi dan pengelolaan; dan 2 - Memfasilitasi dan mendukung pembangunan koalisi dan champion/individu andalan).

Dalam SA ini, tim Proyek SEA berencana untuk melakukan pendekatan pengajaran dan penjajakuan kepada publik guna: meningkatkan pemahaman dan penerimaan (buy-in) akan keuntungan dari kegiatan konservasi dan pemanfaatan yang berkelanjutan dari sektor perikanan; membangun koalisi dan agen perubahan yang dapat memimpin, menginspirasi dan memotivasi terjadinya perubahan dalam konteks konstituen yang lebih luas; dan merubah perilaku dari audiens sasaran sehingga pemangku kepentingan dapat merangkul, mendukung, menerapkan dan mematuhi berbagai pendekatan pengelolaan kelautan dan pesisir serta intervensi perikanan yang akan didukung melalui inisiatif SEA.

Untuk mendukung perencanaan dan pengembangan inisiatif penjajakan demi mencapai tujuan diatas, pertama dokumen ini berusaha untuk menguraikan perbedaan antara pendekatan tradisional “peningkatan kesadaran”, dan kegiatan penjajakan untuk “merubah perilaku”. Perbedaan utamanya adalah sebagai berikut:

- Peningkatan kesadaran – bertujuan untuk memberikan informasi dan pengetahuan tentang topik tertentu guna meningkatkan kesadaran masyarakat akan topik terkait. Merupakan elemen penting dalam upaya merubah perilaku, namun tidak dapat – secara independen – diasumsikan sebagai penyebab perubahan perilaku target audiens secara proaktif.
- Perubahan perilaku – adalah penyusulan dan penyajian informasi yang proaktif dan pengambilan tindakan yang terkait dengannya, dalam rangka secara sengaja untuk merubah perilaku audiens sasaran.
Untuk perubahan perilaku, penelitian menunjukkan bahwa ada lima langkah utama yang selalu dilakukan oleh setiap pemangku kepentingan. Langkah ini meliputi: (1) Pre-kontemplasi (yaitu tidak terlihat adanya kebutuhan, atau minat, akan perubahan; (2) Kontemplasi (yaitu sadar akan adanya masalah, mempertimbangkan suatu perubahan); (3) Persiapan (yaitu merencanakan untuk berubah); (4) Aksi (yaitu mengadopsi perilaku baru); dan (5) Mempertahankan (yaitu perilaku dipraktikkan secara terus menerus dan untuk jangka panjang).

Dalam merancang dan mengembangkan program penjangkauan yang dapat mendukung individu dan kelompok individu untuk melakukan transisi melalui kelima langkah tersebut, data dasar sangatlah penting. Metode penelitian umum yang digunakan untuk mengumpulkan data dapat dikelompokkan menjadi kualitatif atau kuantitatif.

Metode penelitian kualitatif mencakup: pertemuan masyarakat; diskusi kelompok terfokus (FGD); observasi partisipatif; wawancara tak terstruktur dan semi-terstruktur.

Metode penelitian kuantitatif mencakup: survei/ kuisioner; wawancara terstruktur dan pengamatan yang sistematis/checklist.

Aspek perilaku kunci yang akan diteliti dan dieksplorasi dari komunitas sasaran/kelompok pemangku kepentingan yang kemudian akan digunakan dalam merancang pendekatan penjangkauan untuk perubahan perilaku adalah sebagai berikut:

(a) Apa faktor penyebab dari perilaku yang ada? (pendorong, pengambil keputusan dan pemberi pengaruh)?
(b) Apa tingkat pengetahuan mengenai isu yang menjadi perhatian? (seberapa sadarkah masyarakat bahwa ada masalah?)
(c) Bagaimana sikap yang ada pada saat ini terhadap isu yang ada? (dimanakah posisi masyarakat pada spektrum dari “sangat prihatin” sampai “tidak peduli sama sekali”)
(d) Bagaimana sikap yang ada pada saat ini terhadap perubahan itu sendiri (apakah kelompok pemangku kepentingan merangkul perubahan yang terjadi, atau mereka menolak perubahan)
(e) Apa kendala dan potensi kendala yang ada saat ini yang akan dihadapi program penjangkauan yang dapat menghambat terjadinya perubahan?
(f) Apa sarana dan cara yang digunakan untuk mengakses informasi? (portal media, cara dan proses berbagi informasi secara tradisional)
(g) Apa peluang yang ada untuk mendorong wacana, mendapatkan dukungan dari sesama (peer-endorsement) dan adanya pengakuan untuk mendorong proses transisi? (dimana lokasi/kondisi orang untuk memiliki kesempatan untuk berdiskusi dan berdebat mengenai topik tertentu)
(h) Apa peluang untuk menyampaikan pesan melalui kegiatan terkait dengan budaya? (apa kegiatan adat, kebudayaan atau keagamaan yang ada dalam kelompok pemangku kepentingan yang dapat dipakai untuk menyampaikan pesan untuk menciptakan perubahan?)

Melalui penelitian tersebut sangat memungkinkan untuk mengidentifikasi dan mengelompokkan audiens sasaran untuk kegiatan penjangkauan. Ini termasuk ‘target utama’ (yaitu individu atau kelompok individu yang perilakunya menjadi sasaran untuk diubah melalui kegiatan penjangkauan, dan/atau pengambil keputusan yang relevan dengan capaian proyek), atau ‘target sekunder’ (yaitu individu, kelompok individu, institusi yang mungkin memiliki pengaruh atas target utama, seperti tokoh agama setempat, pemimpin spiritual, lembaga keuangan, atau anggota masyarakat yang aktif/ berpengaruh/ dihormati yang tidak berhubungan langsung dengan perilaku yang menjadi perhatian).
Elemen penting lainnya dalam merancang dan mengembangkan pendekatan penjangkauan adalah perencanaan yang efektif dalam “Membuka Jalan Menuju Perubahan”. Hal ini mengacu pada situasi dimana pengetahuan dan penyesuaian perilaku menjadi suatu keberhasilan, dan audiens sasaran mungkin bersedia dan siap untuk berubah namun ada kondisi yang menghambat perubahan tersebut. Oleh karena itu “Membuka Jalan Menuju Perubahan” adalah proses dimana tantangan yang dapat menghalangi perubahan akan disingkirkan.

Dalam implementasi penjangkauan, pesan yang jelas dan berorientasi aksi sangatlah penting. Hal ini dapat berupa pesan positif (the carrot) dan pesan negatif (the stick), atau kombinasi keduanya. Selain itu, penting juga untuk mempertimbangkan faktor 4P pemasaran ketika mengimplementasikan upaya penjangkauan. Meliputi:

- **Produk (atau layanan)** – ‘produk’ adalah pesan yang dapat merubah perilaku yang ingin kita lihat untuk diadopsi, dan hasil akhir yang menjadi sasaran untuk dicapai melalui proses perubahan perilaku.

- **Penempatan**– bagaimana produk ini didistribusikan (mekanisme, sarana, lokasi, acara)

- **Harga** – menyadari ‘biaya’ yang ditanggung oleh audiens ketika mengadopsi perilaku yang baru (baik secara finansial, emosional, opportunistic atau budaya) dan harus dapat menggambarkan dan memitigasikan ‘biaya’ ini secara tepat.

- **Promosi**– pertimbangan terhadap aspek branding dan public relation.

Sangat penting juga bagi program penjangkauan untuk mencegah terciptanya harapan yang tidak semestinya atau tidak realistis, dan menghindari membuat “janji palsu”. Untuk itu, sangat penting untuk memastikan adanya kolaborasi, kerjasama, dan komunikasi yang kuat antara tim penjangkauan dan tim teknis yang terlibat dalam setiap inisiatif. Tim teknis perlu menyediakan masukan dan arahan terkait dengan aspek-aspek seperti (contohnya) manfaat yang dapat diharapkan dari kegiatan merubah perilaku, atau hal-hal yang seharusnya didukung atau dihindari.

Selanjutnya, dalam kegiatan yang bertujuan untuk mengubah perilaku manusia, sangat penting untuk mengetahui perbedaan antara “Perubahan Perilaku” dan “Perubahan Sosial”.

- **Perubahan perilaku**, adalah proses komunikasi konsultatif berbasis penelitian untuk meningkatkan pengetahuan, mendukung sikap dan praktik yang tepat, menyia-nya kondisi yang memungkinkan (enabling environment) dan “jalan menuju perubahan” untuk perorangan, atau kelompok, sebagai lokus dari perubahan.

- Di sisi lain **perubahan sosial** adalah pergeseran praktik dalam masyarakat, yang sering kali disertai dengan perubahan norma dan perbaikan nilai-nilai, sehingga perilaku yang dipraktikan tertanam dalam masyarakat tersebut seiring berjalannya waktu.

Seiring berjalannya waktu, perubahan perilaku individu dapat menyebabkan perubahan sosial, tergantung pada tingkat pengadopsian perilaku baru tersebut (dapat dilihat pada difusi kurva inovasi) dimana pengikut awal (early majority adopters) dari suatu perilaku akan menyebar ke pengikut akhir (late majority), dan mengarah kepada pengadopsian secara menyeluruh, dimana yang tertinggal adalah kelompok kolot/ tradisional yang lambat dalam proses pengadopsian, yang hanya mewakili sebagian kecil dari kelompok masyarakat. Ketika perilaku baru sepenuhnya telah diterima dan diadopsi oleh masyarakat, dan tetap terjaga seiring dengan berjalannya waktu dan menjadi norma sosial, ketika itulah perubahan sosial telah terjadi.
1.0 BACKGROUND

The Indonesian Sustainable Ecosystems Advanced (SEA) Project is a five-year project that supports the Government of Indonesia (GOI) to improve the governance of fisheries and marine resources and to conserve biological diversity at local, district, provincial, and national levels. By using an ecosystem-based approach to management (EBM) and engaging key stakeholders, SEA will 1) enhance the conservation and sustainable use of marine resources by reforming fisheries management and promoting marine protected areas to enhance fisheries productivity, food and nutrition security, and sustainable livelihoods within the target area; and 2) strengthen the leadership role and capacity of the Ministry of Marine Affairs and Fisheries (MMAF) and local governments to promote conservation and sustainable fishing.

SEA is implemented by Tetra Tech and a consortium of partners that includes the Wildlife Conservation Society (WCS), Coral Triangle Center (CTC), and World Wildlife Fund-Indonesia (WWF) (Table 1) and will run from March 2016 through March 2021.

The USAID SEA Project is predicated on an ecosystem approach to fisheries and marine resources management, which implies that it will integrate across sectors and assist in the development of plans and implementation actions that address biophysical, governance and socio-economic concerns. To accomplish this vision of ecosystem approach and integration, it will need to formulate a consistent level of baseline information for project areas so that actions and longer-term plans will truly address the underlying issues and threats to the geographic areas of focus. Such an approach will also provide a model for other areas in Indonesia and a systematic means of scaling up coastal and marine resource management by local districts, provinces and the national government.

The USAID SEA Project will implement activities in the three provinces - West Papua, North Maluku, and Maluku Provinces - that lie within Indonesia’s Fishery Management Area 715. This zone was chosen to be the site of the SEA Project because of the area’s high marine biodiversity, status as a national priority area for fisheries, the presence of small island provinces/districts, high rates of extreme poverty and high vulnerability to climate change. The project will also operate at a national scale to support specific activities of the Ministry of Marine Affairs and Fisheries.

The objectives of the USAID SEA Project are to:

- Support enhanced conservation and sustainable use of marine resources by reforming fisheries management and promoting marine protected areas to enhance fisheries productivity, food security, and sustainable livelihoods within the target areas
- Support the strengthening of the leadership role and capacity of the MMAF and local governments to promote conservation and sustainable fishing

Overall, at the end of five years, USAID assistance through SEA Project will have improved the conservation and management of Indonesia’s marine biodiversity through increased capacity and the practical application of marine conservation and sustainable fisheries management. In pursuit of this goal, SEA supports USAID’s Biodiversity Conservation earmark, the Feed the Future (FTF) initiative, and the Executive Order and National Strategy on Combatting Wildlife Trafficking.
The USAID SEA Project is being implemented through five strategic approaches (SA’s), and their associated technical approaches (TA’s) and tasks, along with management components and cross-cutting tasks. These are:

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<th>Strategic Approaches (SA’s) &amp; Technical Approaches (TA’s)</th>
<th>Tasks</th>
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| SA 1. Create demand through awareness raising and advocacy. | Task 1. Change behaviors to increase demand for conservation and management.  
Task 2. Facilitate and support building coalitions and champions. |
| SA 2. Improve ecosystem management of FMA-715 and MPAs.  
TA 1. Ecosystem approach to fisheries management (EAFM)  
TA 2. Marine protected area (MPA) management  
TA 3. Inputs to marine spatial planning (MSP)  
Relevant for TAs 1, 2, 3, and 4  
Task 4. Provide assistance to MMAF and key stakeholders on the development and implementation of an action plan to improve the national fisheries statistics and stock assessment system. Relevant for TA 1 only.  
Task 5. Develop financing mechanisms to sustain efforts. Relevant for TAs 1, 2, and 3. |
| 3. Increase incentives for marine stewardship.  
(This will compliment SEA SA 2 and SEA SA 4.) | Task 7. Engage partners and leverage resources to achieve conservation, management, and market reform objectives.  
Task 8. Increase the ancillary benefits available to stakeholders to enhance their participation and commitment to stewardship within the target area. |
| 4. Advance the development of marine and fisheries policies and regulations. | Task 6. Facilitate dialogue on further policy and regulatory needs for the marine and fisheries sector. |
| 5. Institutionalize training and capacity building for fisheries management and marine conservation. | Task 10. Design and implement training on conservation, MPAs, and fisheries management, and strengthen the capacity of marine extension programs.  
Task 13. Build the capacity of stakeholders to assess performance and become a “learning community.” |
| Management components and cross-cutting tasks | Task 9. Develop and implement Feed the Future (FTF) intervention and mechanism to improve fisheries productivity.  
Task 11. Augment Project results through the use of Science, Technology, and Innovation.  
Task 12. Undertake baseline assessments to develop a contextual understanding of the target area.  
Task 14: Coordinate and communicate with other USAID programs, GOI programs, and other donor programs. |

Table 1: SEA Project Strategic Approaches, Technical Approaches & Tasks
The high-level results that must be achieved by the completion of the project are as follows:

1. At least six million hectares in the target FMA or sub-FMA under improved fisheries management as a result of USG assistance, measured through the MMAF EAFM and MPA Effectiveness Index scores or other approved national or international standards, disaggregated by national, provincial, and district jurisdiction, and by whether within or outside MPAs
2. At least six policies, laws, regulations, and/or operational protocols in support of marine conservation and sustainable fisheries management created, strengthened, promulgated, and/or enforced at all levels
3. Key drivers and highest-rated pressures to marine biodiversity show a declining trend in the target areas

2.0 INTRODUCTION TO STRATEGIC APPROACH #1

Strategic Approach (SA) 1 of the SEA work plan is to ‘Create demand through awareness raising and advocacy’. Under this SA there is recognition that whilst conservation and sustainable fisheries management are in the best interest of almost everyone across the target areas and Indonesia, demand for effective and sustainable management of marine resources varies greatly. Stakeholders including fishers, community leaders, and government agents often do not fully appreciate the economic and social value being lost due to unsustainable resource management, including damage to long-term livelihoods and food security. Therefore the objective of this SA is to ‘Improve the knowledge, skills, attitudes, and behaviors of key stakeholders, including women, the public at-large, and government officials to effectively support biodiversity conservation and the sustainable use of marine resources’.

Within this SA, Task 1 is to “Change behaviors to increase demand for conservation and management”. This task aims to change behaviors so that stakeholders embrace, endorse, support, implement and comply with the various marine and coastal management approaches and fisheries interventions that will be promoted through the SEA initiative. The SEA team plan to implement a public education and outreach approach to improve the understanding and buy-in to the benefits from conservation and the sustainable use of fisheries, to catalyze this learning and change. Task 1 will also provide the foundation for the implementation of activities under all other tasks.

Task 2 with this SA is to “Facilitate and support building coalitions and champions”. In behavior change related outreach efforts, coalitions in support of the effort, and ‘champions of the change’ from within the target audience demographic, are essential elements of success. These coalitions and champions lead the way, inspire, reassure and motivate change within the wider constituency.

This document provides framework considerations for SEA project staff and sub-contractors in achieving strategic approach (SA) #1. This SA provides critical enabling conditions to achieve wider elements of the SEA plan, through strategic approaches 2 to 5.
In this document preliminary guidance is provided regarding:

- understanding the difference between ‘awareness raising’ and ‘behavior change’,
- the key stages of behavior change,
- what baseline data is important to support the outreach work, and recommended methods for acquisition,
- mechanisms for identifying and segmenting target audiences,
- processes for clearing the path for change,
- the development of clear action-oriented messaging,
- an introduction to the ‘marketing mix’ for outreach, and
- mechanisms by which individual-centric behavior change may manifest into wider social change.

3.0 DISENTANGLING AWARENESS RAISING AND BEHAVIOR CHANGE

As a foundational element of the SEA initiative, the work under SA 1 will require well researched, targeted and effective communications outreach at a range of levels. Given the need to proactively create changes in the behavior of a range of stakeholders, it is important to recognize the steps involved, and differences in, communications for ‘awareness raising’ and communications for ‘behavior change’.

Traditional awareness raising communications approaches and materials confront most people in modern society in their daily lives in some form or another. Awareness raising materials and advocacy approaches are developed to create more understanding on the issue concerned, generate interest in the topic, and raise the level of knowledge of the audience targeted.

Collaterals and media used in these efforts can be varied, including the production and dissemination of materials (through social media, posters, flyers, leaflets, noticeboards etc), informational articles in media (newspapers, television etc), through to the running of events aimed at generating interest and enthusiasm in a topic (music concerts, theater performances etc) to name but a few.

Today, social media plays arguably the largest role in the dissemination of awareness raising briefs in modern societies. Examples of very simple awareness raising posts around a range of topics are shown in figure 1.
Oftentimes such materials are short, snappy and informative, without necessarily providing detailed information. They introduce the audience to the problem in the simplest, quickest way and can be foundational to awareness raising approaches.

However, they oftentimes can present limited information to truly understand an issue, and do not necessarily impart any information with regards to what the audience member can personally ‘do’ about the situation. A level beyond only awareness raising on a topic introduces audiences to actions or behaviors they can personally undertake in order to contribute towards change. Examples of such approaches can be seen in figure 2. Here examples are given that are promoting the boycotting of particular products (figures a and c), to providing direct information, tips, guidance to audiences on how they may proactively become a part of the solution to a particular problem (figure b).
Figure 2: Examples of awareness materials with direct tips / boycott actions being promoted. Clockwise: (a) Palm Oil campaign poster for boycotting Krispy Kremes [RAN]; (b) Pure Organic Store informational poster; (c) Poster from Palm Oil Investigation campaign.

These above examples are slightly more advanced awareness raising approaches to the examples shown in the previous figure 1 as they more proactively try to guide the audience into a particular action or behavior. However, they remain heavily ‘knowledge’ based – imparting information they hope will change the audiences understanding on a topic – with the logical assumption that, armed with such knowledge, their audience will choose to adopt the action or new behavior.

However, as all behavior change specialists know, simply having knowledge on a particular topic does not necessarily lead to changes in behavior. Anti-smoking campaigns are an excellent example of this. Even though the negative effects of smoking have been widely disseminated through awareness raising campaigns over several decades (as shown in figure 3) and even though it is anticipated that nearly all smokers are aware of the negative impacts smoking is having on them, a large number of the audience continue to smoke despite these considerable awareness raising efforts.

This exemplifies well the fact that people ‘knowing and understanding’ an issue are not inherently motivated to change their behaviors accordingly, and changing an individuals’ behavior often requires attitudinal and emotional level engagement and adjustment, as well as varying levels of support and endorsement (whether through ‘clearing the path’ as outlined in the below section 7 or through peer endorsement or pressure for change) to enable knowledge to turn into action.
Therefore the distinction between ‘awareness raising’ efforts and ‘behavior change’ efforts may be summarized thus:

- **Awareness raising** – intends to inform and provide knowledge on a topic to increase peoples’ awareness around an issue. It is an essential element of behavior change effort, but cannot – alone – be assumed to lead to proactive changes in target audiences behaviors.
- **Behavior change** – is the proactive tailoring and presentation of information and the undertaking of associated actions in order to purposefully advance changes in target audiences’ behaviors.
4.0 THE KEY STAGES OF BEHAVIOR CHANGE

Studies have shown that human societies and individuals within societies tend to follow a five step process in changing behaviors. These are shown in figure 4.¹

Step 1: Pre-contemplation - exists when an individual, (a) has no intention of adjusting his or her behavior, (b) may be unaware that any problem exists, or (c) may be aware a problem exists but has not made the connection that their own behavioral actions have any role to play in that problem.

Step 2: Contemplation - is when a person becomes aware that there is a problem, and aware of their own behavioral role in that problem, but has not made any commitment to change their behavior. Traditional awareness raising efforts are vital for supporting individuals to transition from Step 1 (pre-contemplation) to Step 2 (contemplation).

Step 3: Preparation – is when an individual recognizes change is needed and becomes intent upon adjusting their own behavior. At this time it is only intent, and not yet action, but the attitudinal shift of desiring the new behavior has occurred and now has to become actioned. Transitioning individuals between step 2 (contemplation) to this step 3 (preparation) and on to step 4 (action) is the key task, and challenge, of any behavior change outreach effort.

Step 4: Action – is when the new behavior is successfully implemented, i.e. the individual has adjusted or altered their existing behavior to adopt the new behavior. This step indicates preliminary success of the behavior change outreach effort. However, it is also the stage at which potential relapse has the most likelihood of occurring (i.e. where individuals struggle to maintain the new behavior and relapse into old, familiar behaviors).

Step 5: Maintenance – is when the new action is successfully sustained over time, and the new behavior replaces the old behavior.

Target audience(s) of any behavior change outreach effort may include individuals already at different stages across this behavior change spectrum. Being aware of where different segments of the target audience(s) are ‘at’ within this five-step model will be important for tailoring communication materials and activities in order to support the step-wise process of transition to change. Additionally, identifying influential individuals who are already at Step 2 (contemplation) or Step 3 (preparation) at the start of the outreach efforts, is useful for early identification and mobilization of possible ‘champions’ for change (SA1, Task 2).

5.0 GATHERING BASELINE DATA

Baseline data is critical to inform and guide the development of any outreach and behavior change effort. This section explores what key elements of behavior are necessary to explore in the development of such an outreach plan; what common research methods are used to gather the baseline data; and the importance of documenting and analyzing the acquired data appropriately to build an effective outreach plan.

5.1. Key elements of behavior to explore

In order to develop an effective outreach and communication plan to create demand for change and promote behavioral change in target stakeholders, information needs to be gathered on the following key topics:

(i) Causal factors of existing behaviors – in order to promote new behaviors it is important to understand what factors and circumstances currently exist in people's lives that are leading to the existing non-sustainable or undesired behaviors. For example, if community members are participating in destructive fishing methods (such as mini purse seine, *muro-ami* etc.) it is important to explore the reasons behind them fishing this way. This is important for two key reasons:

i. To change existing behaviors it is important to understand the source cause of those behaviors in the first place. Exploring such issues can be similar in approach to exploring other causal factors in general conservation planning, as exemplified through the use of results chains, conservation action planning processes, and open standards.

However, unlike many of the other common elements of conservation planning, researching this topic requires strong social science skills, consideration of anthropological and sociological data, and a keen understanding of the audiences cultural, socio-economic and
behavioral circumstances. Here, qualitative observational, interview and focus group derived data can be as powerful (or more so) than commonly sourced quantitative data. (See more on this topic in section 5.2).

Only by understanding the source causes of behaviors is it possible to target messaging and activities to address those causes and thereby support the adjustment of the behaviors themselves.

ii. The second important reason for understanding the causal factors of existing behaviors is to ensure that messaging and change is targeted towards the correct audience. Using the above case of destructive fishing methods, research may show, for example, that decision over fishing methods does not rest with the fishers themselves, but rather with the fishing boat owners (who oftentimes may own several vessels and have decision making authority over target catch and gears used). Therefore in such circumstances the fishers themselves may have little say, influence or decision making with regards to what gears they use (particularly if they are indebted to the boat owners as can often be the case in coastal communities in Indonesia through retenir\(^2\) arrangements). Thus behavior change related activities and creation of demand may be more appropriately targeted towards the boat owners rather than the fishers (or the demand generated within the fishers and directed towards the boat owners) in order to achieve change.

Therefore it can be seen that understanding causal factors also enables outreach teams to better understand the target audience for creation of demand and ultimately changing of behavior (see more on this in section 6). Such understanding will be critical for the success of SA 1 of the SEA program.

(j) **Levels of knowledge around the issue(s)** – whether the outreach is aiming to achieve the successful establishment of an MPA, or at the successful adoption of fisheries interventions or adjustments of gears and the like as part of an EAFM approach, it will be essential to gather data on the target audiences existing level of knowledge and understanding around that particular issue. This will help to identify where on the behavior change spectrum the audience(s) are currently situated. Therefore exploring and document the extent of the audiences' knowledge, understanding, comprehension, recognition and conception of the topic is an important preliminary step in data gathering.

(k) **Attitude(s) towards the issue(s)** – separate to grasping the level of knowledge around a particular issue, it is also essential to understand the existing attitudes around that particular issue in the target audience. Therefore undertaking attitudinal assessments to understand how people think, feel and reason about the issue is required, as well as comprehending their existing perceptions, opinions, positions, postures or views on the issue.

\(^2\) Retenir refers to “hold back” arrangements, whereby salaries or incomes of fishers are withheld by the loan agents as payback of loans with interest. Such arrangements can often lead to spiraling indebtedness.
(l) **Attitude(s) towards change** – in addition to understanding peoples’ attitudes towards the issue(s) concerned, it is important to assess people’s general levels of willingness to change. Levels of willingness to adopt new practices or behaviors can vary greatly between different individuals and groups of individuals, ranging from ‘early adopters’ to ‘laggards’ (as described further in section 11). Gauging your audiences ranging levels of openness to change is important. Some individuals (groups or communities) may, for example, be inherently or culturally more resistant to change in all its forms, and having some level of understanding on other changes that those individuals (groups or communities) have readily either adopted or resisted in recent years will provide insight into the levels of resistance that may be encountered in any outreach change endeavor.

Through such assessment it is also possible to start to identify individuals that may have a leaning towards early adoption to change (i.e. are more readily open to change concepts, are more eager to explore change processes that they consider will benefit them, or are already at the stage of contemplation [step2] or preparation [step 3]). This will be important in your outreach approach, as successfully inducing such individuals with early adopter openness towards the desired change can create momentum and set in motion a broader effect for change within the wider community.

Exploring these issues whilst concurrently exploring the levels of influence such individuals or groups of individuals have within their wider community context can also pave the way for identifying primary and secondary audiences for change, as well as possible ‘champions’ for change (as discussed further in section 6).

(m) **Existing and potential obstacles that could hinder change** – it is also important to understand what existing and potential obstacles to change the outreach approach may encounter once underway. For example, if a change to fishing gear is envisaged as part of an EAFM approach, do people have access to the alternate gear that is being promoted? If not, this will be an obstacle to change. Another example may be if the outreach is promoting compliance with a fishery replenishment or no-take zone, where activities previously conducted (such as extractive fisheries) will no longer be permitted. Do the individuals previously undertaking activities in this area have somewhere else they can easily access to continue their livelihoods? And if not, what alternative might be made available to them?

These are all examples of the kind of obstacles a behavior change approach may encounter, whereby the willingness to change behavior could be successful, but the practical ability to make the change may be hindered.

In terms of baseline information needed, therefore, it is important to try and gauge what these obstacles might be before launching any outreach approach, so that the outreach initiatives may concurrently take place alongside obstacle removal, enabling a clear path to change. This is discussed further in section 7).
(n) **Avenues and access to information** – understanding what avenues are available to the audiences to easily access information will be important when considering best-fit mechanisms to present information, strategically position materials, collaterals and events promoting the change desired. Such information may include (for example) audiences access and preferences to various media types (newspapers, television, radio, social media etc.) and associated levels of ownership of technologies related to accessibility (i.e. cellphones, computers, TVs, radios etc.). In addition to this, understanding where and how information is most readily routinely disseminated within any given stakeholder group will be important for later consideration of message positioning. For example, are community noticeboards routinely used, or flyers, posters etc, and where are these most commonly accessed in the society concerned (i.e. warungs, mosques, churches, community centers etc.).

(o) **Opportunities to promote discourse, peer-endorsement and recognition** – encouraging demand for change and promoting changes to behavior, is achieved at an individual level (requiring individuals to come on board to a new idea, approach etc.). However, decision making to make any switch to a new behavior or approach is rarely done in isolation, and in human societies it is widely recognized that part of the change process requires individuals to discourse about a topic, debate, discuss, and get a sense of the opinions of those around a person (peers and influencers). These are generally people who are respected and / or relied upon in some way (emotionally, practically or economically).

Therefore creating demand and promoting behavioral changes by necessity requires the concurrent promotion of open discourse and debate, and the encouraging of peer-endorsement, support and positive reinforcement and recognition for those choosing to make a switch. Additionally, it is important to recognize that discoursing with ease is generally undertaken in informal settings, led by the individuals concerned, as opposed to formal gatherings facilitated by protagonists representing one view or another.

To that end, when gathering baseline data, it is useful to understand the circumstances of the target audience(s) in terms of the locations and situations where individuals most commonly engage in discourse (banter, gossip), and the identification of members of society who most frequently play an influencing factor on others.

(p) **Opportunities for culturally relevant embedding of messaging** – here is it important to also consider what kinds of events and activities are commonly undertaken in any given community that achieve strong participation (this could be anything from community festivals, music events, religious gatherings, notable cultural events etc.). Understanding what events are already scheduled within any given community or stakeholder group confers opportunity to explore message linkages with existing social activities and plans. Understanding what kind of activities and events secure strong participation also confers opportunity to create additional event opportunities, promoting messaging in such a way as to utilize these preferred social avenues and embed messaging in existing social norms. Capitalizing on such opportunities is discussed further in section 9.
5.2. Common research methods

Common research methods used to gather data on the above topics can be categorized as either qualitative or quantitative.

(a) Qualitative research methods — these are commonly used in exploratory social research. They are useful for gaining an understanding of underlying reasons and motivations towards an issue. Qualitative methods are also used to discover trends in thought and opinions, and dive deeper into understanding attitudes, perceptions and behaviors of a target audience.

These methods can also provide insights into the status of the target audience such that hypotheses for potential quantitative research can be developed, in order to gather more robust numerical data that confers statistical analysis potential.

Qualitative research methods may include the following:

- Community meetings:
  This is a common mechanism used to enable preliminary access to, and observations to be undertaken within, a target community. Whilst such meetings are generally too large to extract nuanced qualitative data, they provide useful starting points. Community meetings can provide insights into the dynamics and social constructs of the community in question, including, but not limited to, (a) who are considered to be representatives of the community, (b) who are the vocal protagonists (or resisters) in a community, (c) what kind of gender and youth representation is generally considered the norm in such meetings, (d) how do the elected or selected community leaders engage with wider members of the community (i.e. in a top-down or bottom-up fashion), (e) what discussions appear to resonate with people, and which ones appear to divide people. Such information can be useful when designing more tailored qualitative approaches, such as focus group discussions or interviews.

- Focus group discussions (FGDs):
  This is a rapid appraisal technique that can provide a wealth of qualitative information. Usually conducted with small groups of between 7 and 11 people, an FGD is generally guided by a facilitator, who raises the issues to discuss and gently keeps the conversation on track around the focus topic. The facilitator generally uses a guidance sheet of questions to work from, but does not share these, and instead uses them to simply initiate conversation and solicit views, ideas and other information. FGDs typically last one to two hours. More information on best-practice approaches to undertaking FGDs is available at: USAID FGD guidance.

- Participatory observation:
  This is a process through which researchers learn about the activities and behaviors of the target audience(s) in a natural setting, though observing and participating in those activities
and behaviors. It may be conducted overtly (i.e. target audiences are fully aware of the researchers status and aims of the research being undertaken), which is an approach enabling maximal transparency. However, this can have the potential effect of influencing people to modify their activities and behaviors outside of the norm in order to satisfy or meet the assumed desires of the participant researcher. It may also be conducted non-overtly, whereby researchers simply engage in participation and make observations without fully revealing their research aims. This can lead to more genuine observational documentation (as is commonly used in anthropological and sociological studies) but may have the negative impact of appearing non-transparent at a later date, when motivations for the research emerge. Either approach involves "active looking, informal interviewing, writing detailed field notes, and perhaps most importantly, patience".

- **Unstructured interviews:**
  These are undertaken on a one-on-one basis, and provide an informal technique to gather more information and insights from key individuals identified through the previous mechanisms. Unstructured interviews allow for considerable flexibility in the discussion, and enable easy-flow discourse, with the interviewee free to talk around a topic, and with little influence from the interviewer in terms of targeted questioning. This can be useful to better understand the interests and concerns of the target audience 'in their own words' that emerge through the discussion. This is useful for revealing perspectives of target audience members that are not confined to addressing questions only related to the topic of interest to the researcher, and can enable a deeper, more nuanced understanding of the audiences’ way of thinking, attitudinal stances, and behavioral frameworks of both adoption and resistance to change scenarios.

- **Semi-structured interviews:**
  Here the one-on-one interviews are conducted in a more structured fashion. The interviewer generally works to a guide sheet of questions, but is not limited to those questions, or limited to asking those questions linearly. Rather the interviewer should aim to create a relaxed and easy-dialogue situation, within which the question topics are raised as-and-when appropriate within the flow of the conversation. This is a useful technique for gathering topic-targeted information from key individuals from within the target audience.

For all qualitative data gathering methods, effective documentation of results is critical for later examination and interpretation. Therefore practitioners conducting any of the above techniques need to be pre-prepared to effectively document and collate the resulting information. This may be through the form of recording or note-taking. For note-taking it is often useful to have a separate person dedicated to this task in addition to the facilitator / interview, in order to ensure conversation flow is not unduly interrupted by efforts to capture the information.

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(b) **Quantitative research methods** – these techniques can be used to gather more concrete, usually numerical data, to both support the research being undertaken, and provide tangible metrics that can be used to measure change (as part of the monitoring, evaluation and learning component of the project). Quantitative methods generally provide data that can be used to quantify variables, explore trends, and enable statistical analysis.

Commonly used quantitative research methods include the following:

- **Surveys / questionnaires:**
  Questionnaire based surveys are one of the most commonly used quantitative research tools in social science. They provide a practical mechanism to gather large amounts of information from a large number of people in relatively short period of time, and in a cost-effective manner. A well designed and clear survey can be carried out by relatively junior researchers or enumerators who do not need to be expert social scientists, but rather need to simply follow the clear instructions provided in the survey. Results can usually be relatively quickly and easily quantified, codified (where relevant) and analyzed, often with support of a relevant software package. The analytical potential conferred by such surveys may be considered more scientifically robust and objective than other forms of research, and can be used to assess trends and provide data for future temporal analysis to measure change.

  However, the efficacy of any survey relies on its effective design and implementation. Guidelines for survey design considerations can be found at [Harvard Survey Design Tip Sheet](#). Poorly designed surveys risk inaccurate data gathering where questions may be misinterpreted, or are ‘leading’ (i.e. survey participants sense the response desired by the surveyor and provide this response accordingly, irrelevant of whether it represents his / her opinion). This risk is accentuated where questions are eliciting responses as to whether something is ‘good’ or ‘bad’ (i.e. the questions are already laden with judgement from the perspective of the researcher). Also survey questions may be limited within the precepts of the researchers’ own considerations of relevant information, whereas relevant information may be beyond the confines envisaged and will not be captured in the survey. Additionally, survey-based approaches alone are generally not adequate to acquire behavioral or attitudinal data.

  Therefore survey-based approaches to acquire data for outreach and behavior change activities should always be supported and enriched by the qualitative techniques outlined in the previous section.

- **Structured interviews:**
  Unlike semi-structured interviews (described in the previous section), structured interviews lead the interviewee through a series of questions to elicit responses. These questions may be survey-like, to gather numerically quantifiable feedback (i.e. ‘yes / no’ answers, or numbers etc.). Beyond this, however, structured interview questions may be tailored to the person being interviewed. For example, if an individual within a community construct has
been identified as a potential champion, or conversely a potentially influential resister, questions may be designed accordingly to better understand that particular individuals perceptions and gather targeted measurable responses.

- **Systematic observations / checklists:**
  The modus-operandi utilized in this quantitative research technique is similar to the participatory observation approach described under the qualitative technique section. However, in this technique the researcher is equipped with a checklist and is proactively observing particular behaviors or activities and quantifiably recording the observations. This technique may be used, for example, to gather data on the number of individuals observed to be participating in a particular behavior within a given time frame. Replicated sufficiently this can provide baseline data for measurable temporal comparison at a later date, whereby the same behavior is observed within the same time periods to assess change.

### 5.3. Analysis and extraction of information

Timely analysis, interpretation and extraction of pertinent information from the qualitative and quantitative research activities conducted, is essential for effective outreach planning. The results should inform and guide the design of the outreach approach, target the relevant audience(s) identified (see section 6), ensure clear messaging (see section 8), clear the path to change (see section 7) and support the effective implementation of the 4 P’s of marketing (see section 9).

### 6.0 IDENTIFYING THE TARGET AUDIENCES FOR CHANGE

Identifying the target audiences for change should be undertaken through, and concurrently with, the research activities described in the previous section. Early identification of audiences through understanding causal factors and reviewing preliminary baseline data, enables more targeted research efforts (FGDs, interviews etc.) with those particular audiences. This further supports the design and development of effective targeted and tailored outreach efforts.

Audiences may be defined as:

- **Primary targets** – these are the individuals or groups of individuals whose behavior is aimed to change through the outreach process. They may also be the decision makers relevant to the projects goals.

Understanding which individuals or groups are currently undertaking the behavior in question, and the causal factors leading to that behavior, helps identify who these primary targets are.
• **Secondary targets** – these are individuals, groups of individuals or institutions that may have influence over the primary targets. Secondary targets may include, for example: local religious authorities, spiritual leaders, financial institutions, or active / influential / respected community members who are not directly connected to the behavior in question. Secondary targets are generally those that have the capacity to influence large numbers of people, and / or are in a position to influence change.

An audience analysis matrix provides a useful tool to identify secondary target audiences, as well as understand best-fit outreach mechanisms to direct change. This tool helps to categorize the individuals or groups of individuals that may have either positive or negative influential power over the primary targets, and helps map out methods to garner momentum amongst the different sectors to achieve overall change (see figure 5).

<table>
<thead>
<tr>
<th>HIGH OPINION/ LOW POWER</th>
<th>HIGH OPINION/ HIGH POWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>These individuals or groups have positive opinions with regards to the issue at hand, yet do not have any significant power or authority to do anything about it.</td>
<td>These individuals or groups have the power and authority to influence and drive the desired behavior change, and in addition already have a positive opinion on the issue at hand.</td>
</tr>
<tr>
<td><strong>Exploring mechanisms to empower these individuals or groups to have higher power and influence may be advantageous to achieving the behavior change goals.</strong></td>
<td>People in this category are vital to the success of the outreach effort. Garnering and channeling their support will be an important part of the behavior change process. Individuals identified in this category may also become the ‘champions’ for change required under Task 2 of SA1.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>LOW OPINION/ LOW POWER</th>
<th>LOW OPINION/ HIGH POWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>These individuals or groups do not have the power or authority to influence change, and have negative opinions or no interest with regards to the issue at hand.</td>
<td>These individuals or groups have a negative opinion with regards to the issue at hand, and could be highly negatively influential, potentially hindering the implementation and success of any behavior change efforts.</td>
</tr>
<tr>
<td><strong>Whilst these individuals or groups may not be supportive of change, their limited influence should not pose a threat to the overall change paradigm being promoted.</strong></td>
<td>Therefore any outreach approach needs to aim to shift this groups opinion on the issue, from negative or no interest, to positive or high interest, thus supporting the aims of the behavior change efforts.</td>
</tr>
</tbody>
</table>

**Figure 5: Matrix of Target Audiences**

### 6.1. Audience Segmentation

For the purposes of effective message design and marketing in outreach efforts, the target audiences, once identified, should then be further segmented where possible by criterion relevant for marketing purposes. This may be, for example, by demographics (i.e. gender and age groups), communication access portals (i.e. different avenues of accessibility to materials / media use) or other categories as relevant. This will be important when exploring the 4 Ps of marketing (as described further in section 9). The more detailed the segmentation, the more tailored the resultant messaging and marketing efforts can be.
7.0 CLEARING THE PATH TO CHANGE

In any behavior change related outreach planning it is important to assess, plan for, and deal with, any practical obstacles to change that might be encountered during implementation. This is known as ‘Clearing the Path to Change’. It refers to situations where knowledge and attitudinal adjustments may be successful, and the target audience may be willing and ready to change, but practical circumstances hinder that change.

An example to illustrate this issue is a behavior change campaign that aims to get shoppers to buy organically produced vegetables rather than those produced using pesticides and other chemicals. For illustrative purposes, the behavior change efforts are successful, and the audience is ready to make the switch. However, none of the stores in the proximity of the shoppers stock organic produce. In such a situation, no matter the success of the behavior change approach and the subsequent behavioral desires of the audience targeted, the end result cannot be realized. In this case, ensuring the stores stock the organic produce would be ‘Clearing the Path to Change’.

In the USAID SEA Project it will be important to identify at the outset the potential practical obstacles to change that might be encountered. For example, if a change in fishing gear usage is desired in order to achieve EAFM principles at a given site, it will be important to ensure the alternate gear being proposed is readily available, affordable and accessible to the target audience. Otherwise, no matter the desire for change, the practical obstacle of acquiring the new gear will hinder success.

‘Clearing the Path to Change’ means ensuring that path ahead – from present day behavior to the desired behavior envisaged – is clear and free of obstacles. These obstacles to success may be many and varied, and understanding these obstacles is an important element of the baseline research that needs to be conducted (as outlined previously in section 5). Removing or reducing these obstacles needs to then become a part of, or work in parallel with, the outreach approach being implemented.

8.0 CREATING CLEAR ACTION-ORIENTED MESSAGING

Messaging for change needs to be clear, and needs to be action oriented. Messaging can be in the form of positive messaging (the carrot) or negative messaging (the stick), or a combination of both.

Positive messaging promotes a proactive engagement with and adoption of a new behavior, whereas negative messaging is intended to create an aversion to an existing behavior. For an overly simplistic example, putting up posters at a commonly used access point to an MPA, that outline the regulations of the MPA and possible penalties and fines people will be faced with if they do not comply with those regulations, may be considered negative messaging. Whereas a poster outlining the benefits that people will gain by not fishing in the MPA may be considered positive messaging.
Experience from the marketing industry has shown that positive messaging (i.e. “Do This”) is generally more successful than negative messaging (i.e. “Don’t Do That”); though a combination of the two may sometimes be effective depending on the circumstances.

Either way, the messaging needs to be action oriented, providing the audiences with the information, inspiration, and motivation they need to effectively transition through the five-step process of behavior change.

### 9.0 THE 4 P’s OF MARKETING

The 4 P’s of marketing is a process that helps identify the best-fit approaches to the effective delivery of the behavior change message.

In standard business practice, the 4P’s of marketing provide a model for the way in which a company takes a new product or service to market, and is part of what is known as a ‘marketing mix’. It helps a company strategically plan their marketing to ensure their product is appropriately promoted, to the right audience, at the right time, in the right way, as to maximize their sales potential.⁵

In outreach initiatives focused on behavior change, this 4P approach is highly transferable, as the same issues need to be carefully and strategically considered in order to maximize the potential adoption and uptake of any new behavior.

The 4P’s stand for:
- Product (or Service)
- Place
- Promotion
- Price

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(a) Product (or Service)

In a business sense, the first thing any company always needs to have is a ‘product’. What is it that you are selling, what is it that you want people to buy?

In an outreach program focused on behavior change, the ‘product’ is the behavior change message that you want to see adopted, and the outcome that you aim to see achieved through the behavior change process. A simplistic example might be if your aim is a change of fishing gear from regular crab traps to traps with escape vents built into them for undersized crabs, then your ‘product’ is the messaging for the adoption of the vented crab traps, with the aimed-for outcome being the adoption of the new traps.

In development of the product (message), considerations should include:

(q) Attractiveness to your target audience: The product (message) needs to be presented in such a way as to appeal to, and be noticed by, the target audience(s). To that end the baseline research gathered (described previously) should be utilized to tailor the message to the angles and nuances that might appeal to your audience (culturally, emotionally, relevant to their society, within the contexts of familiarity etc.).

(ii) Meeting a demand of your target audience: The product (message) needs to be tailored such that it articulates a behavior change process that will lead to an outcome that is desired by your audience. This will require the use of the research undertaken on the desires and attitudes of the audience(s) concerned. It should be acknowledged that such an approach may lead to messaging that is not weighted (for example) on the conservation and sustainable use outcomes of your desired behaviors, but rather on elements of the desired behaviors that will appeal most readily to your audiences demands.

For a simplistic example, messaging for protection of a no-take zone in an MPA due to its conservation values may have little appeal to your audience if this is not an issue of demand in the society. However, messaging with regards to the possibilities for increased incomes and livelihoods that result from such protection may more readily align with the values and demands already existent in the society in question. Awareness raising aspects of behavior change are critical with regards to the demand element of any change process. By undertaking a step-wise and well thought-through and researched campaign that firstly promotes a clear demand for change, and then promotes the avenues through which such change (now demanded) can be achieved, is likely to lead to the most successful results. Such an approach must use caution however, to ensure accuracy of information and avoid over-promise or creating unwarranted expectations simply to appeal to the audience in question (see more on this in section 10).

(b) Place

From a business perspective, ‘place’ refers to the distribution channel of the ‘product’. If a product is a widely sought after consumer product, then it needs to be available as far and wide as possible; whereas
if the product is for specialist consumers only, then it needs to be available only in targeted select stores.

From an outreach perspective, the distribution (placement / positioning) of the product (message) needs to be tailored to be maximally accessible to your target audience, or audience segment. Understanding best-fit placement will require drawing upon the baseline research undertaken, particularly research related to the means and mechanisms through which people are most readily exposed to, and receptive of, new ideas and information (see section 5.1, sub-sections f, g and h).

‘Place’ in this sense might include: locations where collaterals / materials are most visible; media through which people most readily access information; culturally-relevant events and activities; and any other mechanisms that have emerged through the research.

(c) Price

In business terms, ‘Price’ refers to the monetary cost of the ‘product’, and is tailored to ensure (a) the price is within the means of the target audience(s) to afford, and (b) it still confers sufficient profit margin to the company to be both viable and lucrative.

From an outreach perspective, the ‘price’ refers to the cost to the target audience of transitioning to a new behavior. This ‘cost’ needs to be such that it is both manageable and acceptable by the target audience, at the same time as ultimately achieves the behavior change shift envisaged.

Nearly all behavioral transitions come at some kind of cost. Common examples of ‘costs’ in marine and coastal projects promoting the adoption of MPAs, EAFM principles and the like may be the following:

- Monetarily, costs may be in the form of short-term reductions or loss of incomes, the cost of new gears, or more fuel required to travel to more distant locations to fish.
- Emotionally, costs may be in the form of changes to lifestyles that have been previously enjoyed, or losses of alliances or friendships between individuals experiencing behavioral transition at different times.
- Opportunistically, costs may involve the time taken to learn a new skill or behavior, or participate in research and events related to the outreach efforts.
- Culturally, costs may be in the form of shifts and changes to culturally accepted norms, ideas, concepts (and misconceptions) that may have persevered for generations.

Conversely the same behavioral transitions that bring these costs, also confer (or should confer) benefits, that may also be monetary, emotional, opportunistic or cultural.

In any outreach endeavor it is important to accept and recognize the ‘costs’ being experienced by the target audiences in the behavior change transition, and to explicitly counter those costs with the benefits that will be appreciated post-transition. All too often, outreach endeavors can be undermined by downplaying or ignoring the costs that the audience is feeling and experiencing. Such omissions can undermine the perceived validity of messaging and create mistrust of the ‘product’.

Finally, ‘costs’ need to be recognized in order to ameliorate them through support where appropriate, (for example, by providing subsidies on new gear purchases and the like). It should be borne in mind
however that a sense of ‘cost’ being experienced and overcome by an individual or group of individuals in the process of behavior change, can often be linked to a sense of ownership, responsibility and pride of achievement. Therefore, while creating a ‘zero-cost’ scenario for the target audience may appear to confer the easiest route by which to encourage change, experience shows that ‘manageable’ cost may actually be more effective for achieving more robust maintainable change.

(d) Promotion

Finally, the 4 P’s of the marketing mix includes ‘promotion’. In a business sense, this refers to the means by which the product is most effectively promoted to the target audience for them to want to buy it. Promotional efforts may include; product branding, advertising, and public relations.

From an outreach perspective similar promotional efforts need to be applied. For example, ‘branding’ of the messaging can be a means by which the audience can easily recognize, and be prompted to remember and recall, the message being presented.

Examples of strong brands from the business world illustrate this point effectively. As figure 7 shows, only partial glimpses of well-known brands can make the observer / audience recall and think of that product. “The brand is what remains after the marketing has swept through the room. It’s what sticks in your mind associated with a product, service, or organization.” (Heaton, 2011⁶)

![Figure 7: Only partial views of well-known brands are sufficient to elicit recognition from the viewer and turn thoughts to the product being promoted.](image)

Similarly, outreach materials, products and events can oftentimes benefit from a form of ‘branding’. This approach, (a) creates familiarity with the product (message), (b) reinforces the message through visual

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recognition and repetition, (c) enables a consistency of communication, such that different formats of messaging are intended to clearly lead to the same desired outcome, (d) provides access to the message ‘at-a-glance’ (for example, posters with the branding might be noticed by people passing by, but do not need to be read in detail each time in order to remind the viewer of message within it).

The advertising and public relations elements of promotion are, in business terms, the processes through which you best reach your audience; whether paying for inclusion in target media (advertising) or promoting the product through articles, events and the like (public relations). For outreach efforts, these promotional elements need to be considered relevant to your target audience, and are concerned with how you visually or actively disseminate the collaterals developed (as discussed in previous sections).

10.0 EXPECTATIONS AND PROMISES

All communications professionals understand the importance of considering the issues of ‘expectations and promises’ in outreach programs.

Outreach programs need to guard against creating undue or unrealistic expectations, and avoid making any ‘false promises’. To this end it is critical to ensure strong collaboration, cooperation and communication between outreach teams and technical teams involved in any initiative. Technical teams need to provide the input and guidance with regards to aspects such as (for example) realizable benefits of the behavior change activity, or expectations to encourage or avoid.

One of the most common causes of relapses from step 4 of the behavior change model (action) back to step 1 or 2 (pre-contemplation or contemplation) is the failure of the action to achieve the outcome (benefits) expected by, or falsely promised to, an audience. Therefore avoiding these issues is paramount to achieving sustainable, meaningful and maintainable changes to behavior.

11.0 UNDERSTANDING BEHAVIOR CHANGE AND SOCIAL CHANGE

Finally, with any activity focused on changing human behaviors, it is important to recognize the difference between ‘Behavior Change’ and ‘Social Change’.

- **Behavior change** is a research-based consultative communication process for enhancing knowledge, promoting appropriate attitudes and practices, providing the necessary enabling conditions and ‘paths for change’ to individuals, or collections of individuals, as the locus for change.
- **Social change** on the other hand is a shift in societies practices, often accompanied by shifts in norms\(^7\) and refinements of values\(^8\), such that the behavior practiced becomes embedded into matrix of that society over time.

Individual behavior change may lead to social change over time, depending on the level of adoption of the new behavior. This is a process captured effectively in Rodgers ‘Diffusion of Innovation’ curve\(^9\) (see figure 8). This shows the level at which adoption of new innovations (behaviors in this case) tend to follow a classic bell curve pattern, with a point of critical mass recognizable, where early majority adopters of a behavior start to pass into late majority, leading to overall majority innovation adoption, with only ‘laggards’ left as slow to adopt, representing a small proportion of the overall community. Where a new behavior is full embraced and adopted across a society, and maintained as such over sufficient time to become a social norm, it may be considered a social change.

![Figure 8: The Diffusion of Innovation Curve (Source: Rodgers, 2003)](image-url)

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\(^7\) ‘Norms’ are defined as collective representations of acceptable group conduct as well as individual perceptions of appropriate group conduct. Ref: Lapinski & Rimal (2005) An explication of social norms. Communication Theory, 15(2),127–147.

\(^8\) ‘Values’ here denote the degree of importance of some thing or action, that is socially determining what actions are best to do or what way is best to live (deontology), or to describe the significance of different actions (axiology). Ref: Atran & Ginges (2012) Religious and Sacred Imperatives in Human Conflict. Science. 336: 855–857.