

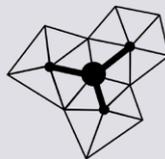
PARENTAL BEHAVIOUR IN THE EARLY YEARS **PHASE TWO**

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مؤسسة الملكة رانيا

QUEEN RANIA FOUNDATION



THE
**BEHAVIOUR
CHANGE**
COLLABORATIVE



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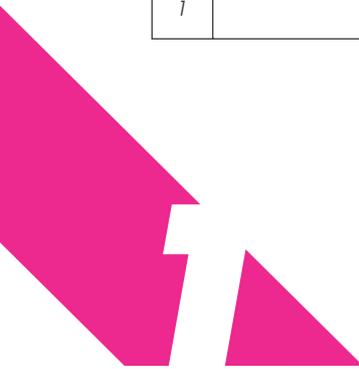
ACKNOWLEDGEMENTS

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EXECUTIVE SUMMARY

The objective of the project was to identify the language and messaging styles that resonate with parents who have specific needs and backgrounds throughout Jordan. This project involved five stages as shown below:

- Stage 1 Scope: including an inception, immersion, and design phase
- Stage 2 Qualitative developmental research: 24 90-minute interviews
- Stage 3 Message development: 11 communications including visuals, text/voice-overs, calls to action, and taglines were tested
- Stage 4 Qualitative testing research: eight two-hour focus groups and five in-depth interviews
- Stage 5 Report, message guide, recommendations, and webinar

Stage 1 identified increasing the proportion of parents who read to their children below the age of 6 in an age-appropriate and engaging way including talking, playing, and singing as the goal of the communication. The immersion phase, and subsequent discussions, identified that due to the lack of access to books the project would explore how to influence a set of age-appropriate reading and non-reading behaviours with and without books as detailed below.

Twenty behaviours were suggested from the Let's Read Campaign, National Literacy Trust, Reach Out and Read, Early Years Foundation Stage and Vroom, all of which identified different behaviours (with and without books) for parents of children of different ages. Six child age-cohorts were suggested due to the differences in age-appropriate parental behaviours required for children in each cohort. The need to develop relevant and effective communications for parents required different and age-appropriate messaging. While channels to reach parents of these child age-cohorts such as social media may not enable such precise targeting, the message content should be designed to do so. The rationale for six child age categories is that age-appropriate behaviours differ for each of these categories. The research identified that for parents to believe communications are relevant to them they should show the correct age-appropriate behaviour for parents of children in the age category being targeted¹. The age of the child and gender of parent most influence the type of behaviour and likelihood to act and therefore have most impact on communications requirements. While it is also important that parents from different socio-economic levels and nationalities, ages, locations and number and gender of children are reflected in the communications these were not selected as the basis for segmentation as different behaviours and messages are not required to influence parents in these different categories.

The developmental research confirmed that parents' communications needs differed according

¹ Note that while the research identified 12 segments with different communications needs, not all segments need to be targeted at all or in each phase of the campaign. For example, difficulties engaging parents of newborns via social media could be addressed through different channels such as hospitals with packs for new parents. Alternatively, QRF may decide to focus on mothers with older children as these segments are easier to reach and more likely to undertake the behaviours.



to their **gender, age of child and behavioural stage**. Twelve segments were identified based on age of child and gender of parents with the behavioural stage for each behaviour to be targeted via specific executions.

12 segments based on gender of parents and age of child

1	Mothers of children aged 0-1 month
2	Fathers of children aged 0-1 month
3	Mothers of children aged 2-3 months
4	Fathers of children aged 2-3 months
5	Mothers of children aged 4-11 months
6	Fathers of children aged 4-11 months
7	Mothers of children aged 12-18 months
8	Fathers of children aged 12-18 months
9	Mothers of children aged 19-42 months
10	Fathers of children aged 19-42 months
11	Mothers of children aged 43-71 months
12	Fathers of children aged 43-71 months

The developmental research identified parents as being in different stages of behaviour² as shown below.

- **Pre-contemplation** – not aware of the behaviour. Most parents are **not aware of the behaviours** they could do to help their children or do not see them as relevant, desirable, or appropriate given the age of their child.
- **Contemplation** – aware of behaviour but not doing it. **Lack awareness of the benefits of the behaviour but aware of the perceived costs, lack efficacy** (knowledge, skills, confidence, and beliefs) and may be **negatively influenced by others**.
- **Action** – trialling the behaviours. Parents may start doing the behaviours because they are **aware of the behaviours**, they can do to assist their child, see them as **relevant, desirable, and appropriate**, believe the **benefits outweigh the costs, have efficacy, and are positively influenced by others** to try them.
- **Maintenance** – regularly do the behaviours. Parents may regularly do some of the behaviours because they experience the benefits of the interaction with their child and/or are committed to their child's learning and development. The **reaction of the child, spouse and influential others may also reinforce the behaviour**.
- The Behaviour Change Collaborative's (BCC) Behavioural Framework was used to explore the drivers of behaviour and how to influence them. Key findings are summarised below.

² Movement through stages of behaviour change may not be linear. The same parent may be at different stages of behaviour for different behaviours e.g. may be in Pre-contemplation for reading but Action for singing.



Behavioural Drivers	Key Findings
Values	All participants loved their child/ren and universally valued education, but few parents were doing the activities particularly reading with or telling stories to young children. These behaviours are not expected or widely encouraged, particularly for fathers and particularly with younger children 0-2 years old. Current socio-cultural values can act as barriers to the desired behaviours.
Cost-benefit exchange	Low awareness of rational and emotional benefits for parent and child and presence of immediate personal costs prevents behavioural up-take. Experiencing emotional benefits of doing the behaviours encourages parents to repeat.
Efficacy	Many parents lack the knowledge, skills, confidence to act and belief that they can easily and successfully do the behaviours in a way both parent and child will enjoy and benefit from. A lack of age-appropriate, engaging reading material is a significant barrier to reading books with children.
Social licence & trust	Despite mixed levels of awareness of Queen Rania Foundation (QRF), most parents felt it was appropriate for QRF to deliver communications encouraging behavioural change. QRF is seen as a reliable, professional information source and known as caring for children and educational programs for them. Knowing QRF is delivering the message encourages parents to engage and adopt new behaviours.
Norms	Behaviours are not consistent with prevailing socio-cultural norm and are not seen as relevant, desirable, or appropriate for parents to do, particularly with children under 2 and particularly for fathers to do themselves. The child's reaction and influential others (e.g. spouse/mother/mother-in-law/other family members) who are present during the interaction significantly impact parents' behaviour.
Context & settings	Behaviours are most likely to occur in the home when parents are already in the presence of the child. Incorporating the desired behaviours into these settings will increase perceived relevance and address the lack-of-time barrier.
Heuristics	The research suggests unconscious bias influences fathers' parenting behaviour and both parents' behaviour towards younger children.
Habits & routines	Offering parents new behaviours as 'tools' to make a particular time (e.g. feeding/bath/bed/family time) with their child more enjoyable and beneficial could help them become automatic components of the routine.



The behavioural diagnosis suggested that to influence parents' behaviour a social behaviour change communications strategy is required to influence the capability, opportunity, and motivation for parents to adopt new behaviours. This would include all five of the following components – not any one in isolation:

- **raise awareness³** of the benefits to children and parents and **position the behaviour as relevant, appropriate, and desirable for parents of children aged 0-6**
- **promote the benefits of the behaviour so that they outweigh the perceived costs**
- **make it easier for parents to do the behaviours by increasing knowledge⁴** about the importance of the behaviours, **showing parents how to do them, giving parents resources, tools and techniques to engage with their children in an age-appropriate way** and **increasing confidence** that both parents and children will enjoy the experience by showing this in communications to address barriers
- **demonstrate the spouses/family members joining in/approving**
- **reward and remind parents for regularly doing the behaviour by integrating activities into regular times parents already spend with their children to address the barrier of lack of time and to encourage the 'habit' at the same time as promoting the benefits of ongoing behaviour**

A message strategy was designed to meet the communications needs of parents targeting parents of both genders with children in each of the age cohorts. The objectives and message domains to shift parents through the stages of change are shown below.

1 **Parents like you** (mothers and fathers with children the same age as yours) doing the behaviour with their child **in realistic settings, at realistic times, with realistic interaction and response from child**

2 Reading, singing, talking, and **experiencing the rational and emotional immediate and longer-term benefits**. E.g. enjoyment, strengthening relationship/bonding with child, finding peace, feeling empowered, being approved of by spouse/family/friends, knowing you are doing the right thing by helping your child's brain development/helping them learn about words/develop language skills to give them the best start for school and success in life

3 **Easily and successfully** doing the behaviours (e.g. getting and using reading material) to increase **efficacy** and **address barriers**

4 Spouse, mother/mother-in law, relatives encourage and supporting you to read demonstrating **social approval** of reading as **consistent with family values** and the right thing to for you to do

5 Communications showing parents like you with their child, enjoying the experience and **talking about the benefits to your child** of reading, singing, talking with them as a **habit/routine/every day** from birth

The research identified the specific tones, framing, and formatting of messages that resonate with parent population groups in the Jordanian context.

³ Note raising awareness of the benefits of the new behaviours and positioning them as relevant to parents is not recommended as the goal of the communications in isolation however it is a necessary component of the recommended approach in combination with the other four components given parents current lack of awareness.

⁴ Likewise increasing knowledge on its own is not recommended as the goal of the communications but rather is a component of the recommended approach as lack of knowledge is a barrier to act.



Tone: use suggestive, factual messaging and include both scientific and emotional appeals. Show parent and child enjoying the interaction but do not undermine it by inappropriate use of humour. Use child's voice to reinforce the promise of the child's positive reaction to the parents' behaviour and the joy and bonding experience it will deliver

Framing: use positive messaging which resonates with parents' values (loving their children and wanting them to develop, learn and be successful) and link them with easy activities parents believe they can successfully do.

Formatting: use short and engaging videos so parents can see themselves – parents the same gender with child the same age as the target audience enjoying the activity in the same kind of setting the parent is in. Use spouse, mother or mother-in-law in communications to demonstrate social approval to position behaviours as relevant, desirable, appropriate and easy to do while demonstrating emotional benefits of the interaction for parent and child.

There was no consensus about whether to use formal or colloquial Arabic, those with lower literacy preferred colloquial Arabic. The BCC recommends using language that is most likely to be understood by the target audience in order to ensure comprehension of the messages being communicated.

The BCC suggested a communications format using:

- The visual component of the communications to demonstrate the parent doing the behaviour and experiencing the emotional benefits to parent and child of engaging with their child.
- The voice-over/text to communicate the rational benefits for the child of doing the behaviour and call to action to visit QRF website.
- A tagline/slogan to link individual executions to the overall campaign.

This informed the development of stimulus to be tested for each behaviour describing how the visual and voice-over/text elements should work together to increase communications' relevance and effectiveness as shown below.

- Communicate target visually: create a visual using photos/videos of **real mothers and fathers with a child in each of the 6 age-cohorts** in a **specific setting** e.g. In the home – living area, kitchen, bathroom, bedroom **at times parent is with child** bed/change/bath/story/play and tummy times or out of the home – in nature, in the street, with extended family
- Communicate emotional benefits visually: use visuals to **model behaviour and communicate emotional benefits** that motivate parents. Show the mother/father **happily (smiling)** and **easily (relaxed and confident)** doing the activities below with a **mix of male and female children who are happily (smiling, cooing, talking) engaged in the behaviour and responding to, and bonding** with, the parent. Show spouse/mother in the visual **smiling and encouraging parent to do the behaviour and parent feeling happy** and proud their spouse/mother approves of /admires their behaviour
- Communicate rational benefits in text/voice-over/call-to-action/slogan: use **voice-over/text to reinforce visual & connect activity with rational benefits** e.g. It's OK to let your baby touch, hold and taste books that are safe for baby while you are reading to them, in fact it is how babies learn about their world and helps their brain to develop. **Use taglines and calls to action** e.g. For more ways you can give your child the best start in life visit www.qrf.org

A set of age-appropriate behaviours and messages for each of the 12 segments were developed for the testing research and 11 were selected to be tested with parents together with 11 text/voice-over messages each with four options (descriptive, benefit first/action second, action first/benefit second, Child's voice), 11 taglines and 11 calls to action.



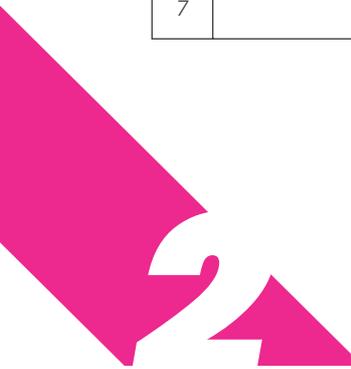
The testing research found that the stimulus was effective in influencing some mothers and fathers to read to older children and in encouraging mothers to do all of the behaviours other than reading e-Books/educational apps. Key elements that resonated with parents were communications:

- about behaviours that are easy for parents to do e.g. singing and talking with their child during everyday life and reading labels on packaging, which reinforce what parents already do and provide them with new information about the benefit to the child. They inspire parents because they communicate the value of these activities in promoting the child's development.
- showing both parents interacting happily with their child are the most appealing because they resonate with family values, strengthening family ties, demonstrate social approval and increase confidence that parents can read and model a learning setting where children will feel safe and loved. Showing the interaction between child and parents also engages parents and reinforces that parents and child are benefitting from reading.
- clearly modelling the behaviour and reinforcing the rational benefit to the child in the voice-over/text.
- which provide new information e.g. messages about using repetition and asking questions to promote understanding, language skills and learning for children.
- show a realistic and age-appropriate child's response and positive interaction, which increases appeal of the behaviour and bolsters the confidence of the parent to achieve it.
- includes the child repeating words or sounds, trying to speak, spell or read to add credibility to the message that the behaviour helps the child to learn.

However, the communications were less effective in encouraging parents of younger children to read and in encouraging fathers to adopt any of the behaviours:

- parents believe children under three do not understand stories/what is being said and so will not benefit.
- fathers believe the behaviours are the responsibility of mothers and/or older siblings who spend more time with the child.





BACKGROUND AND OBJECTIVES

PROJECT BACKGROUND

The Queen Rania Foundation (QRF) aims to improve student learning in Jordan through research, program development and monitoring and impact evaluation, QRF supports initiatives seeking to improve literacy learning outcomes for pre-primary and primary aged children. QRF seeks to create or localise impactful, innovative, scalable, and sustainable interventions using an evidence-based approach to program development, while conducting policy-relevant research to inform both programming and policy in the Kingdom.

International evidence consistently points to the positive link between parental engagement in the early years and children's future educational attainment. Systematic reviews of impact evaluation studies reveal that language and communication development in a child's early years yields one of the largest gains in their academic performance, and language development is promoted by activities like reading aloud with children and discussing books. The study "Early Development Instrument: Measuring Children's Readiness to Learn in Jordan" showed that there was a positive correlation between parental practices and children's readiness to learn. In the case of Jordan, parental engagement is doubly important considering low enrolment rates in pre-school (the Ministry of Education's official rates for 2010-2021 were 63% for KG2 and 5% for KG1). Students consistently perform poorly in educational outcomes at all levels. Evidence in Jordan suggests ECD investment and long-term learning outcomes are linked: pre-primary education is associated with higher learning outcomes as measured by PISA and EGRA/EGMA.

Acknowledging the important role parents play in their children's education and later success, QRF launched the Parental Behaviour in the Early Years study, a two-phase study that aims to support the Ministry of Education (MoE) and other stakeholders in their efforts to change parenting behaviours to better support their children's readiness to learn. Inform QRF's social behaviour change campaign targeting parents.

One of the main outcomes of the first phase of the study⁵, completed in 2021, was to identify barriers and motivators that different types of parents might experience when it comes to engaging with their children. The findings were then used to inform the second phase of research focused on identifying the most effective messaging approaches that resonate with parents in Jordan. Research findings will then inform a national behaviour change campaign, as outlined below in the project objectives.

⁵ <https://www.qrf.org/en/what-we-do/research-and-publications/parental-behavior-early-years>



PROJECT OBJECTIVES

Building on existing evidence and primary research, this study's findings will inform the development of:

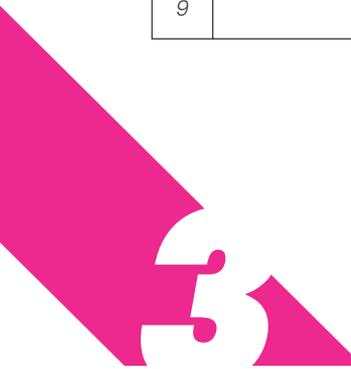
- **a behaviour change campaign** to create a literacy-rich home learning environment by drafting messages and testing them to see what resonates with parents of children under 6 years old.
- **guidelines for drafting similar messaging** for any campaign e.g. "parents from demographic group x that exhibit x motivators/barriers should be targeted by science-based messaging that uses Modern Standard Arabic" and provide further information about how these messages should be drafted.

Phase 2 message testing will focus on identifying the specific tones, framing, and formatting of messages that resonate with parent population groups in the Jordanian context. This includes:

- Message tone (e.g. humorous, formal, suggestive, directive, factual, scientific) and appeal (e.g. rational, emotional, positive, fear or threat appeal);
- Framing (i.e. how the issue is presented e.g. highlighting benefit of the action); and
- Format, including:
 - › Illustrations versus photos versus video.
 - › Different variations of messages e.g. short PSA-style messages (e.g. "Reading is important because...") versus short stories/scenarios etc.
 - › Different "messengers" i.e. the real people/fictional characters voicing/expressing the message (regardless of channel or format) e.g. doctors, grandmothers, religious leaders, etc.

The overall objective of the research is to identify the language and messaging styles that resonate with parents who have specific needs and backgrounds across Jordan. The research will help identify the most effective messaging approaches for future programming to drive behaviour change among parents in Jordan. The findings will be used by QRF and other national stakeholders in Jordan to determine messaging styles that will most effectively engage parents from different demographic and psychographic backgrounds and encourage a shift in their behaviour across key interventions being implemented.





METHODOLOGY

KEY STAGES OF ACTIVITY

Project design was guided by best practice in social behaviour change communications⁶. The project involved five stages as shown below:

- Stage 1 Scope: including an inception, immersion, and design phase
- Stage 2 Qualitative developmental research: 24 90-minute interviews
- Stage 3 Message development: 11 communications including visuals, text/voice-over, calls to action, and taglines were tested
- Stage 4 Qualitative testing research: eight two-hour focus groups and five in-depth interviews
- Stage 5 Report, message guide, recommendations

The **scoping phase** involved three components:

- The inception meeting where communications logic and expectations were discussed and agreed.
- Immersion where Phase 1 results and other relevant literature were reviewed, and draft research plan was developed for QRF approval (this document); and
- A draft set of initial research tools, communications guide and messages are developed for QRF approval (to be provided upon confirmation of this revised scope of work)

The inception meeting was conducted workshop-style by the project lead, Joan Young, with Donna van Bueren, Luke van Dyke and Saud Alrakhayes also present. The scoping stage included two two-hour workshops. A **Communications Logic** was developed during the inception session to focus the project on the desired immediate, medium, and long-term outcomes and how these are expected to be delivered. This resulted in an initial draft Communications Logic connecting what is required from the project to the outcomes it is intended to contribute to as shown below.

⁶ See Appendix for the theories and frameworks which support this project.



Q1: Design success

Children become fluent readers in Arabic resulting in improved academic outcomes benefitting individuals, society and the economy

Q2: Success requires

Literacy rich home learning environments resulting in children ready to become fluent readers in Arabic by Grade 1

Q3: Required Behaviour

Parents to read to children from birth in an age appropriate and engaging way to children including playing, singing and talking

Influencers encourage parents to read to children from birth in an age appropriate and engaging way including playing, singing and talking

Q4: Precursors

Aware of behaviour

Knowledgeable and educated about the behaviour

See the behaviour as relevant and desirable

Perceive the benefits of the behaviour outweigh the costs

Are able to do the behaviour

Are positively influenced by others to do the behaviour

Experience the promised benefits when the behaviour is undertaken

Question 5: Required Mechanism/s

- Describe how the communication strategy will put the precursors in place that will influence the behaviours required to deliver what must be present to achieve success.

Question 6: Required Information

- What messages best deliver the precursors?
- How can we maximize impact and effectiveness of the communications?

Evaluation questions

- To what extent did the mechanism put the precursors in place?
- To what extent have the precursors resulted in the desired behaviour and why?
- To what extent did the desired behaviour deliver the required immediate, medium and long term outcomes?

The second workshop was used to share **best practice in Social Behaviour Change Communications and Behaviour Change Research**. During this session The BCC's Behavioural Framework and Planning criteria were shared with examples of how these have been used to develop effective communication.

Following the inception meeting and workshops, an immersion stage was undertaken involving a **rapid review of relevant literature** relating to the Jordanian context, barrier analysis method and SBCC in MENA/on parenting. This stage was used to provide an understanding of what is already known about parents and their behaviour to inform the design, methodology and scope of work document. It also identified the gaps that will need to be filled in the Stage2 initial qualitative research. As a result of the rapid review and subsequent discussion, it was agreed that given the lack of access to books, a set of age-appropriate book dependent and non-book dependent behaviours⁷ would be taken into the initial research.

The output from the immersion stage was a research plan outlining the research approach to address the question 'What are the specific tones, framing and formatting of messages that resonate with parent population groups in the Jordanian context'.

⁷ Drawn from the Let's Read Campaign, National Literacy Trust, Early Years Foundation Stage, Reach Out and Read and Vroom



STAGE 2. QUALITATIVE DEVELOPMENTAL RESEARCH

Motivational qualitative research was used to **fill the gaps from Phase 1 Study** to identify which behaviours are most relevant and realistic for parents in Jordan and how to influence behaviour change. It resulted in a recommended list of behaviours and target audiences for which messages were developed and tested. Specific objectives of this stage were to:

- Identify the reading behaviours that will be most relevant, desirable, and appropriate for parents including those that may involve talking, playing, and singing.
- Explore how to engage with and influence parents to adopt these behaviours,
- Assess which benefits are most credible to which parents, will outweigh the costs and the best way to communicate them.
- Test the extent to which the emotional benefits identified in the rapid review (fun, bonding, peace, control, approval, and advantage) and how these can be used in message development to segment parents and influence their behaviour.
- Determine the extent to which the strategy of encouraging parents to use the resources around to read to their children will overcome the barrier of a lack of age-appropriate, engaging reading material.
- Confirm the role of spouses and grandmothers in influencing parents' behaviour and the things they can say and do that will encourage parents to read to their children.
- Identify messages and materials (content, tone, framing and formatting) that resonate with parents and test those identified from the rapid review.

Based on our review of the Phase 1 Study, The BCC recommended motivational qualitative research involving in-depth interviews to address the knowledge gaps above. To provide maximum flexibility to include the key sub-groups of interest and to identify the underlying drivers of behaviour n=24 90-minute in-depth interviews were undertaken with representation of parents with children in different age categories as well as to include the potential socio-demographic targets for the communications e.g. age (range), child gender (both), nationality (Jordanian and Syrian), location (mix including all regions, urban and rural), income and number of children. A full sample-profile is appended.

Ninety-minutes was considered to be the minimum interview length required to cover the objectives and provide enough time:

- To understand the beliefs, attitudes, values, and motivations of each parent in-depth.
- For interviewers to generate rapport with participants necessary to provide the depth of insight required.
- To enable the use of probing to uncover and explore emotional benefits and barriers.

The field team was selected and briefed by the project team and The BCC also provided training in motivational qualitative research. Initial interviews were treated as a pilot to ensure the right people were recruited and correct information obtained. The BCC observed these sessions with an interpreter present and reviewed the insight obtained. Modifications were made to the interview guide following feedback during the briefing, training, and piloting process. Once all interviews were completed the field team provided a full set of the interview transcripts in English and a report of findings. The BCC reviewed all transcripts, undertook an overall analysis, and provided QRF with a report addressing the research objectives including recommendations for message development, a presentation and implications and learning workshop.



STAGE 3. MESSAGE DEVELOPMENT

The developmental qualitative research suggested segmenting the target audience by gender and age of child and suggested 5-4 child-age-appropriate behaviours for 12 segments.⁸ Forty-eight messages were developed for consideration. Due to time and budget constraints QRF selected 11 behaviours to cover the spectrum of age-cohorts and include both reading and nonreading, book dependent and non-book dependent behaviours. The BCC developed four message options and a creative brief for each behaviour. Eleven communications including a video or still image, text or voice-over, call-to action, tagline, and logo were developed for testing. These were translated into Arabic and checked to ensure they were suitable for the Jordanian and Syrian context.

STAGE 4. MESSAGE TESTING

To obtain parents feedback on the messages, qualitative testing research was conducted to determine whether they effectively influenced the desired behaviours and if not, how they need to be modified or what new messages are required to influence behaviour.

Eight online focus groups were conducted as shown below to allow for representation of parents of both genders with at least one child in each of the six age categories being targeted (collapsed to 4 categories for testing purposes) and to allow for both Jordanian and Syrian parents and relevant socio-demographic factors. Due to the field team's difficulties recruiting Jordanian fathers an additional five 90-minute interviews were undertaken to improve representation of this cohort. A full sample profile is appended.

Focus Group	Group participants
Group 1	Jordanian and Syrian mothers of children from 0-3 months
Group 2	Jordanian and Syrian fathers of children from 0-3 months
Group 3	Jordanian and Syrian mothers of children from 4-17 months
Group 4	Jordanian and Syrian fathers of children from 4-17 months
Group 5	Jordanian and Syrian mothers of children from 18-42 months
Group 6	Jordanian and Syrian fathers of children from 18-42 months
Group 7	Jordanian and Syrian mothers of children from 43-71 months
Group 8	Jordanian and Syrian fathers of children from 43-71 months

Moderators were trained and briefed, and the first focus group run by each moderator was used as a pilot. Modifications to the guide were made throughout the process to improve ability to capture feedback in sufficient depth and detail. The BCC observed sessions with an interpreter present and reviewed the insights, re-briefing moderators as required. Transcripts and the field teams report were reviewed by The BCC and a report delivered and presented to QRF.

This report summarises the findings from the developmental and message-testing research and includes a scaling strategy, message guide, lessons learned and recommendations.

⁸ Please refer to the Message Guide section of this report for more information on how to decide on the segmentation strategy



LIMITATIONS

The research used a qualitative approach to provide the insight to inform message development. While the samples for both stages of qualitative research were designed to provide the perspectives of different parent cohorts, these samples do not constitute a statistically representative sample of parents in Jordan. Results, therefore, are indicative only. Quantitative research with a large and representative sample is required to test the extent to which qualitative findings can be generalised to the population of parents in Jordan.

Additionally, the field team was unable to recruit any Syrian parents in refugee camps at either stage of the research. Although over 90% of the Syrian population in Jordan lives outside of refugee camps, and Syrian parents were over-sampled in this study further research with this cohort is recommended to ensure messages are relevant to, and effective with Syrian parents in refugee camps.



KEY FINDINGS

4.1. IDENTIFYING BEHAVIOURS

The literature scan identified the desirability of selecting specific age-appropriate behaviours to parents with children in specific age categories. Relevant behaviours were identified from the literature scan and in discussion with QRF the 20 shown below were selected to explore with parents of children in six age cohorts. The reason that number of age cohorts was chosen is as follows: while some behaviours such as ‘share words, rhymes and stories every day’ are relevant for all parents, other behaviours are only relevant (or more relevant) for children of a specific age, for example, newborns. This was picked up by parents in the research who suggested that pointing at something is not something a baby younger than three months is likely to do.

‘Shared words, rhymes, and stories every day’ was explored with all parents and the specific behaviours below were explored with parents of children in the relevant age cohorts

Age of child	Behaviours
0-1 month	Read with your children every day
	Talked to your baby about anything and everything in a gentle, even voice when your baby is awake and tried to make eye contact at feeding and cleaning times
	Showed your baby pictures in newspapers, books, or magazines. Talked to your baby about what you saw. Talked to your baby about how they responded
2-3 months	Noticed what your child looks at or points to and respond to it and name it
	Read, rhymed, sung, and pointed at pictures from the same book over and over again
	Sung songs and rhymes with actions or lots of repetition
4-11 months	When reading to your baby allowed them to touch, pat, hold or even taste what you were reading and described their actions like, ‘you’re patting the picture of the bunny
	Noticed what your child looks at or points to and respond to it and name it
	Kept books in easy reach of your baby and let them choose
	Read, rhymed, sung and pointed at pictures from the same book over and over again
4-11 months	Talked or sung about what you were doing when caring for your baby
	Noticed what your child looks at or points to and respond to it and name it
	Shared stories with your baby in the language you feel comfortable with

	Used different voices to tell stories and encouraged young children to join in wherever possible
12-18 months	Named the pictures your baby points to or touches in the book
	Told your baby's favourite stories and rhymes over and over again
	Read and helped your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title
	Read stories your child already knows, pausing at intervals to encourage them to 'read' the next word
19-42 months	Read and help your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title
	Find words that rhyme in stories and songs
	Shared stories with your child in the language you feel comfortable with
	Read and help your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title
43-71 months	As you read run your finger under the words
	Shared eBooks and apps
	Ask questions about the story

The research found that mothers were doing some of these behaviours, fathers very few and neither were reading to children aged under two. However, parents expressed some interest in doing these activities once they became aware they would benefit their child and could be done from birth. Self-reported likelihood of doing the activities increased after viewing the stimulus tested particularly among mothers of older children.

4.2. HOW TO ENGAGE WITH PARENTS AND INFLUENCE CHANGE

The BCC's Behavioural Framework was used to guide the design and analysis of the research to ensure the full range of behavioural drivers were explored as shown below. See Appendix for more information on The BCC's Behavioural Framework.

Behavioural Drivers	Addressing key questions
Values	Is it the right/wrong thing to do? Is it consistent with my values? What is the impact on others? Does it set a bad example?
Cost-benefit exchange	What's in it for me? What to stop/start/swap? What will happen if I (don't) do it?
Efficacy	Self-efficacy (can I change? Do I have the skills, knowledge or capability, confidence?) What makes change easier or difficult? Response efficacy (will it work?)
Social Licence and trust	Do I think messenger should be operating in this space? Do I trust that you know best? Do I believe you have my/my community interests at heart?
Norms	What will the people I care about think if I perform/do not perform the behaviour? How is the behaviour viewed in my ethnic community? Is it consistent with values of my culture/religion?



Context and settings	Is/could the behaviour be influenced by the physical environment or settings?
Heuristics	Is the behaviour subject to mental shortcuts or 'rules of thumb'? What unconscious biases are at play?
Habits and routines	Is/could the behaviour be part of existing routines? Could I do it without thinking? What cues or triggers precede it? What contextual associations support it?

4.2.1. VALUES

All participants loved their child/ren, wanted to be a good parent and help their child/ren to learn, develop and be successful. They **universally valued education** and saw it as their responsibility to do everything possible to help their child/ren grow into a good person, to be smart and do well at school and in life.

However, consistent with the Phase One study, **few parents were doing the activities that would most assist their child's development**, particularly reading with young children or telling them stories. Many of the fathers spent very little time during the week with their child/ren. Some parents did some of these behaviours with older children, but others didn't read or tell stories with any of their children. These behaviours were **not expected or widely encouraged**, particularly for **fathers** and particularly with **younger children 0-2 years old**.

Following discussion in the interviews and focus groups most parents **felt positive about these behaviours**, and **some are aware of the benefits** for older children and themselves. The behaviours offered parents benefits including joy, excitement, bonding, love, peace/calm, a sense of control, social approval, and satisfaction they are helping their child's brain to develop.

Some **current parenting values/behaviours may discourage the desired behaviours**. Many parents who do not do the behaviours do not value them because they strongly believe that young children do not understand and will not respond positively or benefit from the activities. Some suggested the behaviours may be criticised as 'exaggeration' or 'over-loving' children.⁹ There was also some mention of the need for communications to encourage parents to be patient with their children and not abuse them. Although no parents said that they abuse their children, many (especially, but not only, fathers) suggested they did not have time to engage with their children.

Most **families did not have age-appropriate books in their homes** prior to the child/ren attending kindergarten and after that the only books in the house were those that the child brought home from kindergarten or school. Most parents had not thought about buying books or reading to their children and were unaware age-appropriate books were available or how to access them. A concern about inappropriate content in some children's books was also raised.

4.2.2. COST-BENEFIT EXCHANGE

Low awareness of the benefits of these behaviours and the presence of immediate personal costs prevents behavioural up-take.

A few parents were aware of the benefit of these behaviours for the child's development and were motivated by a sense of achievement and pride because they are helping their child's brain to develop, to learn and giving them the best possible start for life. However, **most parents were not**

⁹ Communications modelling 'approval' could be used to encourage influencers to support parents' behaviour change and will also help to address some parents concerns about being criticised without drawing attention to this fear.



aware of these benefits. Some of these parents exhibited some of the behaviours because they had experienced the immediate personal benefits of doing them e.g. keeping their child happy/calm and entertained and because it brought the parent feelings of joy and bonding. Parents who exhibited these behaviours were also strongly motivated by their child's reaction (engages, talks, repeats word, asks for the book/story, dances, sings, smiles, laughs) as it made them feel happy.

Parents who lack awareness of or who have not experienced the rational and emotional benefits of these behaviours generally will not do them even if they become aware of them due to **the presence of immediate perceived costs:**

- Child's reaction (may be bored, whine, cry, squirm, not want to sit still)¹⁰
- Child may damage book and even be hurt
- Others may disapprove/say they are wasting their time or spoiling the child/tease parent
- The cost and time required to access age-appropriate reading material
- Less time to spend with other children/on other tasks which may be seen as essential or more important

4.2.3. EFFICACY

Lack of efficacy also prevented behavioural take-up. While even parents with low education believed they could read with their children, most did not have age-appropriate books in their house because they never thought about reading to their young child, didn't believe it would benefit their child or was appropriate for them given the child's age.

They may also lack the:

- **Knowledge** about the importance of reading, how to do it in an engaging way and where to get age-appropriate material.
- **Skills** to engage with their children in an age-appropriate way
- **Confidence** they can read to their child in ways both they and their child will enjoy, which will engage their child, and which will gain the approval of their spouse, mother, mother-in-law and other relatives
- **Belief** their child will understand the words or story and benefit from being read to/with. They may believe young children will damage books and would be bored and not understand stories read to them.

To encourage these behaviours it will be necessary to raise awareness of the benefits of parents adopting these behaviours with children from birth so that they outweigh perceived costs, position reading as relevant, desirable, and appropriate for parents, provide social approval from influential others and increase efficacy by developing communications that increase:

- **Knowledge** about the importance of the behaviours and show parents how to do them
- **Skills** by providing parents with tools and techniques to engage with their children in an age-appropriate way
- **Confidence** by demonstrating parents and their children will enjoy the experience showing both happy, engaged and the child responding positively to the words or story and spouses/family members joining in/approving.

¹⁰ Age-appropriate child reactions should be used in communications to set realistic expectations. Communications should demonstrate approaches parents can take to increase the likelihood of a positive interaction e.g. use of eye contact, tone of voice, facial expressions, age-appropriate and engaging reading material etc.



Increasing efficacy to make it easier for parents to read to their children will require strategies to address the lack of age-appropriate, engaging reading material. These strategies include:

- Provide **easier access to age-appropriate, engaging reading material** for parents to read with their children through baby packs, pre-natal courses/parent education programmes, midwives/doctors /hospitals/schools, promoting their availability and including order-forms on QRF website, Facebook page, What's App and TV
- Provide **online reading material** that parents can read with children over two years old and promote its availability
- Promote **other ways parents can read to their children without books** using what they have available. This could include reading packaging, street signs, labels, writing in notebooks/typing on screens. Some parents suggested that once children can draw/hold a crayon/pencil, some parents gave them a colouring book more to entertain the child than to help their child develop. Colouring books with words, sentences, stories in them could potentially be used as a reading tool as parents suggested they are more likely to have and feel comfortable with these than books. If the colouring book/or alternative to book strategy is used it would need to be accompanied by effective messaging and communications demonstrating how to use colouring books to assist brain development.
- Support or create **'edutainment' programmes/YouTube video content** parents can watch and engage in with children over two years old that involve/encourage reading, stories, singing, rhyming, naming and pointing activities that parents do with their children while watching.

4.2.4. SOCIAL LICENCE AND TRUST

There were mixed levels of awareness of QRF but those who were aware felt it was appropriate for QRF to be operating in this space. They believed QRF cared for Jordanian families and had parents and children's interest at heart.

The message-testing research reinforced the importance of including the QRF logo in communications as QRF is seen as a reliable and professional source of information and known as caring for children and providing educational programs for them. Knowing that QRF is delivering the message will encourage parents to engage with the communications and adopt new behaviours.

4.2.5. NORMS

Many parents were in **pre-contemplation i.e. have not thought about** 'reading' or 'telling stories' and to a lesser extent singing, talking, telling stories and rhymes, and playing with their children aged under six. These behaviours were not considered the social norm and there appeared to be no socio-cultural expectations that parents, particularly of children two and under, and all fathers do them. In Jordan, reading or telling stories was generally not seen as relevant, desirable, or appropriate for parents with children under six and this was especially the case for parents of children under two and most fathers to do themselves.

In the presence of prevailing socio-cultural norms about the biggest influence on parents is the **child's reaction to the parents' behaviour**. Parents spoke about being prompted and encouraged to talk, tell stories, sing, play and read with children who respond positively, engage, are attentive, happy, calm, and repeat words, rhymes, and songs as well as children who ask the parent to do the behaviour/s and who, parents believe, are learning and developing as a result. These parents responded very positively to their own child's responses and were highly motivated by communications that demonstrate positive children's responses.



Spouses, often the only other adult in the household and most likely to be with the parent at the time the behaviour occurs, **also play a critical role**

'We almost have the same way of thinking. He knows that I read a lot, so when I suggest something new with Naser he always says go ahead.'

'He buys him stories, colours. He sometimes comes and starts to tell him about colours and numbers, letters, the Holy Quran - he helps me in teaching the child.'

Parents are influenced by people other than their spouse and child to varying degrees depending on the amount of contact they have with their mother, mother-in-law, other relatives, and non-family members. Some parents were not influenced by anyone as they have no contact with their family and little involvement from their spouse.

Parents who feel positively about the behaviours believe that **family members would approve** of them doing the behaviour. These parents spoke about **feeling proud** that family members were impressed with their relationship with their child, or their child's behaviour or intelligence, and would make admiring comments. Those who feel less positively believe others would have more mixed reactions including disapproval of the parent 'spoiling' the child or ruining books. However, they may feel it is their 'responsibility' as a parent to do everything possible to help them fulfil their potential and this can motivate them to act if they are aware of the link with brain development or simply out of the desire to keep their child happy/calm and entertained. Parents care and show they care in different ways.

The research suggested that the child's reaction and spouses' response are critical in influencing parents' behaviour. In addition, there is an opportunity for communications to **use the social approval of influential others** to encourage and support parents to adopt new behaviour. Parents can be influenced by people around them, particularly if they say and do the right things in the moment when the parent is interacting with their child. Influential others most likely to be there in that moment are spouse, mother or mother-in-law or other family members who may live there or visit.

4.2.6. CONTEXT AND SETTINGS

Reading and other behaviours are most likely to be done in the home in either the family/dining/living room, bathroom, kitchen, or bedroom. For example, some parents like to take their child outside for a walk and point out different objects, repeating the names and encouraging the child to look at the object and try to repeat the names of or sounds animals make, colours or shapes.

Reading and other behaviours can occur at any time during the day or evening when the parent is with the child and particularly when they are focussing their attention on the child e.g. bath, feeding, nappy change or bedtimes.

To address the barrier of lack of time to display the behaviours, communications should demonstrate how the desired behaviours can be built into parents' routines as well as being done anywhere and anytime as demonstrated in the Vroom activity website¹¹, which parents can use to find behaviours they can adopt searching by age of child and specific event.

¹¹ <https://www.vroom.org>



4.2.7. HEURISTICS

The research suggests unconscious bias influences fathers' behaviour and both parents' behaviour towards younger children.

Fathers are less likely to read or sing or tell stories or rhymes to their child because they believe it is the role of mothers and/or older siblings who spend more time with the child. To influence fathers' behaviour, communications need to address unconscious bias by positioning the behaviours as relevant, desirable, and appropriate for fathers. Communications that **show a father and child the right age in a realistic setting, demonstrating appealing engagement and benefits to child and father and social approval** may help address unconscious bias.

Parents of younger children are less likely to display any of the behaviours, believing younger children do not understand what is being said/stories and so will not benefit. **To influence parents' behaviour towards younger children, communications** need to address unconscious bias by positioning the behaviours as relevant, desirable, and appropriate for fathers. Communications that **show parents with a child the same age as theirs in a realistic setting, demonstrating appealing engagement and benefits to child and parents and social approval** may help to address unconscious bias.

4.2.8. HABITS AND ROUTINES

Integrating the behaviour into the time parents already spend with the child (e.g. feeding time, bath time, bedtime, or family time) addresses the time cost associated with enacting the behaviour and provides parents with tools to make those events more enjoyable/engaging and beneficial e.g. instead of handing child a phone, read a story together on the phone. Creating awareness of ways parents can read, tell stories, talk, play, sing with children at times they are already with their children and demonstrating the benefits to the parent and child is **an immediate opportunity to increase the desired behaviours**.

Showing parents they can exhibit these behaviours anywhere and anytime increases flexibility and opportunities for parents to do so. Some parents plan to include the desired behaviour/s and/or build it into their routines while others do them spontaneously. Communications should promote behaviours that require planning as well as behaviours that do not to be relevant to parents in any situation.

4.3. SEGMENTATION

There are many ways to segment a target audience depending on the purpose of the segmentation. For the purposes of developing a communication strategy, the target audience should be segmented according to what determines different communication needs. The developmental research confirmed that parents' likelihood to do the behaviours and their communications needs differed most significantly based on their gender, the age of their child and the stage of behaviour they were in. While a needs-based segmentation was considered, the research identified that all parents were motivated by similar emotional benefits including joy, bonding, relationship, peace/calm, social approval, and sense of achievement.

The BCC recommended parents were segmented according to their **gender, age of child and behavioural stage**. **Twelve segments were identified based on age of child and gender of parents**.



12 segments based on gender of parents and age of child

1	Mothers of children aged 0-1 month
2	Fathers of children aged 0-1 month
3	Mothers of children aged 2-3 months
4	Fathers of children aged 2-3 months
5	Mothers of children aged 4-11 months
6	Fathers of children aged 4-11 months
7	Mothers of children aged 12-18 months
8	Fathers of children aged 12-18 months
9	Mothers of children aged 19-42 months
10	Fathers of children aged 19-42 months
11	Mothers of children aged 43-71 months
12	Fathers of children aged 43-71 months

The rationale for segmentation of parents with children in six age categories is that age-appropriate behaviours differ for each of these categories. The research identified that for parents to see the communications as relevant to them they need to show realistic age-appropriate behaviour for parents of children in the age category being targeted.¹² The age of the child and gender of the parent most impacts likelihood to act and therefore have most impact on communications needs. While it is important that parents of different socio-economic levels and nationalities, ages, locations and number and gender of children are reflected in the communications these were not selected as the basis for segmentation as different messages are not required to influence people in these different categories to act.

The developmental research identified parents as being in different stages of behaviour¹³ depending on the specific behaviour as shown below.

- **Pre-contemplation** – not aware of the behaviour. Most parents love their children and value education but are **not doing the behaviour and not aware of the behaviours** they could do to help their children or do not see them as relevant, desirable, or appropriate given the age of their child.
- **Contemplation** – aware of behaviour but not doing it. **Lack awareness of the benefits of the behaviour but aware of the perceived costs, lack efficacy** (knowledge, skills, confidence, and beliefs) and may be **negatively influenced by others**.
- **Action** – trailing the behaviours. Parents may start doing the behaviours because they are **aware of the behaviours**, they can do to assist their child, see them as **relevant, desirable, and appropriate**, believe the **rational and/or emotional benefits outweigh the costs, have efficacy, and are positively influenced by others** to try them.
- **Maintenance** – regularly do the behaviours. Parents may regularly do some of the behaviours because they experience the benefits of the interaction with their child and/or are committed to their child's learning and development. The **reaction of the child, spouse and influential others may also reinforce the behaviour**.

¹² Note that while the research identified 12 segments with different communications needs, not all segments need to be targeted at all or in each phase of the campaign. For example, difficulties engaging parents of newborns via social media could be addressed through different channels such as hospitals with packs for new parents. Alternatively, QRF may decide to focus on mothers with older children as these segments are easier to reach and more likely to undertake the behaviours.

¹³ Movement through stages of behaviour change may not be linear. The same parent may be at different stages of behaviour for different behaviours e.g. may be in Pre-contemplation for reading but Action for singing.



4.4. MESSAGE STRATEGY

The behavioural diagnosis suggested that to influence parents' behaviour social behaviour change communications are required to influence the capability, opportunity, and motivation for parents to adopt new behaviours including:

1. **raise awareness** of the benefits to children and parents and **position the behaviour as relevant, appropriate, and desirable for parents of children aged 0–5.**
2. **promote the benefits of the behaviour so that they outweigh the perceived costs.**
3. **make it easier for parents to do the behaviours by increasing knowledge** about the importance of the behaviours, **showing parents how to do them, giving parents resources, tools and techniques to engage with their children in an age-appropriate way** and **increasing confidence** that both parents and children will enjoy the experience by showing this in communications to address barriers.
4. **demonstrate the spouses/family members joining in/approving.**
5. **reward and remind parents for regularly doing the behaviour by Integrating activities into regular times parents already spend with their children to address the barrier of lack of time and to encourage the 'habit' at the same time as promoting the benefits of ongoing behaviour.**

A five component message strategy designed to influence the behaviour of mothers and fathers with children in each of the age cohorts is summarised below. Each component is explained in this section.

1. **Parents like you** (mothers and fathers with children the same age as yours) doing the behaviour with their child **in realistic settings, at realistic times, with realistic interaction and response from child.**
2. Reading, singing, talking, and **experiencing the rational and emotional immediate and longer-term benefits.** E.g. enjoyment, strengthening relationship/bonding with child, finding peace, feeling empowered, being approved of by spouse/family/friends, knowing you are doing the right thing by helping your child's brain development/helping them learn about words/develop language skills to give them the best start for school and success in life.
3. **Easily** and **successfully** doing the behaviours (e.g. getting and using reading material) to increase **efficacy** and **address barriers.**
4. Spouse, mother/mother-in-law, relatives encourage and supporting you to read demonstrating **social approval** of reading as **consistent with family values** and the right thing to for you to do.
5. Communications showing parents like you with their child, enjoying the experience and **talking about the benefits to your child** of reading, singing, talking with them **habit/routine/ every day** from birth.



4.4.1. PARENTS LIKE YOU – DIFFERENT APPROACHES FOR MOTHERS AND FATHERS WITH CHILD/REN OF DIFFERENT AGES

To address the perceived lack of relevance of the behaviours to parents in Jordan, it is important that communications show parents of the same gender with the same age child as the target audience. Parents are most likely to be persuaded by communications showing parents like themselves with children the same age as their children. While both genders and all age-groups are important to target, the table below highlights the different communications rationale and suggested strategy for targeting fathers and mothers of child/ren under and over three months.

12 Segments	Rationale	How
Mothers of children 0-3 months	To focus on mothers less likely to do the desired behaviours due to the age of their child	Communications in antenatal classes/mother's groups/parenting programs/newborn mother packs with messages showing mothers with babies 0-3 months old doing age-appropriate behaviours and experiencing the benefits
Mothers of children aged 3-71 months	To increase age-appropriate behaviours among mothers of children aged 3-71 months	Comprehensive suite of communications and resources about age-appropriate behaviours showing mothers of children in each age-cohort 3-71 months doing the behaviours and experiencing the benefits
Fathers of children 0-3 months	To focus on fathers (less likely to do the behaviours than mothers) and even less likely to do the desired behaviours with children 0-3 months	Communicate to men with messages showing fathers with babies 0-3 months old doing age-appropriate behaviours and experiencing the benefits
Fathers of children 3-71 months	To increase age-appropriate behaviours among fathers of children aged 3-71 months	Comprehensive suite of messages and resources about age-appropriate behaviours showing fathers of children in each age-cohort 3-71 months doing the behaviours and experiencing the benefits

To increase the relevance of the communications to parents in Jordan, communications should reflect the characteristics of the parents being targeted e.g. include the ages, nationality, income levels, gender of child, locations and settings. It is important that parents can relate to the parents shown in communications as 'being like me'. So for example communications should use parents of the same SES level as those the communications target i.e. 'realistic' rather than 'aspirational'.

4.4.2. DOING AGE-APPROPRIATE BEHAVIOURS WITH CHILDREN AGED 0-5 YRS.

The developmental research suggested that communications showing parents doing age-appropriate behaviours are important to ensure the relevance of the message to the target audience. The stimulus shown to participants in the developmental research suggested videos are more effective in demonstrating the behaviour, the interaction with the child, emotional benefits and increasing confidence they can be done than still images. Based on feedback on the stimulus shown to participants in the developmental research, The BCC recommended video content to show the target audience doing the behaviour and receiving the benefits reinforced by a voice-over or text to reinforce the visual and deliver the rational benefits as shown below.



- **People like you:** Create a visual using photos/videos of real mothers and fathers with a child in each of the six age-cohorts below in a specific setting and social context
- **Doing the desired behaviours:** Use visuals to model behaviour and communicate emotional benefits that motivate parents. Show the mother/father happily (smiling) and easily (relaxed and confident) doing the activities below with a mix of male and female children who are happily (smiling, cooing, talking) engaged in the behaviour and responding to, and bonding with, the parent. If spouse/mother is in the visual show them smiling and encouraging parent to do the behaviour and parent feeling happy and proud their spouse/mother approves of/ admires their behaviour
- **Develop a voice-over or text to reinforce each visual** with rational benefits to child as shown below and rotate taglines for testing e.g. For more ways you can give your child the best start in life visit www.qrf.org or For more things you can do to help your child to learn visit www.qrf.org or For more evidence-based activities to give your child the best start in life visit www.qrf.org

Forty suggested communications concepts were provided to QRF, allowing for 5-6 behaviours for each gender, and six child age cohorts as shown below.

Visual showing target audience	Visual showing behaviour	Message – text/voice-over
Mothers with a baby aged 0-1 month In the home – living area, kitchen, bathroom, bedroom at times parent is with child e.g. bed/bath/story/play/tummy times In one of these show a spouse, in another a grandmother nodding and smiling in approval as the parent does the behaviour	Noticing what her child looks at and responding to the child by naming what the child looked at	Naming the things your baby looks at helps your babies' brain to develop
	Reading to her baby while she holds the baby lovingly on her lap/in her arms	Reading with your baby every day, even just a few words, helps your babies' brain to develop
	Showing her baby pictures in a magazine while she holds the baby on her lap/in her arms by pointing to them, and talking about them and talking about how her baby responds to them while making eye contact with her baby	Showing your baby pictures in a newspaper, book or magazine and talking about them helps your babies' brain to develop
	Talking to her baby in a gentle, even voice, making eye contact while she bathes the baby	Talking to your baby about anything and everything every day helps your babies' brain to develop
	Telling her baby a nursery rhyme, making eye contact with her baby while she feeds or changes baby	Sharing words, rhymes and stories, every day helps your babies' brain to develop



4.4.3. IN REALISTIC SETTINGS CONSISTENT WITH VALUES

The BCC recommended specific settings and values are demonstrated in each communications concept based on those identified in the developmental research.

Segments	Settings	Values
Mothers of children 0-3 months	In the home – living area, kitchen, bathroom, bedroom at times parent is with child e.g. bed/bath/storytelling/play/tummy times with spouse or grandmother	Showing mothers who love their babies and recognise their special role as a new mother in helping their baby to develop
Mothers of children 3-71 months	In the home – living areas, kitchen, bathroom, bedroom at times parent is with child e.g. bed/bath/story/play/tummy/TV/screen times and Out of the home – in nature, street, shops, with extended family	Showing mothers who love their children, value education, and recognise their important role as a mother in helping their child to learn, develop and be successful in life
Fathers of children 0-3 months	In the home – living area, kitchen, bathroom, bedroom at times parent is with child e.g. bed/bath/storytelling/play/tummy times with spouse or grandmother	Showing fathers who love their babies and recognise their special role as a new father in helping their baby to develop
Fathers of children 3-71 months	In the home – living areas, kitchen, bathroom, bedroom at times parent is with child e.g. bed/bath/story/play/tummy/TV/screen times and Out of the home – in nature, street, shops, with extended family	Showing fathers who love their children, value education, and recognise their important role as a father in helping their child to learn, develop and be successful in life

4.4.4. PARENTS LIKE YOU DOING THE DESIRED BEHAVIOURS AND EXPERIENCING IMMEDIATE PERSONAL BENEFITS

The developmental research identified a range of immediate emotional benefits parents would experience while doing the behaviours.

- Experience **joy**
- Feel I **was spending quality time with my child**
- Experience **bonding/building relationship** with my child
- **Create peace and help to calm** my child
- Feel **empowered**, I know how to **deal with my child/help my child to learn**
- Get **relief from stress**, helped me to forget my problems
- Feel my **family approves** of what I do when we do the activity
- Feel like I am a **good parent**
- Feel I am **helping my child's brain to develop**
- Feeling I am **giving my child the best start to be successful in school and life**



While all benefits were expressed by parents experiencing joy, bonding/building relationships, social approval from others, helping child's brain to develop and giving the child the best appeared to be the most powerful. The BCC recommended inclusion of these benefits in the visual and text/voice-over components of the communications.

4.4.5. PARENTS LIKE YOU EASILY AND SUCCESSFULLY USING RESOURCES TO INCREASE EFFICACY AND ADDRESS BARRIERS

To increase parents' efficacy and address barriers to behavioural uptake, The BCC recommended the following elements were included in the communications.

- **Show mothers and fathers doing the behaviour** including reading with their children from birth to demonstrate how **easy it is** and **address the barriers of lack of awareness and lack of perceived relevance, desirability, and appropriateness especially for parents with younger children and especially for fathers.**
- **Show parents enjoying the interaction with their child** – parent is smiling, engaged and happy – to demonstrate they are doing the behaviour **successfully and increase confidence** parent can do the behaviour.
- **Show children enjoying the interaction** – child is attentive, responsive, engaged, may reach out/talk, repeat words or mimic behaviour, look happy and smile – to demonstrate parent is doing the behaviour **successfully, increase confidence parent can do the behaviour and that it will benefit the child and address the barrier** that children will not be engaged, respond, or enjoy the behaviour or will damage the book.
- **Show parents displaying behaviours that do not require age-appropriate books to address the barrier of not having age-appropriate books.** This can include a mixture of non-reading behaviours as well as reading from material that is in the environment such as The Quran and can include reading from a mobile phone/App/TV show as well as behaviours such as talking, responding and storytelling that do not require books.
- Use a **voice-over or text** to communicate the message that **parents who regularly do the behaviour** in the visual image **are helping the child's brain to develop, giving the child the best start to be successful at school and in life** to **address the barrier of lack of awareness of the benefits of the behaviour.**
- Show examples of **how parents can do the behaviours at the same time as they would normally engage/interact/be with their child** e.g. integrate them at bed/bath/play/feeding/change time as well as when the family are watching TV or looking at phones **addressing the barrier of lack of time.**



4.4.6. SPOUSE, MOTHER AND MOTHER-IN-LAW, RELATIVES ENCOURAGE AND SUPPORTING PARENTS TO DO THE DESIRED BEHAVIOURS DEMONSTRATING SOCIAL APPROVAL OF BEHAVIOUR BEING CONSISTENT WITH VALUES AS THE RIGHT THING FOR PARENTS TO DO

The behavioural diagnosis identified the important role influential others can play in encouraging and supporting parents' behaviour. The BCC suggested communications:

- Show a spouse, mother, mother-in-law or relatives in some of the communications engaging in the behaviour, and/or encouraging the parent to exhibit the behaviour by smiling approvingly or praising or making admiring comments at the parent to demonstrate social approval of the behaviour as the right thing for parents who love their children and want them to learn and develop and be successful to do.
- Show the parent displaying the behaviours and feeling proud they are educating their spouse, mother, mother-in-law, or relatives and feeling happy they are being admired by these influential others to reinforce the benefit of social approval/admiration to the parent.
- Showing the benefits for you and the child when the desired behaviour becomes a habit/routine/every day.
- Include scenarios with phrases like 'story time', or 'bath time' or 'bed time' or 'change time' and 'every day' to suggest there is a time each day when the behaviours can be incorporated and have parents talking about how they have noticed their child learning and developing from them regularly doing the activity, or have a voice-over or text communicating that parents doing the behaviours regularly/every day from birth gives the child the best start in life by helping their brain to develop/helping them to learn.
- Show older children 'expecting' and 'looking forward' to and 'asking' the parent to adopt the behaviours to visually suggest child regularly experiences the parent doing the behaviour and use voice-over or text to reinforce that 'doing these behaviours each day from birth' gives the child the best start in life by helping their brain to develop.

4.4.7. MESSAGE TONE, FRAMING AND FORMATTING

The research identified the specific tones, framing, and formatting of messages that resonate with parent population groups in the Jordanian context.

Tone

- Parents preferred a suggestive rather than directive tone and factual and scientific rational benefits as well as emotional appeals.
- Humour in terms of showing the parent and child laughing with each other as they engage in the activity together is appropriate. However, parents consider this to be an important and serious topic and do not want this undermined by inappropriate use of humour.
- Use the child's voice to reinforce the benefit of the child's positive reaction to the parents' behaviour and the joy and bonding the experience will deliver.



Framing

- Positive message framing highlighting the rational and emotional benefits of the behaviour to the parent and the child is more likely to influence behaviour than negative framing highlighting negative consequences.
- Parents love their children and want them to develop, learn and be successful. Messages which resonate with these values and link them with easy activities parents can do are most likely to be effective.
- A positive tagline/slogan to reinforce and link the messages in a memorable and familiar way should be considered.

Formatting

- Short and engaging videos were felt to be more engaging than a still image as they can show the behaviour is relevant, desirable, appropriate, and easy to do at the same time as demonstrating the emotional benefits of the interaction for both parent/s and child.
- The use of real people was preferred to illustrations with the caveat that parents and children are 'real' rather than actors to increase credibility and authenticity.
- Parents want to see 'themselves' in the communications. A real parent the same age, gender with the same aged child doing and enjoying the activity in the same kind of setting the parent is in is the most credible messenger. Social approval is important but very often the parent will be on their own with the child when they do the behaviour. Support and encouragement from the spouse may encourage the parent and their spouse to engage in the behaviours.
- There was no consensus about whether to use formal or colloquial Arabic, but those with lower literacy preferred colloquial Arabic. The BCC recommends using language that is most likely to be understood by the target audience in order to ensure comprehension of the messages being communicated.

The BCC suggested a communications format using:

- The visual component of the communications to demonstrate the parent adopting the behaviour and experiencing the emotional benefits to parent and child of engaging with their child; and
- The voice-over/text to communicate the rational benefits for the child of exhibiting the behaviour and call to action to visit the QRF website.
- A tagline/slogan to link individual executions to the overall campaign.

This informed the development of stimulus to be tested for each behaviour describing how the visual and voice-over/text elements should work together to increase communications relevance and effectiveness as shown below.

- Communicate target visually: create a visual using photos/videos of **real mothers and fathers with a child in each of the 6 age-cohorts** in a **specific setting** e.g. In the home – living area, kitchen, bathroom, bedroom **at times parent is with child bed/change/bath/story/play** and tummy times or out of the home – in nature, in the street, with extended family
- Communicate emotional benefits visually: use visuals to **model behaviour and communicate emotional benefits** that motivate parents. Show the mother/father **happily (smiling)** and **easily (relaxed and confident)** doing the activities below with a **mix of male and female children who are happily (smiling, cooing, talking) engaged in the behaviour and responding to, and bonding** with, the parent. Show spouse/mother in the visual **smiling and encouraging parent to do the behaviour and parent feeling happy** and proud their spouse/mother approves of /admires their behaviour.



- Communicate rational benefits in text/voice-over/call-to-action/slogan: use **voice-over/text to reinforce visual and connect activity with rational benefits** e.g. It's OK to let your baby touch, hold and taste books that are safe for baby while you are reading to them, in fact it is how babies learn about their world and helps their brain to develop.
- **Use taglines and calls to action** e.g. For more ways you can give your child the best start in life visit www.qrf.org.

4.5. COMMUNICATIONS TESTING

Eleven of the 40 communications concepts provided to QRF following the developmental research were selected for testing together with four message options for each behaviour, 11 calls to action and 11 taglines.

Note that within the short space of time available, existing video and images were used to develop the stimulus. This resulted in stimulus to test different message elements being shown to parents of the opposite gender and with children of different ages than those shown in the stimulus. Feedback from participants reinforced the importance of ensuring communications use the same gender and child age-cohort of the target audience to ensure relevance and maximise impact.

This section reports on the overall reaction and impact of each communications element and includes suggestions to improve effectiveness.

4.5.1. REACTION TO STIMULUS 1

Video #1 Tested on mothers and fathers of children aged 0-3 and 4-18 months	Description of behaviour	Message in the video
	<p>Reading to her baby allowing him/her to touch, pat, hold or even taste the pages and describing their actions like, 'you're patting the picture of the bunny'.</p>	<p>Allow your baby girl to touch and explore books that are safe while you read to them and make sure to describe their actions like 'you're patting the picture of the bunny' to contribute to her mind's development and raise awareness of her surroundings.</p> <p>For more ways that will help your child to learn words and language please visit www.qrf.org</p>

Parents of children aged under 18 months talk to their child and let them hold and touch things but do not read with them due to belief child is too young (reinforced by the use of older child in stimulus). They are in Pre-contemplation stage of behaviour for reading i.e. have not thought about reading to their child.

Stimulus 1 shifted some mothers into Contemplation by making them aware of the importance of reading for their child's development and by communicating reading as teaching vocabulary and language. This stimulus also encouraged fathers to want their wives to read with their children (reinforced by showing mother in visual and use of feminine language in Arabic translation). However, the execution does not persuade fathers that reading is appropriate for fathers (due to cultural barriers, illiteracy and working hours).



To increase the impact of Stimulus 1 on behaviour, the BCC suggests:

- Increasing the relevance of visual to the target audience by showing child of right age demonstrating age-appropriate behaviour (newborns would not be able to reach out to touch pages or sit up) and reacting in an age-appropriate way that demonstrates they are engaged.
- Develop gender-specific executions (both visual and language) targeting mothers with images and language showing mothers reading and targeting fathers with images and language showing fathers reading to position reading as relevant, desirable, and appropriate for both parents of young children.
- Simplify the voice-over/message to focus on reading with baby from birth and the benefits of doing so rather than including the ideal way to do that i.e. replace 'touch and explore books that are safe and describe your actions' with 'Reading with baby helps her learn about words and language' or 'Read to me every day even if it's just a few words. And see the difference/help me learn about words and language'.
- Create a visual that communicates immediate emotional benefits to the parent (joy and bonding), shows parents how to do the behaviour (e.g. gentle voice, holding close), shows the child's age-appropriate reaction (calm, gurgle, watching, interested) to increase parents' confidence they can display the behaviour, and ideally show social approval e.g. approving influencer (husband/wife/mother/mother-in law).
- Reinforce benefits of reading for very young children by using claims such as 'scientifically proven' e.g. 'For scientifically proven ways you can help your baby learn about words and language, visit www.qrf.org' or have parent talk about the benefits they have noticed.
- Address barrier of fathers' lack of time by communicating that every minute you spend reading with your child makes a difference and showing fathers interacting with children when they get home from work and having fathers talking about finding time to read with their children and noticing the benefits.
- Create new text/voice-over to address age of child barrier e.g. 'my baby can't understand the story just yet but reading from birth helps her learn about words and language'.
- Make it easier for parents to access age-appropriate reading material by incorporating where they can get the material from into the message e.g. 'For stories you can read with your baby, visit www.qrf.org'.



4.5.2. REACTION TO STIMULUS 2

Video #2 Tested on mothers and fathers of children aged 0-3 and 4-18 months	Description of behaviour	Message in the video
	<p>Reading to his newborn baby in a gentle, even voice while he holds the baby lovingly on his lap/ in his arms.</p>	<p>Read to me every day in a gentle and even voice even if it's a few words. And see the difference. For more ideas that you can apply to make your child enjoy words and reading, please visit www.qrf.org</p>

Stimulus 2 shifted some mothers of children up to 18 months and fathers of children 4-18 months to want to read to their children because they believe it will help the child to start speaking earlier (although this is not mentioned in the stimulus). 'And see the difference' made some fathers believe that reading may help child to start speaking earlier, stimulate brain and improve memory of his baby. Some mothers and majority of fathers of children aged 0-3 do not understand how reading will benefit a baby 0-5 months who they feel is 'too young to understand what is being read to him/her' and will wait until the child is older.

Mothers liked the stimulus showing a father reading but some felt it would be unlikely to impact their husbands due to work, feeling tired, lacking patience and skills and their belief it's the mother's responsibility as she spends more time with the child.

To increase the behavioural impact of Stimulus 2, The BCC suggests:

- While the visual shows a child of the right age reacting appropriately (being calm) and models a father reading in a gentle, calm way, it does not strongly communicate the immediate emotional benefits e.g. joy/bonding/social approval/feeling good about helping the child's brain to develop and giving them the best start in life. To increase impact of the visual, show the father enjoying the experience, perhaps smiling and making some eye contact with the baby to better reflect bonding.
- Simplify text/voice-over to focus on reading with baby and the benefits of doing so rather than including the ideal way to do that i.e., in a gentle, calm voice e.g. 'Read to me every day, even just a few words. And help me learn about words and language'.
- Modify text/voice-over to address perceptual barrier that young children can't understand/benefit from reading e.g. 'my baby/I can't understand the story just yet but reading from birth helps her/me learn about words and language'.
- The message does not communicate the rational benefits to the child of parents reading to very young children, only alluding to 'see the difference'. Clearly communicating how reading benefits the child would increase impact of this communications.
- Reinforce benefits for very young children by modifying Call to action e.g. 'For scientifically proven ways you can help your baby learn about words and language, visit www.qrf.org'.



- Have fathers talk about the benefits they have noticed from reading to their children every day from birth in terms of helping them learn to talk, stimulate brain, build memory and feeling proud that their reading is helping babies brain develop and giving baby the best start in life.
- Tackle barrier for fathers of believing women should do the reading by demonstrating social approval of father reading e.g. approving wife/mother/mother-in law.
- Address barrier of fathers' lack of time by sending message that every minute you spend reading with your child makes a difference and showing fathers patiently reading with children when they get home from work and having fathers talk about being proud, they made time to read with their children and noticing the benefits.
- Tackle mothers concern that fathers won't have the skills or patience to read with their children by demonstrating a father reading patiently and mother watching, nodding, smiling, impressed.

4.5.3. REACTION TO STIMULUS 3

Video #3 Tested on mothers of children aged 0-3, 4-18, 19-42, 43-71 months, and fathers of children aged 0-3 and 4-18 months	Description of behaviour	Message in the video
	<p>Talking to her child in a gentle, even voice, making eye contact while she feeds the baby.</p>	<p>To help your child to understand and be aware of the voices and language, make sometime daily to talk to them about everything and anything</p> <p>For more proven activities to give your child the best start, please visit. www.qrf.org</p>

Parents were encouraged to talk to their children by the message that it will help develop their child's language skills and because it can easily be integrated into daily life and every action can be an arena for learning. Parents liked the interaction between mother and child including – speaking in normal/grown-up language, using standard Arabic and not colloquial and the mother's use of body language, smiles, laughter and facial expressions to bond with baby. However, some mothers did not believe a baby under six months old would understand what is being said to him/her and there was some confusion about the purpose of the communications i.e. about healthy eating rather than talking to the child.



For parents who already talk to their children the stimulus reinforces the relevance, appropriateness, and desirability of current behaviour because the visual shows:

- Child of right age reacting appropriately (talking and gurgling) and models mother talking to the child, using her body language, making eye contact, and speaking in an animated voice. The mother is clearly enjoying the activity and the child is engaged. The stimulus models the desired behaviour and communicates the immediate personal emotional benefits for the parent e.g. joy/bonding//feeling good about helping child to develop their language skills.
- A behaviour that is easy for parents to do. It is shown being integrated into the everyday activity of feeding their child. It does not require them to spend additional time with their child or to 'buy books' or 'read'.

To increase the behavioural impact of Stimulus 3 The BCC suggests:

- Use more age-appropriate scenarios e.g. young children would not be eating solid food and mothers felt older children should be given more opportunity to explore and discover e.g. child able to choose from different types and colours of fruit from a plate and hold the fruit him/herself.
- Use mother and/or child as messenger and modify text/voice-over to address barrier 'my baby may not be able to say the words just yet but talking to her everyday about anything and everything helps her develop language skills' or 'I may not know what the words mean just yet but talking to me every day about anything and everything helps me to develop language skills'.
- Reinforce benefits of talking to very young children by modifying Call to action e.g. 'For scientifically proven ways you can help your baby learn about words and language, visit www.qrf.org'.

Demonstrate social approval by showing the other parent or mother/mother-in-law participating in the activity.



4.5.4. REACTION TO STIMULUS 4

Video #4 Tested on mothers of children aged 0–3, 4–18, 19–42, 43–71 months, and fathers of children aged 0–3, 4–18 months	Description of behaviour	Message in the video
	<p>Telling her baby a nursery rhyme, while she changes and holds the baby.</p>	<p>Communicate with your child through words, rhymes, songs, and stories on a daily basis to help them learn sounds and language.</p> <p>For more ways to help your child learn, please visit www.qrf.org</p>

Many mothers already communicate with their child as they change diapers, bathe and put them to bed to calm the child and to create a bond. The stimulus reinforced this behaviour and raised awareness it will help develop child's language skills. Mothers found the stimulus relevant and enjoyed seeing the interaction between mother and baby, particularly baby's response in trying to imitate mother's words, looking happy and being mother's centre of attention.

Most fathers did not find the stimulus relevant or encouraging as they see changing diapers as the mother's responsibility and the feminine language reinforced this. However, some were already singing songs, making sounds and reciting verses from the Quran to improve their child's memory and concentration and will continue to do so.

The stimulus reinforces mothers' current behaviour because the visual shows:

- Child of the right age reacting in an engaging way (eye contact, smiling, imitating words) and models mother and child enjoying the interaction.
- Mother talking to her baby holding her close using facial expressions communicating the immediate personal emotional benefits for the parent and child e.g. joy/bonding//feeling good about helping child to develop their language skills as well as the rational benefit for the child – developing child's language skills, reinforced by child's eye contact, and making sounds.
- Behaviour that is easy for parents to display. It is shown being integrated into the everyday activity of changing baby's diaper. It does not require them to spend additional time with their child or to 'buy books' or 'read'.
- The stimulus does not work for most fathers because it does not position the behaviour as relevant or appropriate or desirable for them because it does not show a father doing the behaviour and uses feminine language. Also, most fathers do not change diapers.



To increase the behavioural impact of stimulus 4 The BCC suggests:

- Develop stimulus showing a father in a realistic scenario and using neutral or masculine language e.g. father talking and singing to the child when family are together at a mealtime or leisure time or when father and child are together on their own after work or during weekends.
- Simplify message to remove 'rhyming' as this is not understood/commonly used i.e. 'communicate with your child through words, songs and stories on a daily basis to help them learn sounds and language' and develop visuals to show both parents using words, songs and stories'
- Demonstrate social approval of father doing the behaviour by showing the child's mother or father's mother/mother-in-law participating in the activity.

4.5.5. REACTION TO STIMULUS 5

Video #5 Tested on mothers of children aged 0-3, 4-18, 19-42, 43-71 months and fathers of children aged 0-3, 4-18 months.	Description of behaviour	Message in the video
	<p>Telling her baby a story using different voices and encouraging the child to join in and then both say the words together.</p>	<p>Tell me a story in different voices and allow me to participate.</p> <p>For more ways to give your child the best start, please visit www.qrf.org</p>

The stimulus shifted parents from not being aware they can/should read to young children (pre-contemplation) to want to read to them (contemplation) and will encourage some to read to their child, particularly when they reach the age of the child in the stimulus.

Mothers and fathers were encouraged to read together, feeling it provides a safe environment for learning where the child feels loved and family ties are strengthened. Parents liked the child sitting in father's lap, signalling compassion, engagement and love and enjoyed the interaction.

This stimulus is appealing because the parents are shown enjoying the interaction with the child, they give her a chance to respond to their questions and show the child and parents communicating with each other even though the child is young. However, some mothers felt the scenario was unrealistic due to other siblings requiring attention.



The stimulus encouraged parents to read to a child the same age as the one in the stimulus and ask questions about the story because the visual:

- Positions reading with a child of this age as relevant, desirable, and appropriate for parents to do together.
- Communicates the immediate personal emotional benefits for the parent and child e.g. joy/ bonding and feeling good about giving their child the best start so that they outweigh the costs of requiring devoted time and accessing books.
- Makes reading with the child look easy, relaxed and achievable, increasing parents' confidence they can read to their child and their child will enjoy it and benefit.
- Provides social approval and appeals to family values by showing both parents and the child enjoying engaging in reading, interacting together and bonding as a family.

To increase the relevance of Stimulus 5 to parents with younger children and more than one child, The BCC recommends:

- Create a visual showing same scenario with a younger child to encourage parents with younger children to read together with their child.
- Create a visual showing families with more than one child so that parents with more than one child can see how they can read with a young child at the same time as meeting the needs of another child e.g. while supervising homework of older child, or one parent holding a baby in their arms while the other reads to the older child or both children.
- In addition to this video, consider using the same scenario with parents telling stories together using toys or pictures rather than books to encourage parents who are illiterate or do not have access to books.

4.5.6. REACTION TO STIMULUS 6

Video #6 Tested on fathers having children between 4-18, 19-42 months.	Description of behaviour	Message in the video
	<p>Reading the same words over and over and over again, laughing with his baby.</p>	<p>Reading, rhyming, singing, and pointing at pictures from the same book over and over again helps your babies' brain to develop.</p> <p>For more ways you can help your child learn about words and language visit www.qrf.org</p>



Stimulus 6 encouraged fathers of children from 4-42 months to read with their children because they believe children learn from their surroundings through playing, imitating their parents and repetition. Fathers were encouraged to read because the video displayed how children learn by hearing and seeing. However, they also suggested that mothers would be better placed to read with their children due to father's lack of time due to work.

The stimulus encouraged parents to read the same book over and over again because the visual:

- Positions reading with a child of this age as relevant, desirable, and appropriate for fathers to do.
- Communicates the immediate personal emotional benefits for the parent and child e.g. joy/ bonding (shown by father holding child and both smiling) and feeling good about helping their baby's brain to develop so that they outweigh the costs of requiring devoted time and accessing books for some.
- Makes reading with the child look easy, relaxed, and achievable increasing parents' confidence they can read to their child and their child will enjoy it and benefit.

To encourage more fathers to read, the benefits need to be reinforced so that they outweigh the costs of reading:

- Have fathers talk about the benefits they have noticed from reading the same books to their children every day because babies learn to talk through repetition.
- Reinforce benefits of reading with young children by modifying Call to action e.g. 'For scientifically proven ways fathers can help their babies learn about words and language, visit www.qrf.org'.
- Address the lack of time barrier by sending message that every minute you spend reading with your child makes a difference and showing fathers patiently reading with children when they get home from work and having fathers talk about being proud that they made time to read with their children and noticing the benefits.
- Address the belief women should do the reading by demonstrating social approval of father reading e.g. approving wife/mother/mother-in-law.

4.5.7. REACTION TO STIMULUS 7

Video #7 Tested on fathers of children from 0-3, 19-42, 43- 71 months	Description of behaviour	Message in the video
	<p>Reading the words on grocery packaging to child, child responds.</p>	<p>Helping your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title helps your child to learn.</p> <p>For more things you can do anytime, anywhere to give your child the best start, visit www.qrf.org</p>



Stimulus 7 encouraged some fathers of children aged 19–71 months to read the words on grocery packaging because it generates questions and improves learning through observation. Fathers liked the child grabbing items and pronouncing the letters, being curious and asking questions, finding it relatable and realistic. Some fathers already practice helping their children notice letters and words in daily life e.g. reading signs while driving and they suggested this does not need to be limited to grocery shopping but can be practiced at home, at the market, in the mosque, and reading street signs. Fathers of children aged 0–3 months were encouraged to read words on grocery packaging when their child is 3 or older but felt their baby is too young to comprehend and understand.

The stimulus encouraged fathers to read words on grocery packaging (and in other places) because it:

- Positions reading words to children over 3 as relevant, desirable, and appropriate for fathers to do.
- Demonstrates a behaviour that is easy to do because it can be integrated into everyday activities such as shopping, driving in the car, at the park, at the mosque. It does not require them to spend additional time with their child or to 'buy books' or 'read', so there are no 'costs'.
- Communicates the immediate personal emotional benefits for the parent and child e.g. joy/bonding (shown by the smiling interaction and curious child asking questions and trying to pronounce the letters/words) and feeling good about helping their child to learn and giving them the best start.

To encourage fathers of children under 3 to read the words on packaging:

- Show children under 3 in the stimulus realistically engaging with and responding to the father.
- Have fathers talk about the benefits of reading words on packaging to children from birth to help them learn and give them the best start in life.
- Simplify message to focus on benefits of reading words e.g. *'my baby may not be able to say the words just yet but reading the words on packaging helps her to learn'* or *'I may not know what the words mean just yet but reading the words on packaging helps me develop language skills'*.
- Reinforce benefits of reading with younger children by modifying Call to action e.g. *'For scientifically proven ways fathers can help their babies learn about words and language visit www.qrf.org'*.

4.5.8. REACTION TO STIMULUS 8

Still Image #8 Tested on mothers of children aged 0–3, 4–18, 19–42, 43–71 months, and fathers of children aged 19–42 and 43–71 months	Description of behaviour	Message in the video
	<p>Reading the same words over and over and over again, laughing with his baby.</p>	<p>Reading, rhyming, singing, and pointing at pictures from the same book over and over again helps your babies' brain to develop.</p> <p>For more ways you can help your child learn about words and language visit www.qrf.org</p>



Stimulus 8 shifted some mothers towards finding words that rhyme in stories and songs. Mothers of children of all ages feel that 'finding words that rhyme in stories and songs' is a new and appealing way to teach language. However, the majority of fathers would not sing or tell stories to their child suggesting this is the mothers' and older siblings' responsibility.

The stimulus encouraged mothers to find words that rhyme in stories and songs because it:

- Positions the behaviour as relevant, desirable, and appropriate for mothers to do.
- Demonstrates a behaviour that is easy to do because it does not require them to 'buy books' or 'read' (although it does require devoted time).
- Communicates the immediate personal emotional benefits for the parent and child e.g. joy/bonding (shown by the mother smiling and child happy and engaged) and feeling good about helping their child to learn about sounds and words and giving them the best start in life.

However, the stimulus did not communicate the behaviour of 'singing a song with words that rhyme emphasising the words that rhyme by smiling, using hand gestures as she says the rhyming word' as this was not possible to do in a still image. The Arabic word for 'rhyming' in this stimulus was confusing for some participants. The BCC recommends use of the wording in Stimulus 4 and the use of a video with sound rather than the use of a still image to model 'rhyming' behaviour.

To encourage fathers to do the behaviour:

- Create an additional video showing a father finding words that rhyme in stories and songs.
- Have fathers talk about the benefits of finding words that rhyme in stories and songs to help them learn about sounds and words and give them the best start in life.
- Address the perceived barrier of lack of time by sending the message that every minute you spend on stories and songs makes a difference and showing fathers singing and telling stories when they get home from work and having fathers talk about being proud, they made time to sing and tell stories to their children and noticing the benefits.
- Influence the belief that mothers, and older siblings should tell stories and sing songs by showing a father doing these activities, perhaps in a family setting with approving mother and older siblings participating.



4.5.9. REACTION TO STIMULUS 9

Video #9 Tested on mothers and fathers of children aged 19–42 and 43–71 months	Description of behaviour	Message in the video
	<p>Reading a story to his child the child clearly already knows. He points to each word as he reads them and points at the next word prompting the child to say the word and saying it with them/just after them in a praising tone hugging the child for 'reading' the word.</p>	<p>Read the same story and take turns reading the next word because that will help your child learn sounds, words, and reading.</p> <p>For more things you can do to help your child enjoy words and reading visit www.qrf.org</p>

Mothers and fathers of children aged 19–82 months were encouraged to repeat the same story as they

believed it would help their child to learn the right words and pronunciation. Mothers liked asking questions and involving the child in the story as they believed it fuelled curiosity. Both parents found the parents' collaboration inspiring as they were creating a loving environment which encouraged learning. However, fathers suggested reading should be done by the parent who has time i.e. the mother.

Stimulus 9 encouraged mothers to ask questions as they read the same story because it:

- Positioned reading and asking questions as relevant, desirable, and appropriate for parents to do together.
- Communicated the immediate personal emotional benefits for the parent and child e.g. joy/bonding and feeling good about helping their child to learn sounds, words and reading so that they outweigh the costs of requiring devoted time and accessing books.
- Made reading with the child look easy, relaxed, and achievable increasing mothers' confidence they can read to their child and their child will enjoy it and benefit.
- Provided social approval and appealed to family values by showing both parents and the child enjoying engaging in reading, interacting together and bonding as a family.

To increase the effectiveness of Stimulus 9 in encouraging the desired behaviour of 'a father reading a story to his child the child clearly already knows He points to each word as he reads them and points at the next word prompting the child to say the word to say the word and saying it with them, just after them, in a praising tone, hugging the child for reading the word'. The BCC recommends:

- Create a visual that closely models the desired behaviour.
- Modify the video to show father reading with child, asking questions, and allowing child to respond with mother participating and supporting/encouraging father.
- Reinforce benefits of fathers reading with young children by modifying Call to action e.g. 'For scientifically proven ways fathers can help their child learn about words and language, visit www.qrf.org'.



- In addition to this video, create a visual showing families with more than one child so that parents with more than one child can see how they can read with a young child at the same time as meeting the needs of another child e.g. while supervising homework of older child, or one parent holding a baby in their arms while the other reads to the older child or both children.
- In addition to this video, consider using the same scenario with parents telling stories together using toys or pictures rather than books to encourage parents who are illiterate or do not have access to books.

4.5.10. REACTION TO STIMULUS 10

Video #10 Tested on mothers and fathers of children aged 19–42, and 43–71 months	Description of behaviour	Message in the video
	<p>Looking at a book with her child and asking her child about the story as she points at words and pictures in the book, the child responds with some words answering her question.</p>	<p>Ask your child questions related to the story you read to them to contribute to their brain development.</p> <p>For more ways that contribute you child's brain development, please visit www.qrf.org</p>

Stimulus 10 encouraged most mothers and some fathers of children over 19 months to start reading to their child. Parents see asking questions after reading a story useful to promote linguistic learning, stimulate curiosity and imagination and improve focus and memory. Mothers enjoyed the interaction between mother and child including mother's use of grown-up language, adapting her voice and pace to what she reads, body language, age-appropriate story and how the child imitates the sounds signalling passion and interaction. However, the majority of fathers will not read to their child due to their belief reading is the mother's/older siblings' responsibility and because they arrive at home late after work.

Some mothers already read to their child before bedtime to help their child develop language skills, fuel their imagination, and make them feel comforted and safe. Others talk to their children rather than reading. The stimulus encouraged mothers to read because it:

- Positioned asking questions as relevant, desirable, and appropriate for mothers to do.
- Communicated the immediate personal emotional benefits for the mother and child e.g. joy/ bonding and feeling good about helping their child's brain to develop so that they outweigh the costs of requiring devoted time and accessing books.
- Made asking questions about the story being read look easy, relaxed, and achievable, increasing mothers' confidence they can read and ask questions to their child and their child will enjoy it and benefit.



To increase the effectiveness of Stimulus 10 in encouraging fathers to read to their child and ask questions about the story:

- Create an additional video showing a father reading with his child and asking them questions about the story.
- Reinforce benefits of fathers reading with young children by modifying Call to action e.g. '*For scientifically proven ways fathers can help their children's brain to develop visit www.qrf.org*'.
- Have fathers talk about the benefits of reading to their child and asking questions about the story including helping with linguistic learning, stimulating curiosity and imagination and improve focus and memory.
- Address the perceived barrier of lack of time by sending message that every minute fathers spend reading makes a difference and showing fathers reading when they get home from work and having fathers talk about being proud that they made time to read to their children.
- Influence the belief that mothers, and older siblings should tell stories and sing songs by showing a father doing these activities, perhaps in a family setting with approving mother and older siblings participating e.g. mother could read to child with father asking questions about the story after coming back from work.

To increase the effectiveness of Stimulus 10 overall:

- Modify the video to include eye contact between the mother and child to model the desired behaviour and increase appeal of the interaction demonstrated to parents.
- In addition to this video, create a visual showing families with more than one child and both parents present to increase social approval and so that parents with more than one child can see how they can read with a young child at the same time as meeting the needs of another child e.g. while supervising homework of older child, or one parent holding a baby in their arms while the other reads to the older child or both children.
- In addition to this video, consider using the same scenario with parents asking questions about stories using toys rather than books to encourage parents who are illiterate or do not have access to books

4.5.11. REACTION TO STIMULUS 11

Still image #11 Tested on mothers and fathers of children aged 19–42 and 43–71 months	Description of behaviour	Message in the video
	<p>Father picks up a phone or iPad and says 'it's story time' to his child who is happy and excited as he reads the words and points at the pictures, both smiling and talking about what they are reading.</p>	<p>Reading eBooks with your child and looking at educational apps together is another way you can help your child learn to read and be ready for school.</p> <p>For more ways you can give your child the best start in life visit www.qrf.org</p>



Most parents acknowledge the widespread use of electronic devices and their appeal to children. Some felt that by monitoring and choosing the right programs it would be a good platform to encourage reading and learning. However, many were critical of the use of electronic devices believing it disrupts children's sleep, affects eyesight, neck and back and creates fighting between siblings. They believe the costs outweigh any learning benefits and would prefer children read from books than electronic devices. This was the least preferred stimulus, with parents suggesting they would be least likely to adopt this behaviour.

Stimulus 11 raises awareness of the educational benefits of parents reading e-Books and educational apps with children but concern about the negative impact electronic devices outweigh any potential benefits for most parents. Using a still image does not assist in overcoming this concern as it emphasizes the electronic device, we cannot see what is on the screen and see or hear the father reading or the engaging interaction between father and child that would appeal to parents. However, the stimulus encouraged parents who are open to the message because it:

- Shows the father looking at the iPad screen with the child suggesting the father is supervising and accompanying the child.
- Communicates the immediate personal emotional benefits for the father and child e.g. joy/bonding and feeling good about helping their child to learn, be ready for school and giving the child the best start in life.

To increase the effectiveness of Stimulus 11:

- Create a video that demonstrates the desired behaviour i.e. *'father picks up a phone/iPad and says it's story time to his child who is happy and excited as he reads the words and points at the pictures both smiling and talking about what they are reading'*. This will reduce the focus on the electronic device and increase the appeal of the behaviour by capturing the engaging interaction between father and child that parents find motivating and demonstrate the child learning and both father and child benefiting.
- Address barriers to use of electronic devices by providing guidance to parents about the amount of time children of different ages can safely spend using electronic devices, tools for managing sibling conflict and providing evidence about the educational benefits that can result when parents read e-Books and educational apps with the child. Alternatively consider marketing educational specific devices with only children's stories and educational activities on them.

4.5.12. REACTION TO TEXT/VOICE-OVER MESSAGES

Eleven text/voice-over messages were tested in the research.

Preferred messages

Parents of 0–3-month-olds were most encouraged by **message 2**. 'Read to me every day in a gentle and even voice even if it's a few words. And see the difference. For more ideas that you can apply to make your child enjoy words and reading, please visit www.qrf.org' because it presents new information about the benefits of reading even just a few words for very young children. To increase the effectiveness of the message for parents with very young children The BCC suggests reinforcing and simplifying the words/text of the message to 'Read to me every day from birth, even if it's just a few words. And see the difference. For more **scientifically proven ways you can help your child to learn about sounds and language**, please visit www.qrf.org'. And use the visual to demonstrate the parent reading 'in a gentle and even voice'

Parents of 4–18-month-olds were most encouraged by message 5. "Tell me a story in a different voice and allow me to participate. For more ways to give your child the best start, please visit. www.qrf.org". because it presents new and inspiring information about the benefits of child participation, is inclusive, age-appropriate and expresses the child's willingness to learn by using the child's voice.



- To increase relevance to fathers The BCC suggests modifying the call-to-action component of message to 'For more ways fathers can give their child the best start...'
- To increase relevance to parents with younger children, The BCC suggests modifying message to 'I may not know what the words mean just yet but telling me a story in a different voice and allowing me to participate helps me to develop language skills.'

Parents of 4-18-month-olds were also encouraged by message 6. 'Reading, rhyming, singing, and pointing at pictures from the same book over and over again helps your babies' brain to develop. For more ways you can help your child learn about words and language visit www.qrf.org' because they believe repetition helps children to learn and encouraged children to participate. They also believe songs, rhymes and pointing at pictures are fun activities for children. All parents want their child's brain to develop and find this inspirational. The BCC suggests removing 'rhyming' from message 6 due to some confusion about what rhyming means.

To encourage fathers to do these behaviours the BCC recommends modifying the call to action e.g. 'For **scientifically proven ways fathers** can help their babies learn about words and language visit www.qrf.org'.

Parents of 43-71-month-olds were encouraged by message 10. "Ask your child questions related to the story you read to them to contribute to their brain development. For more ways that contribute to your child's brain development, please visit. www.qrf.org". because they believe asking questions encouraged participation of the child, helping them to learn and shows the parents are engaged and care about their child.

To reinforce benefits of fathers reading with young children The BCC recommends modifying the Call to action e.g. 'For **scientifically proven ways fathers** can help their children's brain to develop visit www.qrf.org'.

Reaction to message options

Four message options were tested for each of the eleven communications concepts as shown in the Discussion Guide in the Appendix. An example for one of the eleven behaviours is shown below

Visual showing behaviour and target audience: Father 0-3 months – modelling behaviour and emotional benefit	Reading the same words over and over and over again, laughing with his baby
Option 1: Descriptive	Reading, rhyming, singing, and pointing at pictures from the same book over and over again helps your babies' brain to develop. For more ways you can help your child learn about words and language visit www.qrf.org
Option 2: Behaviour then benefit	Read, rhyme, sing and point at pictures from the same book over and over again to support your child's brain development. For more ways to support your child to learn words and language, please visit www.qrf.org
Option 3: Benefit then behaviour	To support your child's brain development, read, rhyme, sing and point at pictures from the same book over and over again. For more ways to support your child to learn words and language, please visit www.qrf.org
Option 4: Child's voice	Read to me, sing, rhyme, and point at pictures from the same book over and over again. And see the difference. For more ways to support your child to learn words and language please visit www.qrf.org .



The options were designed to test four different approaches to identify which resonates most:

1. Detailed behavioural description and rational benefit
2. Suggestive – behaviour followed by benefit
3. Suggestive – benefit followed by behaviour
4. Child's voice

There was a positive reaction to all message options tested. Option 4. Child's voice was generally preferred by all fathers and mothers of children under 18 months. Preferred messages included:

- 'Talk to me every day about everything. And see the difference.'
- 'Allow me to explore the book in my own way through exploring and touching. And see the difference.'
- 'Read to me every day in a gentle and even voice even if it's a few words. And see the difference.'
- 'Read to me from electronic books and educational apps. And see the difference.'

Parents felt using the Child's voice:

- Suggests the child wants to learn, increasing parents' confidence the activity will benefit the child and both will enjoy the experience.
- Is emotionally appealing, heartfelt and genuine.
- Reinforces benefits of joy/bonding as it invites the child and parent to spend time together and rational benefit of helping child as the child learns more when accompanied.
- Is brief and easy to understand.
- The exception was mothers 43-71 months who did not feel encouraged by *'Ask me about the stories I know and see the difference'* because they found the message diffuse and not exciting.

Options 2 and 3 with either benefit or action first were also preferred by some parents.

- *'Find rhymes in stories and songs to help your child to recognize voices and words'* and *'Allow your baby girl to touch and explore books that are safe while you read to them and make sure to describe their actions like 'you're patting the picture of the bunny' to contribute to her mind's development and raise awareness of her surroundings'* was most encouraging for mothers of children aged 19-42 months because they found the message clear, relatable and convincing.
- *'To contribute to your child's brain development ask them some questions from the story you read to them'* was preferred by mothers of children aged 43-71 months because it communicates benefit (brain development) first, and then the action parents can take to accomplishing that.



4.5.13. REACTION TO CALLS TO ACTION

Eleven calls to actions were tested separately in the research as shown in table below.

#	Call to Action	Targeted
1	For more ways that will help your child to learn words and language please visit www.qrf.org	Mothers (0-3, 4-18 months) and fathers (0-3, 4-18 months)
2	For more ideas that you can apply to make your child enjoy words and reading, please visit. www.qrf.org	Mothers (0-3, 4-18 months) and fathers (0-3, 4-18, 19-42, 43-71 months)
3	For more proven activities to give your child the best start, please visit. www.qrf.org .	Mothers (0-3, 4-18, 19-42, 43-71 months) and fathers (0-3, 4-18 months)
4	For more ways to help your child learn, please visit. www.qrf.org .	Mothers (0-3, 4-18, 19-42, 43-71 months) and fathers (0-3, 4-18 months)
5	For more ways to give your child the best start, please visit. www.qrf.org	Mothers (0-3, 4-18, 19-42, 43-71 months) and fathers (0-3, 4-18 months)
6	For more ways you can help your child learn about words and language visit www.qrf.org	Mothers (0-3, 4-18 months) and fathers (0-3, 4-18, 19-42, 43-71 months)
7	For more things you can do anytime, anywhere to give your child the best start visit www.qrf.org	Mothers (0-3, 4-18 months) and fathers (0-3, 4-18, 19-42, 43-71 months)
8	For more scientifically proven activities to give your child the best start in life visit www.qrf.org	Mothers (19-42, and 43-71 months) and fathers (19-42, and 43-71 months)
9	For more things you can do to help your child enjoy words and reading visit www.qrf.org	Mothers (19-42, and 43-71 months) and fathers (19-42, and 43-71 months)
10	For more ways that contribute your child's brain development, please visit. www.qrf.org	Mothers (19-42, and 43-71 months) and fathers (19-42, and 43-71 months)
11	For more ways you can give your child the best start in life visit www.qrf.org	Mothers (19-42, and 43-71 months) and fathers (19-42, and 43-71 months)

Overall there was a positive reaction to each. Parents wanted to find out more after seeing the stimulus and said they would visit the QRF website.

- Fathers wanted to be **taken directly to the information** about the campaign/videos/YouTube channel rather than to QRF homepage
- Mothers wanted to see **more recommendations and videos on what will benefit their children**
- Parents suggested **call to action is displayed longer** to give parents time to click on the link.

Mothers of children under 18 months were most encouraged by 1 'For more ways that will help your child to learn words and language, please visit www.qrf.org' because of the emphasis on vocabulary and language. The message that this should start at a young age is new to them and they are curious to learn more about how to do this by visiting the website. The BCC recommends modifying this Call to action to make it more personalised using 'you' and reinforce relevance



from birth by replacing 'child' with 'baby' and adding 'from birth' i.e. "For more ways **you can** help your **baby** to learn about words and language **from birth**, please visit www.qrf.org"

Fathers of children under 18 months were most encouraged by 4. 'For more ways to help your child learn, please visit www.qrf.org' because the word learn encompasses all educational benefits. The BCC recommends modifying this Call to action to replace 'to help your' with 'fathers can help their' to reinforce action as the father's responsibility so 'For more ways fathers can help their child learn, please visit www.qrf.org'. Calls to action with brain development, best start in life and scientifically proven are most likely to encourage **parents of children over 19 months** to visit www.qrf.org. Specifically:

- 10 'For more ways that contribute to your child's brain development, please visit. www.qrf.org' was the most encouraging call to action for both mothers and fathers of children aged 19-71 months. All parents want to contribute to the development of his/her child's brain to make sure the child will have a good life. The BCC suggests making this more personal by replacing 'that contribute' with 'you can contribute'.
- 8 'For more scientifically proven activities to give your child the best start in life, visit www.qrf.org. org' also encouraged mothers who find 'scientifically proven activities' inspiring and want to implement them in their daily life and visit the website to learn more.
- 11 'For more ways you can give your child the best start in life, visit www.qrf.org' also encouraged fathers because giving children the best start in life is something fathers want to do, and this inspires them to visit the website to learn more about how to do this.

4.5.14. REACTION TO TAGLINES

#	Tagline	Targeted
1	Let's Fill their childhood everyday with words, rhymes, and stories.	Mothers (0-3, 4-18 months) and fathers (0-3, 4-18 months)
2	Reading. Special moment that brings you together	Mothers (0-3, 4-18 months) and fathers (0-3, 4-18, 19-42, 43-71 months)
3	Anytime. Anywhere. Connect with them through rhymes, songs, and stories	Mothers (0-3, 4-18, 19-42, 43-71 months) and fathers (0-3, 4-18)
4	Connect with them daily through words, rhymes, and stories	Mothers (0-3, 4-18, 19-42, 43-71 months) and fathers (0-3, 4-18 months)
5	Fill my childhood with words	Mothers (0-3, 4-18, 19-42, 43-71 months) and fathers (0-3, 4-18 months)
6	Words are Everywhere	Mothers (0-3, 4-18 months) and fathers (0-3, 4-18, 19-42, 43-71 months)
7	Plant in them the love of reading	Mothers (0-3, 4-18 months) and fathers (0-3, 4-18, 19-42, 43-71 months)
8	Your time with them... makes a difference	Mothers (19-42, and 43-71 months) and fathers (19-42, and 43-71 months)
9	Reading is a journey. Let's Start today	Mothers (19-42, and 43-71 months) and fathers (19-42, and 43-71 months)
10	Reading is a journey. Share it with them	Mothers (19-42, and 43-71 months) and fathers (19-42, and 43-71 months)
11	Enjoying today...Reading tomorrow	Mothers (19-42, and 43-71 months) and fathers (19-42, and 43-71 months)



Eleven taglines were tested in the research as shown in the table above. Taglines about words and connection had broadest appeal (1, 3, 4, 5, 9). These included:

- 5 'Fill my childhood with words' (preferred by most mothers across the different age groups, and several fathers 0-3, and 4-18 months).
- 1 'Let's Fill their childhood everyday with words, rhymes, and stories' (preferred by several mothers 0-3 months).
- 4 'Connect with them daily through words, rhymes, and stories' (preferred by some mothers 4-18, 43-71 months and some fathers 0-3 and 4-18 months).
- 3 'Anytime. Anywhere. Connect with them through rhymes, songs, and stories' (preferred by some mothers and fathers 4-18 months).
- 9 'Reading is a journey. Let's Start today' (preferred by some mothers 43-71 months).

These taglines appealed because they were felt to:

- Cover all the activities for learning and interaction.
- Communicate words are everywhere and a part of daily life.
- Highlight that children are eager to learn which is motivating and reinforces parents' experience.
- Invite parents to connect with the child.
- Provide options that do not involve reading and books (with the exception of no.9).

Taglines about time with child resonated with the majority of fathers as well as mothers of children 43-71 months (2,8,10), including:

- 2 'Reading, a special moment that brings you together' (several fathers having children 0-3 and 4-18 months).
- 8 'Your time with them makes a difference' (some mothers having children 43-71 months, the majority of fathers 19-42, 43-71).
- 10 'Reading is a journey. Share it with them' (some mothers 43-71 months, some fathers 19-42 and 43-71).

Mothers and fathers recognised the importance of doing these activities with their children to encourage them to read and to enhance their growth. These taglines encouraged fathers, in particular, to prioritise time with their child. Some fathers stressed that there is no need to dedicate a 'special time' to learn words, but, as highlighted in the taglines above, this can happen any time.

4.5.15. REACTION TO QRF LOGO

The testing research reinforced the importance of including QRF logo in communications to add credibility to the message. Parents suggest the QRF logo is shown at the beginning of the video and in the corner throughout the video because it will catch their attention, make them trust the information and know who it's from, even if they do not watch the video from the beginning. Parents who did not recognise the QRF logo suggested the name appears in full. Those without English language ability suggested it should be written in Arabic. Others suggested inserting a picture of Queen Rania surrounded by children to make the topic and the messenger clear.



4.5.16. PREFERRED CHANNELS

Parents suggested they could best be reached via social media platforms. They spend a lot of time on social media and always carry their mobile phones with them.

- Facebook is preferred by most parents as they spend a lot of time on it.
- WhatsApp is also widely used among the mothers and fathers and is preferred by mothers of children aged 0–3 months so that they can watch the video several times and share it with others. However, others mentioned WhatsApp is not monitored, they do not trust all the links and videos and because there are many videos shared and circulated on WhatsApp they would prefer to access via Facebook
- YouTube, TikTok and Instagram are other channels mentioned as being used and can be effective in reaching fathers.
- TV channels are not commonly used but if the videos are shown on TV, RoyaTV was suggested.

4.6. IMPLICATIONS FOR MESSAGE STRATEGY

All communication elements tested had some impact with some parents. Specifically:

- Stimulus 1 shifted some mothers to consider reading with their babies over 6 months and made fathers want their wives to do it.
- Stimulus 2 shifted some parents to consider reading with their baby.
- Stimulus 3 reinforces parents' current behaviour of talking to their child.
- Stimulus 4 reinforces mothers' current behaviour of talking to their child.
- Stimulus 5 encouraged some parents to read together with their child.
- Stimulus 6 encouraged some fathers of children aged 4+ months to read with their children.
- Stimulus 7 encouraged fathers of children 3+ to help their child notice words.
- Stimulus 8 shifted some mothers towards finding words that rhyme in stories and songs.
- Stimulus 9 encouraged mothers to repeat and involve the child in the story.
- Stimulus 10 encouraged some parents to read.
- Stimulus 11 shifted some parents towards action, but many rejected the behaviour.

Key elements that resonated with parents and should be retained and used to enhance refined communications were:

- The behaviours demonstrated in Stimulus 4 (singing and talking to their child during everyday life) and 7 (reading labels on packaging) are **easiest for parents to do**, reinforce what parents already do and provide them with new information about the benefit to the child. They inspire parents because they communicate the value of these activities in promoting the child's development.



- Stimulus 5 and 9 (the same video showing a mother and father reading with their child together and asking questions about the story) are the most appealing communications because they **resonate with family values, strengthening family ties, demonstrate social approval, increase confidence parents can read and model a learning setting where children will feel safe and loved**. The interaction between child and parents also engages parents and reinforces parents and child are benefitting from reading.
- Stimulus 2 visual **models reading to a young child** and the text 'see the difference' suggests to some parents that reading may 'help the child to start speaking earlier'.
- Parents of children aged over 18 months were encouraged by **new information** about using repetition and asking questions to promote understanding, language skills and learning for children as demonstrated in stimulus 6 and 10.
- The **child's response and positive interaction** in Stimulus 3, 4, 5, 6 and 9 adds credibility to the message that the behaviour helps the child to learn. The interaction between parent and child increases appeal and confidence.

The stimulus was less effective in influencing fathers and parents of younger children. Specifically:

- Stimulus were less effective in encouraging parents of children under 4 months old to read to their children and there is resistance from some parents to practise many of the behaviours because they believe children under 3 do not understand stories/what is being said and so will not benefit.
- Fathers are less likely to read or sing or tell stories or rhymes to their child because they believe it is the role of mothers and/or older siblings who spend more time with the child. Only Stimulus 2,5,6 and 7 had some impact on fathers due to a) showing a father and child the right age (Stimulus 2), demonstrating appealing engagement and benefits to child and fathers (Stimulus 6) and social approval (Stimulus 5 and 7).

The BCC suggests refining each concept as outlined in the previous section and developing a specific strategy to target the most difficult to influence cohorts – fathers and parents of younger children.

Suggestions for messages, calls to action, taglines and logo were:

1 Use **suggestive messages** to influence mothers of children aged 19-71 months with either benefit or action first:

- *'Find rhymes in stories and songs to help your child to recognize voices and words' and 'Allow your baby girl to touch and explore books that are safe while you read to them and make sure to describe their actions like 'you're patting the picture of the bunny' to contribute to her mind's development and raise awareness of her surroundings'* most encouraging for mothers of children aged 19-42 months because they found the message clear, relatable and convincing.
- *'To contribute to your child's brain development ask them some questions from the story you read to them'* preferred by mothers of children aged 43-71 months because it communicates the rational benefit (brain development) first, and then the action parents can take to accomplishing that.

2 Use calls to action about 'learning' and 'language development' for parents of children 0-18 months:

- Mothers of children under 18 months were most encouraged by *"For more ways that will help your child to learn words and language, please visit www.qrf.org"* because of the emphasis on vocabulary and language. The message that this should start at a young age is new to them and they are curious to learn more about how to do this by visiting the website. The BCC recommends modifying this Call to action to make it more personalized using 'you' and reinforce relevance from birth by replacing 'child' with 'baby' and adding 'from birth' i.e. *"For more ways **you can** help your **baby** to learn about words and language **from birth** please visit [campaign website]"*



- Fathers of children under 18 months were most encouraged by *'For more ways to help your child learn please visit [campaign website]'* because the word learn encompasses all educational benefits. The BCC recommends modifying this Call to action to replace 'to help your' with 'fathers can help their' to reinforce action as the father's responsibility so *"For more ways **fathers** can help their **baby** learn from **birth** please visit [campaign website]"*.

3 Use calls to action about **brain development, best start in life and scientifically proven to target parents of children over 19 months** to visit [campaign website]

- 'For more ways that contribute to your child's brain development, please visit. [campaign website]' was the most encouraging call to action for both mothers and fathers of children aged 19-71 months. All parents want to contribute to the development of his/her child's brain to make sure the child will have a good life. The BCC suggests making this more personal by replacing 'that contribute' with 'you can contribute'
- 'For more scientifically proven activities to give your child the best start in life, visit [campaign website]' encouraged mothers who find 'scientifically proven activities' inspiring and want to implement them in their daily life and visit the website to learn more.
- 'For more ways you can give your child the best start in life, visit [campaign website]' encouraged fathers because giving children the best start in life is something fathers want to do, and this inspires them to visit the website to learn more about how to do this.

4 Use taglines about **words and connection** when targeting parents of younger children. These include:

- 'Fill my childhood with words'
- 'Let's fill their childhood everyday with words, songs, and stories'
- 'Connect with them daily through words, rhymes, and stories'
- 'Anytime. Anywhere. Connect with them through songs, and stories'
- 'Reading is a journey. Let's start today'

5 Use taglines about **'time with child'** to target fathers of children of all ages and mothers of children 43-71 months e.g.

- 'Reading, a special moment that brings you together'
- 'Your time with them makes a difference'
- 'Reading is a journey. Share it with them'

6 Use a trusted brand to add credibility to messaging

- QRF logo is seen as a reliable and professional source of information, known as caring for children and providing educational programs for them.
- Knowing that QRF is delivering the message will encourage parents to engage with the communications and adopt new behaviours.
- Show logo at the beginning of the video and in the corner throughout the video because it will catch their attention, make them trust the information and know who it's from even if they do not watch the video from the beginning.
- Consider using full name written in Arabic for parents who may not recognise the logo or have limited English language ability.



5

RECOMMENDATIONS

1. The research identified 12 segments based on gender of parent and age of child each with different communications needs in relation to the types of behaviours to be communicated and specific message requirements. Communications targeting should also show a diverse range of parents within each segment e.g. different ages, locations, number of children, socio-economic status, literacy levels and nationalities. The BCC recommends QRF consider which of the 12 segments and different socio-demographic groups are priorities for the campaign overall and for specific phases of the campaign. This should consider which segments', and socio-demographic groups' behaviour change could have most influence on achieving overall campaign objectives as well as those groups easiest to reach and influence.
2. The research suggests mothers are the primary audience for the campaign as they spend more time with their children and are most likely to be influenced to do the behaviours including storytelling and reading to their children. Fathers are less likely to adopt any of the behaviours with their child because they believe it is the role of mothers and/or older siblings who spend more time with the child but appear to be open to changing their behaviour. We consider fathers to be an important secondary audience for the communications. While it will require more time and resources to influence their behaviour, they are currently an untapped resource in the pursuit of creating literacy rich learning environments. The BCC suggests fathers are the secondary audience for the campaign due to the huge impact even a small behavioural change could make on enhancing literacy-rich environments for children.
3. Parents may already be talking, singing, rhyming, and telling stories with their children for the immediate benefits they experience – joy/bonding/calming the child/social approval of their parenting. However, they may not be aware these behaviours are helping their child to develop language skills/brain development/learning about sounds and words. The BCC recommends messaging about non-reading behaviours that reinforces the immediate emotional benefits of these behaviours while introducing parents to the rational benefits for the child. This will raise awareness of the role parents can play in their child's development, relate to parents of all literacy levels and set the foundation for messages about the benefits of reading.
4. Should QRF wish to see immediate behavioural change, The BCC recommends the initial phase of the campaign targets mothers of children aged 43–71 months. Communications would target non-reading behaviours which are the easiest and thus most likely to be chosen such as talking, singing, telling stories with their children. Building on the momentum this will achieve, subsequent phases of the campaign could focus on reading with and without books.
 - **Communications targeting mothers** should wherever possible also include fathers in the executions, showing them encouraging mothers and playing a role in the interaction. This is to ensure the strategy of targeting mothers first does not unintentionally reinforce the belief that these activities are solely the mother's responsibility but at the same time is seen as realistic and achievable. Subsequent phases of the campaign would include fathers doing easiest-to-hardest behaviours.
 - **Communications targeting mothers of children 43–71 months** should also wherever possible show younger children also enjoying/benefiting from the activity to ensure the strategy of targeting older children does not unintentionally reinforce the belief that these behaviours are not appropriate for younger children. Subsequent phases of the campaign would target parents doing easiest-to-hardest behaviours with younger children.



5. The BCC recommends QRF reviews the suggestions for improvement detailed in this report and uses them to refine communications for each of the target segments and behaviours. The following strategies are recommended to improve communications targeting parents of younger children, fathers and to enhance communications

Parents of younger children are less likely to adopt any of the behaviours, believing younger children do not understand what is being said/stories and so will not benefit. Parents are least likely to read due to the lack of age-appropriate/any reading material in the home. To influence parents' behaviour towards younger children, communications need to position the behaviours as relevant, desirable, and appropriate for parents to do with children in each child-age cohort. Communications are required that show parents with a child the same age as theirs in a realistic setting, demonstrating appealing engagement and benefits to child and parents and social approval. To encourage parents to change their behaviour towards younger children, The BCC recommends QRF:

- Develops videos with visuals that show a) child of right age (including newborns), b) parent of right gender for the target audience, c) the behaviour selected is age-appropriate (newborns are not able to reach out to touch pages or eat solids), d) the parent and child enjoying and benefit from reading together and e) social approval from the other spouse/mother-in-law.
- Shows realistic but engaging reaction from newborns and very young children to set parents' expectations and demonstrate babies are engaged e.g. calm baby, happy baby.
- Adds 'from birth' and 'now' to communications messaging, targeting parents of children under 18 months old. Target parents of children 0-3 months with visual executions showing babies 0-3 months old.
- Uses 'scientifically proven', 'language skills/development', 'brain development' " 'learning' and 'connection' in message/tagline/call to action to reinforce the benefits for baby.
- Uses simple text/voiceover to focus on reading with baby and its benefits and use the visual to demonstrate how e.g. 'Read to me every day from birth, even if it's just a few words. And see the difference. For more scientifically proven ways you can help your baby learn about sounds and language, please visit [campaign website]'
- Uses messages from the Child's voice to target mothers of children 0-18 months
- Tests the use of parents as the messenger speaking with pride about their own experience of the benefits of reading to their baby to reinforce 'parents like me can adopt the behaviour and experience the benefit'. E.g. message/voice-over to address the barrier 'my baby can't understand the story just yet but reading to her now helps her learn about words and language'. Results from three in-depth interviews suggested parents could be effective messengers.

To influence fathers' behaviour, communications need to address unconscious bias by positioning the behaviours as relevant, desirable, and appropriate for fathers. Communications that show a father and child the right age in a realistic setting, demonstrating appealing engagement and benefits to child and father and social approval, may help to address unconscious bias. Specifically, The BCC recommends QRF:

- Develops separate videos for fathers for each of the desired behaviours which show the father actively doing the behaviour with the mother approving/encouraging them and use gender appropriate or neutral language.
- Addresses the barrier of fathers' lack of time by communicating that every minute/the time you spend reading/with your child makes a difference and showing fathers interacting with children when they get home from work.
- Ensures all communications targeting fathers communicate the immediate emotional benefits e.g. joy/bonding/social approval/feeling good about helping child's brain to develop and giving them the best start in life. To increase the impact of the visual, show the father



and child enjoying the experience, smiling, and making eye contact with the child to reflect bonding.

- Reinforce benefits of fathers doing the behaviours by making the call-to-action gender specific e.g. 'For scientifically proven ways fathers can help their babies learn about words and language visit www.qrf.org'.
- Consider developing communications with fathers talking about the benefits they have noticed from reading to their children every day from birth in terms of creating attachment/bonding, helping them learn to talk, stimulate brain, build memory and feeling proud that their reading is helping baby's brain develop, giving baby the best start in life.
- Tackles the barrier for fathers of believing women or older siblings should do the reading by showing a father doing these activities, perhaps in a family setting with approving wife/mother/mother-in-law and older siblings participating.
- Creates visuals showing fathers in a gender-realistic scenario e.g. father talking and singing to the child when family are together at a mealtime or leisure time or when father and child are together after work or during weekends.
- Shows children realistically engaging with and responding to the father to reinforce the value of the behaviour to the child and demonstrate the child is learning.
- Uses 'child's voice' and taglines with 'words', 'connection' and 'time with child' to target fathers.

Refine and tailor messages, calls-to-action and taglines as suggested in this report and use:

- suggestive messages for mothers of children aged 19–71 months with either benefit or action first
- calls to action about 'learning' and 'language development' for parents of children 0–18 months
- calls to action about brain development, best start in life and scientifically proven to encourage parents of children over 19 months to visit [campaign website]
- taglines about words and connection to target mothers of children under 42 months
- taglines about 'time with child' to target fathers of children of all ages and mothers of children 43–71 months

Use the QRF logo to add credibility to messaging

- QRF logo is seen as a reliable and professional source of information, known as caring for children and providing educational programs for them.
- Knowing that QRF is delivering the message will encourage parents to engage with the communications and adopt new behaviours.
- Show logo at the beginning of the video and in the corner throughout the video because it will catch their attention, encourage them to trust the information and know who it's from even if they do not watch the video from the beginning.
- Consider using full name in Arabic for those who may not recognize the logo or have limited English language.



6. In addition to communications The BCC recommends **other strategies are developed to address the barrier of a lack of age-appropriate reading material**. These could include:
- Providing age appropriate, engaging reading material to parents to read with their children through infant packs, prenatal courses/parent education programmes, midwives/doctors/hospitals/schools, promoting their availability and including order-forms on website, facebook page, WhatsApp and TV and use call to action to increase accessibility e.g. 'for stories you can read with your children visit [campaign website]' Providing reading material online that parents can read with their children aged over two years¹⁴ and promote its availability.
 - Addressing the barrier of illiterate parents by offering adult literacy classes, potentially as part of prenatal education, and use colloquial Arabic.
 - Promoting other ways parents can read to their children without books e.g. packaging, street signs, labels, writing on notebooks/typing on screens¹⁵, and use the message 'even if it's a few words'.
 - Creating new or leveraging existing create edutainment content /YouTube video content parents can watch and engage in with their children aged over two years¹⁶ that involve/encourage reading, stories, singing, rhyming, naming, pointing activities parents do with their children while watching.
7. The BCC recommends **conducting further research** to refine and monitor the impact of the communications. Specifically, The BCC recommends
- An additional stage of qualitative research to test a revised set of communications incorporating the feedback from this project. The further round of testing should be designed to identify the extent to which the communications will influence parents to adopt each of the desired behaviour. It will recommend refinements to increase the effectiveness of each execution. These would be used to develop a revised set of communications material.
 - The revised set of communications should then be pilot tested and evaluated to ensure it is effective before it is rolled out nationally.
 - A pre-launch quantitative survey should be used to provide a baseline measure of current awareness, attitudes, and behaviours which the communications aim to address. This study should be repeated over time and include recall and impact measures to evaluate the effectiveness of the communications in influencing parental behaviour. Evaluation findings should be used to inform subsequent phases of the campaign.

14 Acknowledging international recommendations to avoid exposing young children to screen time, this particular recommendation is specific to children above the age of 24 months.

15 Refer to footnote 14

16 Refer to footnote 14



6 LESSONS LEARNED

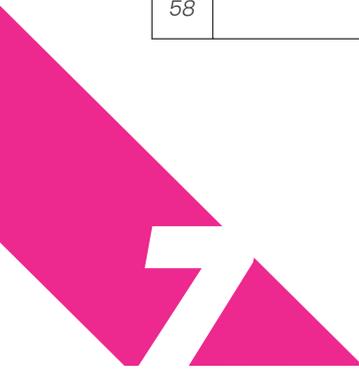
Numerous lessons were learned about both the topic and process during the project. -Learning on the topic form the main contents of this document. -Some of the lessons learned about the process of developing and testing social behaviour change communications in Jordan are outlined below:

- Selecting, briefing, training, reviewing, and providing feedback on interviews and focus groups and interpreting the findings from the local fieldwork company required a large investment of time from both QRF and The BCC. The importance of the fieldwork agency in determining the quality of the information collected cannot be overstated, and ways to ensure that the investment of time produces maximum value should be considered. For future projects we suggest:
 - › The same team of interviewers is used for all stages of the project so that feedback provided about their qualitative research and reporting skills builds capability across each stage of the project.
 - › Additional training in behaviour change and the outputs required to facilitate a behavioural diagnosis, and to determine whether communications impact behaviour and how to improve them to do so, may benefit future projects.
 - › A debrief with the fieldwork team at the end of the project to discuss lessons learned may also assist in building knowledge and capability of all parties
- COVID-19 created challenges for parents who did not know how to use the Zoom video platform. The fieldwork partner created a WhatsApp group with instructions about how to download the Zoom App and how to open a Zoom link and had engaged an assistant moderator available to assist participants with technical issues. These were important initiatives that should be included in future online qualitative research with parents. In addition to these, it may be worth including in the RFQ specifications phone calls to each participant immediately prior to each interview/focus group and setting up a Zoom test run with the Zoom platform before each session. These pre-research phone calls could also be used to confirm that participants qualify for the research and, for example, avoid including the inclusion of parents in focus groups with the wrong aged children.
- Unfortunately, no Syrian parents in refugee camps were included in either stage of the qualitative research, despite that cohort being requested. Clearly this is a difficult cohort to recruit and requires approvals beforehand and so any future research should request field agencies to specify how they will recruit this group and provide regular updates about progress during recruitment.
- Likewise, the field agency engaged experienced a great deal of difficulty recruiting Jordanian fathers, particularly those of young children. We suggest future research projects including fathers should also require field agencies in advance to specify how they will recruit this group and provide regular updates about progress during recruitment. Strategies to incentivise fathers to participate should be considered early on in the process, including use of individual interviews rather than focus groups to offer more flexible options for interview time in addition to financial incentives.



- Sensitivity of asking about income information means some people are reluctant to answer. Alternative questions on topics such as educational status, work status and occupation should be considered to ensure participants from all socio-economic status groups are included in the research.
- More regular viewing of each interviewer's work post-pilot is recommended to ensure interviewers follow the guide and specifically ask what will change behaviour/whether communications concepts change behaviour. Alternatively, the use of self-completion/poll/questionnaires should be considered to ensure this information is elicited.
- It is important that there is full agreement on the wording of messages as they are developed and tested and that a process of back-translation occurs (if they are developed in English and translated into Arabic) to ensure changes made during translation do not result in significant changes to the intent of the message.





MESSAGE GUIDE

This guide provides a step-by-step process to assist organisations to develop behaviour science informed messaging using examples from QRF's Parental Behaviour in the Early Years and referring to other useful reading material.

The steps and key questions for each step addresses are outlined below

Steps	Key questions
1. Purpose	What significant change will occur if the communications are successful?
2. Behaviours & audiences	Who needs to do what to contribute to the significant change?
3. Literature scan	What is already known about how to engage and influence our target audience to do the desired behaviours?
4. Theory	What is already known about how to influence behaviour?
5. Developmental research	What are all the things we need to do to maximise behaviour change?
6. Segment & target	How to create communications that meet target segments' needs?
7. Message strategy	How to engage and influence our target audience to change?
8. Test and refine messages	How effective are the communications in influencing behavioural change? How to improve effectiveness of communications?
9. Evaluate	How to measure behaviour change?

1. PURPOSE: WHAT SIGNIFICANT CHANGE WILL OCCUR IF THE COMMUNICATIONS ARE SUCCESSFUL?

To ensure communications are developed which, if effective, will move the organisation towards its goals the first step must be to agree on the purpose of the communications. This step is the most important as it sets the direction for all stages of communications development. Best practice would involve reaching agreement on the desired outcome from the communications with all key stakeholders including all those who will be involved in designing and delivering the communications. To assist in clarifying the purpose of the communications it is helpful to consider 'what significant change will occur if the communications are successful?' and 'what would need to be present for that change to occur?' For example, the purpose of the Parental Behaviour in the Early Years communications was agreed to be 'Children become fluent readers in Arabic resulting in improved academic outcomes benefiting individuals, society, and the economy' and this requires a 'Literacy rich home learning environments resulting in children ready to become fluent readers in Arabic by Grade 1'.



2. BEHAVIOURS AND AUDIENCES: WHO NEEDS TO DO WHAT TO CONTRIBUTE TO SIGNIFICANT CHANGE?

Behavioural science places a clear focus on identifying specific behavioural goals and target audiences. The next step in developing social behaviour change communications is to **identify the behavioural change required and the group/s of people who are required to change** to achieve the desired outcome from the communications. Behaviours are defined as an observable action and should be framed as the desired behaviour rather than the behaviour currently in place that requires change. To assist in clarifying the behaviours and audiences for the communications it is helpful to consider 'who needs to do what to contribute to the significant change the communications aim to deliver?' For example, a child literacy campaign may identify 'Parents of children 0-6 to read to children from birth in an age-appropriate and engaging way to children including playing, singing, and talking' as the most important target audiences and behaviours to contribute to 'Literacy rich home learning environments resulting in children ready to become fluent readers in Arabic by Grade 1'. Both need to be present to achieve the communications purpose of 'Children become fluent readers in Arabic resulting in improved academic outcomes benefiting individuals, society, and the economy'.

These behaviours and target audiences will be refined using learning from the literature review and primary research. For example, the Parental Behaviour in the Early Years sought to encourage parents to adopt a broad range of age-appropriate behaviours as detailed below depending on which are most realistic for parents in various situations.

Age of	Behaviours
0-1 month	Read with your children every day
	Talked to your baby about anything and everything in a gentle, even voice when your baby is awake and tried to make eye contact at feeding and cleaning times
	Showed your baby pictures in newspapers, books or magazines. Talked to your baby about what you saw. Talked to your baby about how they responded.
2-3 months	Noticed what your child looks at or points to and respond to it and name it
	Read, rhymed, sung, and pointed at pictures from the same book over and over again
	Sung songs and rhymes with actions or lots of repetition
4-11 months	When reading to your baby allowed them to touch, pat, hold or even taste what you were reading and described their actions like, 'you're patting the picture of the bunny'
	Noticed what your child looks at or points to and respond to it and name it
	Kept books in easy reach of your baby & let them choose
12-18 months	Read, rhymed, sung, and pointed at pictures from the same book over and over again
	Talked or sung about what you were doing when caring for your baby
	Noticed what your child looks at or points to and respond to it and name it
12-18 months	Shared stories with your baby in the language you feel comfortable with
	Used different voices to tell stories and encouraged young children to join in wherever possible
	Named the pictures your baby points to or touches in the book
12-18 months	Told your baby's favourite stories and rhymes over and over again
	Read and helped your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title



	Read stories your child already knows, pausing at intervals to encourage them to 'read' the next word
19-42 months	Read and help your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title
	Find words that rhyme in stories and songs
	Shared stories with your child in the language you feel comfortable with
	Read and help your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title
43-71 months	As you read run your finger under the words
	Shared eBooks and apps
	Ask questions about the story

3. LITERATURE SCAN: WHAT IS ALREADY KNOWN ABOUT HOW TO ENGAGE AND INFLUENCE THE TARGET AUDIENCE TO ADOPT THE DESIRED BEHAVIOURS?

Prior to conducting primary research, secondary research should be undertaken to explore what is already known about the target audience and their behaviours to inform the design of subsequent stages of the project. It could also explore what other communications strategies have been effective in the region or with the target audience or in the sector to develop hypotheses to be tested in the primary research. The purpose of the literature scan is to ensure that the project design can build on what is already known and what has already worked and so issues are not re-visited unnecessarily. For example, the rapid review conducted for the Parental Behaviour in the Early Years identified the age-appropriate early literacy parenting behaviours shown above by drawing on the Let's Read Campaign, National Literacy Trust, Reach Out and Read, Early Years Foundation Stage and Vroom.

4. THEORY: WHAT IS ALREADY KNOWN ABOUT HOW TO INFLUENCE BEHAVIOUR?

Theory should be used to inform and guide the development of social behaviour change communications. There are hundreds of behavioural theories of change, and the most appropriate choice depends on the behaviour and target audience characteristics.

The Parenting Behaviour in the Early Years a child literacy project in Jordan drew on multiple theoretical frameworks including work by Alan Andreasen (Marketing Social Change 1995). This suggests specific marketing tasks are required to move people through stages of change towards the desired behaviour. This approach has been successfully applied across many different cultural contexts in many developing and developed countries to promote positive health and social behaviour change among parents and other cohorts. It draws on academic literature which suggests that people do not undertake instantaneous behaviour change but do so gradually, often moving through clearly definable stages (Maibach and Cotton 1995). This has some major implications for message and communications development emphasising the need for them to:

- **Highlight both the benefits of behaviour change** in the early stages and the ways of overcoming the costs in later stages. e.g. parents enjoying reading to their child (benefit) and how they can integrate that into their routine/time already spent with child (costs).



- **Ensure that environmental and/or external influences on the audience are also targeted** as part of the behaviour change process to achieve, as far as possible, congruity with the behaviour desired of the group.
- The BCC's Behavioural Framework was also used to guide the research design and analysis to enable a behavioural diagnosis exploring the drivers of behaviour and how to influence them most effectively. The drivers and key questions explored in the research are shown below.

Behavioural Drivers	Addressing key questions
Values	Is it the right/wrong thing to do? Is it consistent with my values? What is the impact on others? Does it set a bad example?
Cost-benefit exchange	What's in it for me? What to stop/start/swap? What will happen if I (don't) do it?
Efficacy	Self-efficacy (can I change? Do I have the skills, knowledge or capability, confidence? What makes change easier or difficult? Response efficacy (will it work?))
Social License & trust	Do I think messenger should be operating in this space? Do I trust that you know best? Do I believe you have my/my community interests at heart?
Norms	What will the people I care about think if I perform/do not perform the behaviour? How is the behaviour viewed in my ethnic community? Is it consistent with values of my culture/religion?
Context & settings	Is or can the behaviour be influenced by the physical environment or settings?
Heuristics	Is the behaviour subject to mental shortcuts or 'rules of thumb'? What unconscious biases are at play?
Habits & routines	Is/could the behaviour be part of existing routines? Could I do it without even thinking? What cues or triggers precede it? What contextual associations support it?

Recommended reading includes:

- Donovan, R, Social Marketing's Mythunderstandings. Journal of Social Marketing, pp.16 Vol 1, No.1, 2011
- Andreasen, A. R. (2002). Commercial marketing and social change. Social Marketing Quarterly, 8 (2), 41- 45.
- French, J., Blair-Stevens, C., McVey, D. & Merritt, R. (2010) Social Marketing and Public Health Theory and Practice. Oxford University Press.
- Social Marketing Benchmark Criteria, The NSMC online www.thensmc.com/sites/default/files/benchmark-criteria-090910.pdf
- French J and Gordon, R, Strategic Social Marketing for Behavioural and Social Change, Sage, London 2015
- Thaler R and Sunstein C, Nudge: Improving Decisions About Health, Wealth, and Happiness, (2008), Yale University Press, New Haven, Connecticut.
- MINDSPACE: Cabinet Office (UK), Institute of Government
- Kahneman, D, Thinking Fast and Slow –2012 Penguin
- Pesseau et al AACTT: A Framework for Specifying Behaviour, Implementation Science, 2019
Michie et al, The Behaviour Change Wheel, Implementation Science 6, 42 (2011)



5. DEVELOPMENTAL RESEARCH: WHAT ARE ALL THE THINGS WE NEED TO DO TO MAXIMISE BEHAVIOUR CHANGE?

Developmental research with the target audience to understand what drives behaviour and how to influence it is required if this research has not already been done. The diagram below summarising Sutton's Consumer Based Communications framework shows the importance of using consumer research to identify consumer reality to inform message strategy that influences behaviour.

We need to change the paradigm

Diagram adapted from Sutton Group

[HTTP://WWW.SUTTONGROUP.NET/](http://www.suttongroup.net/)



Developmental research should be used to inform Message Strategy by clarifying and refining the purpose: behaviours it seeks to change

- Target: what determines the target audience communications needs
- Promise: the benefits that will outweigh barriers to encourage behavioural change
- Support: how to credibly communicate the benefits the target audience will experience
- Openings: the channels to use and places and times to communicate to most effectively reach the target audience
- Image: how to position the behaviour as relevant, desirable and appropriate for the target audience to do



Qualitative research with the target audience is essential to develop the Message Strategy. An example of the types of questions that could be used to inform child literacy communications include:

- What do we know about [the behaviour]?
- What do we think about [the behaviour]?
- How do we feel about [the behaviour]?
 - > What are all the good things? For our child? For us?
 - > What are all the bad things? For our child? For us?
 - > What sorts of people would do this behaviour? How come?
- How often, if at all do, we do [the behaviour]? How come?
 - > What are all the things that encourage us? Make it easier for us to do?
 - > What are all the things that stop us? Make it harder for us to do?
 - > What about the people around us at home? What do they say or do that encourages us or stops us? What could they say or do that would encourage us?
 - > What do we imagine would happen if we did the behaviour?
 - » What would be the good things? For our child? For us?
 - » What would be the bad things? For our child? For us?
 - » Where and when would we be most likely to do the behaviour?
- How likely are we to do [the behaviour] in the future? How come?
- What would encourage us to do [the behaviour] in the future?

A wide variety of perspectives and experiences within the target audience should be included in the research in sufficient depth to deliver real and actionable insight. This will require careful recruitment of different socio-demographic groups. For example, developmental research to inform child literacy communication in Jordan recruited parents by gender, age, ethnicity, location, socio-economic status, number of children, age of child/ren and whether or not they have done the desired behaviour.

Quantitative research to measure the extent to which behaviours and the knowledge, attitudes and beliefs that influence them occur among parents in the population. This can assist in decisions about which segments to target and how best to target them.

An example of how the Parental Behaviour in the Early Years developmental research used behavioural theory to contribute to understanding parents' behaviour is shown below.

- **Pre-contemplation** – not aware of the behaviour. Most parents are **not aware of the behaviours** they could do to help their children or do not see them as relevant, desirable, or appropriate given the age of their child.
- **Contemplation** – aware of behaviour but not doing it. **Lack awareness of the benefits of the behaviour but aware of the perceived costs, lack efficacy** (knowledge, skills, confidence, and beliefs) and may be **negatively influenced by others**.
- **Action** – trialling the behaviours. Parents may start doing the behaviours because they are **aware of the behaviours**, they can do to assist their child, see them as **relevant, desirable, and appropriate**, believe the **benefits outweigh the costs, have efficacy, and are positively influenced by others** to try them.



- **Maintenance** – regularly do the behaviours. Parents may regularly do some of the behaviours because they experience the benefits of the interaction with their child and/or are committed to their child’s learning and development. **The reaction of the child, spouse and influential others may also reinforce the behaviour.**
- An example of how The BCC’s Behavioural Framework was used to inform the design and analysis of the developmental research conducted for the Parenting Behaviour in the Early Years campaign is shown overleaf.

Behavioural Drivers	Key Findings
Values	All participants loved their child/ren and universally valued education, but few parents were doing the activities particularly reading with or telling stories to young children. These behaviours are not expected or widely encouraged, particularly for fathers and particularly with younger children 0-2 years old. Current socio-cultural values can act as barriers to the behaviours.
Cost-benefit exchange	Low awareness of rational and emotional benefits for parent and child and presence of immediate personal costs prevents behavioural up-take. Experiencing emotional benefits of doing the behaviours encourages parents to repeat.
Efficacy	Many parents lacked the knowledge, skills, and confidence to act and the belief they could easily and successfully do the behaviours in a way both parent and adult would enjoy and benefit from. A lack of age appropriate, engaging reading material was a significant barrier to reading books with children.
Social License & trust	Despite mixed levels of awareness of QRF most parents felt it was appropriate for QRF to deliver communications encouraging behavioural change. QRF is seen as a reliable, professional information source and known as caring for children and educational programs for them. Knowing QRF is delivering the message encourages parents to engage and adopt new behaviours.
Norms	Behaviours are not consistent with prevailing socio-cultural norm and are not seen as relevant, desirable, or appropriate for parents to do, particularly with children under 2 and particularly for fathers to do themselves. The child’s reaction and influential others (i.e. spouse/mother/mother-in-law/ other family members) who are present during the interaction have the potential to significantly impact parents’ behaviour. either negatively or positively.
Context & settings	Behaviours were most likely to occur in the home when parents were already in the presence of the child. Incorporating the desired behaviours into these settings will increase perceived relevance and address the lack of time barrier.
Heuristics	The research suggests unconscious bias influences fathers parenting behaviour and both parents’ behaviour towards younger children.
Habits & routines	Offering parents new behaviours as ‘tools’ to make a particular time (e.g. feeding/bath/bed/family time) with their child more enjoyable and beneficial could help them to become automatic components of the routine.



6. SEGMENT AND TARGET : HOW TO CREATE COMMUNICATIONS THAT MEET TARGET SEGMENTS' NEEDS?

As part of informing the message strategy, developmental research should identify an audience segmentation and targeting strategy to maximise the effectiveness of the communications. Segmentation is the process of subdividing a market into distinct groups that behave in the same way or have similar needs. It is important to recognise that people have different experiences and motivations resulting in different communications approaches and messages being required to meet their needs. There are many ways to segment a target audience e.g. demographics, psychographics, behaviour. For the purposes of developing effective behaviour change communications audiences should be segmented according to what most determines different communication needs.

For example, the developmental research for Parenting Behaviour in the Early Years recommended segmenting parents according to gender (because fathers and mothers have different attitudes, behaviours, barriers, and enablers), and age of child (because different behaviours and communications are required for parents with different aged children). Recognising that parents were in different stages of behaviour a message strategy was designed to move parents through the stages of behavioural change.

7. MESSAGE STRATEGY: HOW TO ENGAGE AND INFLUENCE OUR TARGET AUDIENCE TO CHANGE?

Use the developmental research to inform a Message Strategy and develop messages targeting each audience segment and each of the desired behaviours. For example, developmental research conducted for Parental Behaviour in the Early Years, the behavioural diagnosis suggested a social behaviour change communications strategy to influence the capability, opportunity, and motivation for parents to adopt new behaviours should include all five of the following components – not any one in isolation:

1. **raise awareness¹⁷** of the benefits to children and parents and **position the behaviour as relevant, appropriate, and desirable for parents of children aged 0-6**
2. **promote the benefits of the behaviour so that they outweigh the perceived costs**
3. **make it easier for parents to do the behaviours by increasing knowledge** about the importance of the behaviours, **showing parents how to do them, giving parents resources, tools, and techniques to engage with their children in an age-appropriate way** and **increasing confidence** that both parents and children will enjoy the experience by showing this in communications to address barriers
4. **demonstrate the spouses/family members joining in/approving**
5. **reward and remind parents for regularly doing the behaviour by integrating activities into regular times parents already spend with their children to address the barrier of lack of time and to encourage the 'habit' at the same time as promoting the benefits of ongoing behaviour**

¹⁷ Note that awareness raising is only one component of the five components required to maximise the impact of social behaviour change communications



A Message Strategy was designed to meet the communications needs of parents targeting parents of both genders with children in each of the age cohorts. The objectives and message domains to shift parents through the stages of change are shown below.

1. **Parents like you** (mothers and fathers with children the same age as yours) doing the behaviour with their child **in realistic settings, at realistic times, with realistic interaction and response from child**
2. Reading, singing, talking, and **experiencing the rational and emotional immediate and longer-term benefits**. E.g. enjoyment, strengthening relationship/bonding with child, finding peace, feeling empowered, being approved of by spouse/family/friends, knowing you are doing the right thing by helping your child's brain development/helping them learn about words/develop language skills to give them the best start for school and success in life
3. **Easily** and **successfully** doing the behaviours (e.g. getting and using reading material) to increase **efficacy** and **address barriers**
4. Spouse, mother/mother-in law, relatives encouraging and supporting you to read demonstrating **social approval** of reading as **consistent with family values** and the right thing to for you to do
5. Communications showing parents like you with their child, enjoying the experience and **talking about the benefits to your child** of reading, singing, talking with them **habit/routine/ every day** from birth

Developmental research conducted for Parental Behaviour in the Early Years suggested that to maximise the effectiveness of messaging in influencing behavioural change the following are needed:

- **Tone:** use suggestive, factual messaging with both scientific and emotional appeals in. Show parent and child enjoying the interaction but do not undermine by inappropriate use of humour. Use child's voice to reinforce the promise of the child's positive reaction to the parents' behaviour and the joy and bonding experience it will deliver
- **Framing:** use positive messaging which resonates with parents' values (loving their children and wanting them to develop, learn and be successful) and link them with easy activities parents believe they can successfully do.
- **Formatting:** use short and engaging videos so parents can see themselves – parents the same gender with child the same age as the target audience enjoying the activity in the same kind of setting the parent is in. Use spouse, mother or mother-in-law in communications to demonstrate social approval to position behaviours as relevant, desirable, appropriate and easy to do while demonstrating emotional benefits of the interaction for parent and child.

The developmental research suggested a communications format using:

- The visual component of the communications to demonstrate the parent doing the behaviour and experiencing the emotional benefits to parent and child of engaging with their child and
- The voice-over/text to communicate the rational benefits for the child of doing the behaviour and call to action to visit QRF website
- A tagline/slogan to link individual executions to the overall campaign



This informed the development of stimulus to be tested for each behaviour with the visual and voice-over/text elements working together to increase communications relevance and effectiveness as summarised below:

- Communicate target audience visually: create a visual using photos/videos of **real mothers and fathers with a child in each of the six age-cohorts** in a **specific setting** e.g. In the home – living area, kitchen, bathroom, bedroom **at times parent is with child bed/change/bath/story/play and tummy times** or out of the home – in nature, in the street, with extended family
- Communicate emotional benefits visually: Use visuals to **model behaviour and communicate emotional benefits** that motivate parents. Show the mother/father **happily (smiling)** and **easily (relaxed and confident)** doing the activities below with a **mix of male and female children who are happily (smiling, cooing, talking) engaged in the behaviour and responding to, and bonding with**, the parent. Show spouse/mother in the visual **smiling and encouraging parent to do the behaviour and parent feeling happy** and proud their spouse/mother approves of /admires their behaviour
- Communicate rational benefits in text/voice-over/call-to-action/slogan: Use **voice-over/text to reinforce visual and connect activity with rational benefits** e.g. It's OK to let your baby touch, hold and taste books that are safe for baby while you are reading to them, in fact it is how babies learn about their world and helps their brain to develop. **Use tag lines and Call to action** e.g. For more ways you can give your child the best start in life visit [campaign website]

An example of one of the 11 stimulus developed and tested in the Parental Behaviour in the Early Years is provided below

Video #5 Tested on mothers of children aged 0-3, 4-18, 19-42, 43-71 months and fathers of children aged 0-3, 4-18 months.	Description of behaviour	Message in the video
	<p>Telling her baby a story using different voices and encouraging the child to join in and then both say the words together.</p>	<p>Tell me a story in different voices and allow me to participate.</p> <p>For more ways to give your child the best start, please visit www.qrf.org</p>



8. TEST AND REFINE MESSAGES: HOW EFFECTIVE ARE THE COMMUNICATIONS IN INFLUENCING BEHAVIOURAL CHANGE? HOW TO IMPROVE THE EFFECTIVENESS OF COMMUNICATIONS?

Test communications approaches and messages with target audience using qualitative research (either individual interviews or focus groups). It is extremely important to pretest communications concepts prior to launching a communications campaign to ensure it will be effective in changing behaviour. Pre-testing should be used to identify whether communications will influence the target audience to enact the desired behaviour and if not, how they can be improved to increase their effectiveness. Examples of the kinds of questions that can be used in qualitative research to test the impact of communications and to provide an understanding of why they work/don't work and how to improve them are shown below:

What are our first impressions?

> How do we feel about it?

- » What do we like? How come?
- » What don't we like? How come?

- What if anything do we know, think, feel, or would we do differently as a result of seeing this? In what ways? How come?
- After seeing the communications, how likely would we be to call to action e.g. visit the website/sign up, share with others]? How come?
- After seeing the communications, how likely would we be to read, sing, play, talk with our child?
- After looking at all of these different messages/communications which are most likely to encourage us to read, sing, play, talk with our child? How come?
- How could they be improved to encourage us to read, sing, play, talk with our child?
- What else would encourage us to read, sing, play, talk more with our child?
- Let's imagine we can create the perfect communications to encourage parents like us to read, sing, play, talk more with our child/ren. We are going to spend a few minutes drawing a picture about it – just whatever comes to mind – we can use words or images. It doesn't matter what we write down – there are no right or wrong answers. Now let's talk about it...what have we written down, how does it encourage parents like us to read, sing, play, talk more with our children?

Key questions that must be answered in the testing research are:

1. After seeing this communication how likely are we to do the behaviour now?
2. How could the communications be improved to make us more likely to do the behaviour now?

Testing results should be used to refine the communications concepts and message strategy. Depending on how effective the testing research suggested communications were in influencing the target audience's behaviour, further testing may be required. To ensure resources are not wasted it is critical that communications are not launched unless the target audience confirm the communications will influence them to change their behaviour. Pre-testing or piloting indicates they will influence behaviour.

Examples of messages for parents of different ages informed by the testing research for are shown below



EXAMPLES OF MESSAGES FOR PARENTS OF CHILDREN 0-3 MONTHS,

Video #2 Tested on mothers and fathers of children aged 0-3 and 4-18 months	Description of behaviour	Message in the video
	<p>Reading to his newborn baby in a gentle, even voice while he holds the baby lovingly on his lap/ in his arms.</p>	<p>Read to me every day in a gentle and even voice even if it's a few words. And see the difference. For more ideas that you can apply to make your child enjoy words and reading, please visit www.qrf.org</p>

To encourage parents to read to children aged 0-3 months, use the child's voice to provide parents with new information about the benefits of reading, even just a few words, from birth e.g.

"Read to me from birth, even if it's just a few words. And see the difference. For more scientifically proven ways you can help your child to learn about sounds and languages, please visit www.qrf.org"

And use the visual to demonstrate the parent reading 'in a gentle and even way' to a newborn and experiencing the benefits.

EXAMPLES OF MESSAGES FOR PARENTS OF CHILDREN 4-18 MONTHS,

Video #5 Tested on mothers of children aged 0-3, 4-18, 19-42, 43-71 months and fathers of children aged 0-3, 4-18 months.	Description of behaviour	Message in the video
	<p>Telling her baby a story using different voices and encouraging the child to join in and then both say the words together.</p>	<p>Tell me a story in different voices and allow me to participate. For more ways to give your child the best start, please visit www.qrf.org</p>



To encourage parents of 4-18-month-olds to read to their children use the child's voice to give them new information that inspires them about the benefits of child participation and reinforces the child's willingness to learn e.g.

"Tell me a story and allow me to participate. For more ways to give your child the best start, please visit: www.qrf.org"

And use the visual to demonstrate the parent reading 'in a different voice' and experiencing the benefits.

When targeting fathers modify Call to action to "For more ways fathers can give their child the best start..."

To increase relevance and benefits to parents with younger children use "I may not know what the words mean just yet but telling me a story and allowing me to participate helps me to develop language skills."

EXAMPLES OF MESSAGES FOR PARENTS OF CHILDREN 4-18 MONTHS,

Video #6 Tested on fathers having children between 4-18, 19-42 months.	Description of behaviour	Message in the video
	<p>Reading the same words over and over and over again, laughing with his baby.</p>	<p>Reading, rhyming, singing, and pointing at pictures from the same book over and over again helps your babies' brain to develop.</p> <p>For more ways you can help your child learn about words and language visit www.qrf.org</p>

Parents of children 4-18 months are also inspired by messages about helping their child's brain to develop and believe that repetition helps children to learn. Use Reading, singing, and pointing at pictures from the same book over and over again helps your babies' brain to develop. For more ways you can help your child learn about words and language visit www.qrf.org

To encourage fathers to do these behaviours the BCC recommends modifying the Call to action e.g 'For scientifically proven ways fathers can help their babies learn about words and language visit www.qrf.org".



EXAMPLES OF MESSAGES FOR PARENTS OF CHILDREN 43-71 MONTHS,

Video #10 Tested on mothers and fathers of children aged 19-42, and 43-71 months	Description of behaviour	Message in the video
	<p>Looking at a book with her child and asking her child about the story as she points at words and pictures in the book, the child responds with some words answering her question.</p>	<p>Ask your child questions related to the story you read to them to contribute to their brain development.</p> <p>For more ways that contribute you child's brain development, please visit www.qrf.org</p>

Parents of children aged 43-71-month-olds believe asking questions encourages the child's participation, helps them to learn and shows the parents are engaged and care about their child. Use

"Ask your child questions related to the story you read to them to contribute to their brain development. For more ways you can give your child the best start in life, please visit www.qrf.org".

To reinforce benefits of fathers reading with young children. The BCC recommends modifying the Call to action e.g. 'For scientifically proven ways fathers can give their child the best start in life visit www.qrf.org '

9. EVALUATION: HOW TO MEASURE BEHAVIOUR CHANGE?

Use evaluation to determine the impact of the communications on influencing behavioural change and to contribute to future behaviour stage strategy. This can include measuring changes in the knowledge, attitudes and beliefs that specifically drive the desired behaviours in addition to measuring actual and commitment to behaviour change. Gather information on direct responses to any calls-to-action in the communications such as website visits or social media likes in addition to pre and post surveys of the target audience and other feedback from the target audience and stakeholders to feed into the evaluation.

Effective social behaviour change communications should show immediate impacts on the knowledge, attitudes, beliefs, and commitment to behaviour change, if not actual self-reported behaviour change. If pre and post launch surveys do not identify statistically significant change has occurred among those who recall the communications and/or identify very low levels of awareness of the communications, it is likely the communications approach is not effective. In this situation qualitative testing research should be undertaken to confirm their lack of cut-through and/or impact on behaviour and to identify how to increase the effectiveness of the communications.



8 INITIAL THOUGHTS ON SCALING STRATEGY

With the intent of expanding the project and applying findings to a potential national behaviour change campaign, the following proposed scaling strategy will be built on three main pillars¹⁸.

Content (Positioning)

Pre-testing the content and determining the metrics for expansion

- Building the metric on which pre-testing will be evaluated
- Balancing the content tone to attract and subsequently convince the target audience to do

Channels (Targeting)

Utilizing the influential channels along with balancing reach

- Building criteria of choice
- Balancing existing channels with potential outreach
- Building collaborations and identifying mutual sustainable interests
- Building a hybrid of online and offline activities

Segment Profiling (Segmentation)

Finding the proper grouping of behaviours and segments

- Identifying criteria for profile targeting
- Building timeline for profile approach

¹⁸ Please note the pillars are built to be comprehensive of the scaling strategy while the specific items can build upon by the relevant teams. Scaling activities are to be built based upon research findings along with best practice in the industry and understanding of Jordanian context.



CONTENT: PRE-TESTING THE CONTENT AND DETERMINING THE METRICS FOR EXPANSION

Build an objective Indicator of the right time or material to scale: Below is an example of what can be measured with emphasis on online trackers for ease of implementation¹⁹.

Appeal	Engagement	Impact
Follower Material share Like Impression	Testimonies Comment	Testimonies A/B Testing Follow up survey

Packaging: Finding bundle opportunities for the behaviours to ease the absorption of the material and its commitment. E.g. 30-day challenge, build a three-month habit, sub- campaigns, new born packages etc.

An approach to systematically package the behaviours will be explained in the segment profiling section.

Hooking audience to the content: instead of relying on parents to proactively visit to act when exposed to the content, a hook can be established where the content can be sent on a regular basis upon the parents' interest and consent. (Push vs. Pull Strategy). Example: On the campaign website allowing the parents to enter their child's age and get content relevant to their development or building a chatbot on WhatsApp to reply to brain development questions (hosting an expert). Benefit: building up a database, timely reminders, relevant material can be facilitated, can be reached for feedback or impact measurement in the future.

User Generated Content/Social Proofing: Potential scaling of the campaign through building elements of engagement for the audience to adopt the campaign message and learnings and word of mouth around the campaign. Such approach can take different shapes and forms. Example: Using social commitment: challenge of child brain development between parents where committed parents post their success in carrying out the activity to their peers using online channels. This can be incentivised, or specialty influencer based as will be explained later. The user generated content has to consider sensitivity of taking personal videos. For example, campaign collateral could be developed to mitigate concern that parents may not feel comfortable sharing videos of their children performing behaviours for socio-cultural reasons. Types of campaign collateral that would also provide social proof to engage parents include:

- Commitment templates: getting electronic signatures from parents on performing the behaviour. i.e. I, Ruba Aqqad am going to read to my 3-month-old child for 30 days.
- Support Quotes: Get written support or positive feedback from real parents performing the behaviour, in order for other parents to relate and feel encouraged.
- Pre organised testimonials: Get video or audio recorded support or positive feedback from real parents performing the behaviour, encouraging other parents to follow through.

Benefits: authenticity, virality, snowball effect, involve real parents as suggested by research.

¹⁹ These trackers can serve as comparative elements between content used or a threshold can be predetermined.



Campaign Tagline Criteria: Building a criterion to choose amongst recommended taglines. This should be in line with the recommendation of drafting a tagline that is consistent with the specific behaviour/group of behaviours illustrated and segments selected to increase content effectiveness. An extra step can be explored of choosing a unified tagline for the campaign with the following criteria to be kept in consideration:

Segments targeted	Behaviours Recommended	Jordanian Relevancy (Language)	Tagline Performance
Having a unified mass campaign vs. targeted sub campaigns or campaign stages.	A theme can be found especially with following sequential adoption strategy.	Keeping in mind colloquial Arabic, influential for lower literacy segments.	1st stage of the campaign can be used as pretest for tagline adoption by segments.

CHANNELS: UTILIZING THE INFLUENTIAL CHANNELS ALONG WITH BALANCING REACH

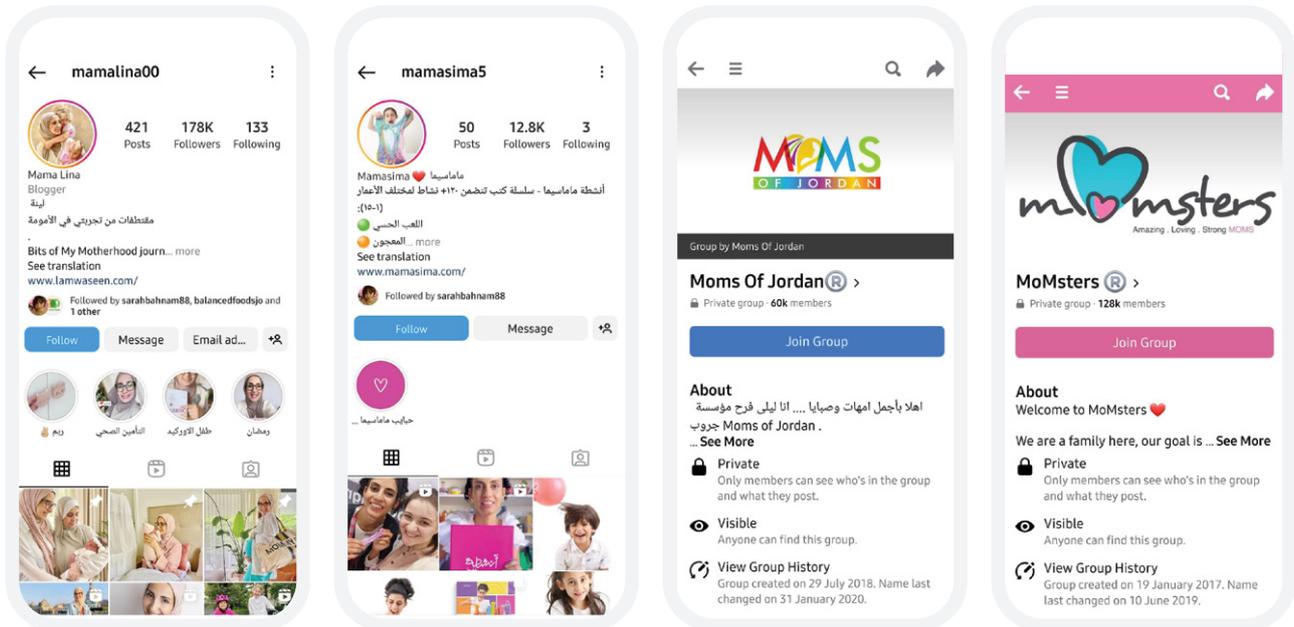
Build an objective criterion of choice for the channels used to distribute the content: Below are example criteria.

Reach	Relevant Segment	Reputation	Strategic Benefit
Having a broad reach, while keeping in mind credibility.	Reaching the targeted segment of parents in general or subsegment.	Fitting of Entities (QRF) values and mission.	Complementing offering and broadening the reach.

Examples of channels can be very broad: social media, influencers, corporations, specialty group, malls, etc.

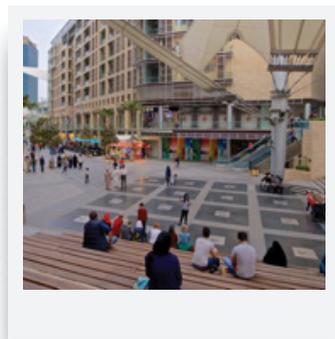


Influencer Utilization: Applying the criteria introduced for channels also to choosing specialty influencers and specialty groups that can create strong adoption for the campaign message and content to relevant segments. This has the potential of creating a snowball effect among parents when we have enough social groups adopting the message and sharing it among peer groups. Keeping in mind specialty micro influencers have strong influence with relatively high credibility and being real people as research recommends. Examples of specialty groups and influencers are shared for reference:



Physical Collaboration/Activation: Ensuring a hybrid of engagement (online/offline) with segments can ensure the optimization of tools used. This can be done through strategic partnerships with earlier criteria mentioned in case of limited resources or existing channels. Some examples of potential physical extensions to the campaign:

- › **Libraries and Knowledge-Sharing Platforms:** To facilitate access to books and age-appropriate reading material as highlighted in the research. This can be done through collaborations with Abdul Hameed Shoman libraries, online platforms i.e. cultural platforms, online bookshops, or even delivery platforms as a campaign activation.
- › **Malls and Governorate Centres:** Some malls like Makkah mall/ Abdali and active governorates are used to activations that can bring to the spotlight such wide campaigns especially as engagements for children are proving popular to relevant entities i.e. winter campaigns or New Year Campaigns.



OPTIMIZING CHANNELS

The call to action as highlighted will take you to the main campaign Website/ Channels which are recommended to be optimized and promptly utilized to make use of the engagement. Tracking the engagement and building hooks as previously explained (entering child age for tailored messages and, recommendations) showing images and testimonies of real people is also a key engagement tool along with credible subject-related figures.

CROSS SELLING/ MIGRATING

QRF has existing platforms, collaborations, and programs that can be utilized for advocacy and cross communication of benefits. Keeping in mind the existing audience might be higher up in the stages of change model, nevertheless existing audience members can be utilized as early adopters. An example of sharing benefits is the Karim and Jana app, which can share a mutual benefit with other programs. Other examples of collaborations can be with Ministry of Health and hospitals through communicating this program to new parents.

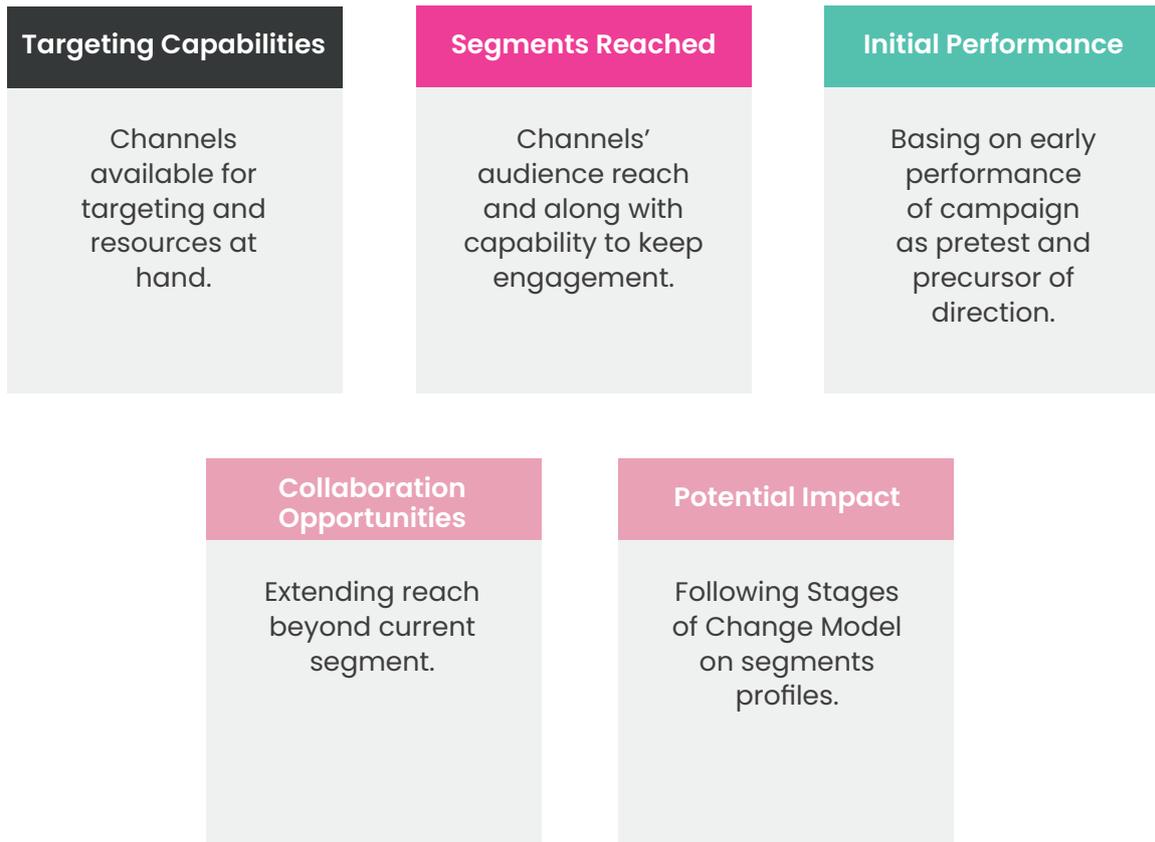


SEGMENT PROFILING: GROUPING BEHAVIOURS AND SEGMENTS

An earlier recommendation was given on bundling the content for ease of adoption and consistency by segments. This complements the recommendation of making the individual behaviour easy and going beyond to include the collection of behaviours.

Scaling the content and the campaign needs to take into consideration the segmentation and behaviours considered. While there are many approaches to scale the campaign (sequential behaviours, following the segment through stages of change, grouping similar behaviours, grouping based on possible targeting, etc.) the following figure will recommend certain criteria to be considered in choosing sequence of behaviours over the campaign period.

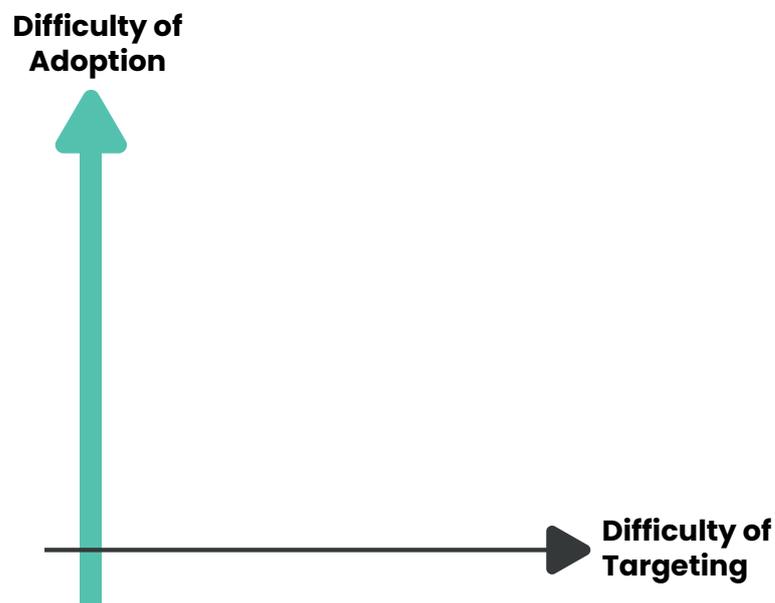




BEHAVIOUR MATRIX

It is useful to develop an actionable and relevant behavioural matrix based on capability targeting and internal classification of behavioural difficulty. This step precedes building the timeline to facilitate careful consideration of the approach. Specifically, categorising behaviours according to the expected difficulty of adoption and segments according to the expected difficulty of targeting can assist in scaling strategy planning.

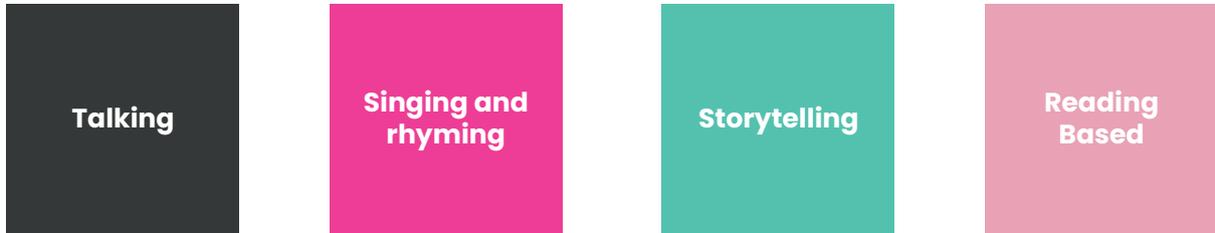
The behavioural matrix can be built for each segment and behaviour based on difficulty of adoption and difficulty of targeting as shown below.



SEGMENTATION GUIDE

Behaviour Categories:

Behaviours can be grouped into four categories from the easiest to hardest for parents to adopt.



Segments Categories:

Twelve segments were identified, each with their own list of recommended child age-appropriate behaviours that will be more or less difficult for them to adopt for the reasons outlined in this research e.g. social expectations about the role of fathers and expected parenting behaviour of young children.



For the purposes of illustration, segments are bundled to mothers and fathers with children above 18 months and below as shown below.



SIMPLIFIED TIMELINE (SEGMENTS, BEHAVIOURS)

The template timeline overleaf can be updated based on specific time objectives and resources available. The timeline can be drawn for each segment tailored to their challenges and in the right sequence of behaviours pertaining to their needs. The specific behaviours in the timeline are examples of how the sequencing could occur to move segments along a logical scaling strategy using content, channels, and segment profiling).

Ease of change		Initiation (1 st 6 months)	Medium-term (6-18 months)	Long Run (18-36 months)
↓	Mothers of children above 18 month	<ul style="list-style-type: none"> • Storytelling • Reading Based 	<ul style="list-style-type: none"> • Storytelling • Reading Based 	<ul style="list-style-type: none"> • Storytelling • Reading Based
	Mothers of children under 18 month	<ul style="list-style-type: none"> • Singing and rhyming • Talking 	<ul style="list-style-type: none"> • Storytelling • Reading Based 	<ul style="list-style-type: none"> • Singing, rhyming and talking • Storytelling and Reading Based
	Fathers of children above 18 month	<ul style="list-style-type: none"> • Storytelling • Reading Based 	<ul style="list-style-type: none"> • Storytelling • Reading Based 	<ul style="list-style-type: none"> • Storytelling • Reading Based
	Fathers of children under 18 month	<ul style="list-style-type: none"> • Singing and rhyming • Talking 	<ul style="list-style-type: none"> • Singing and rhyming • Talking 	<ul style="list-style-type: none"> • Storytelling • Reading Based

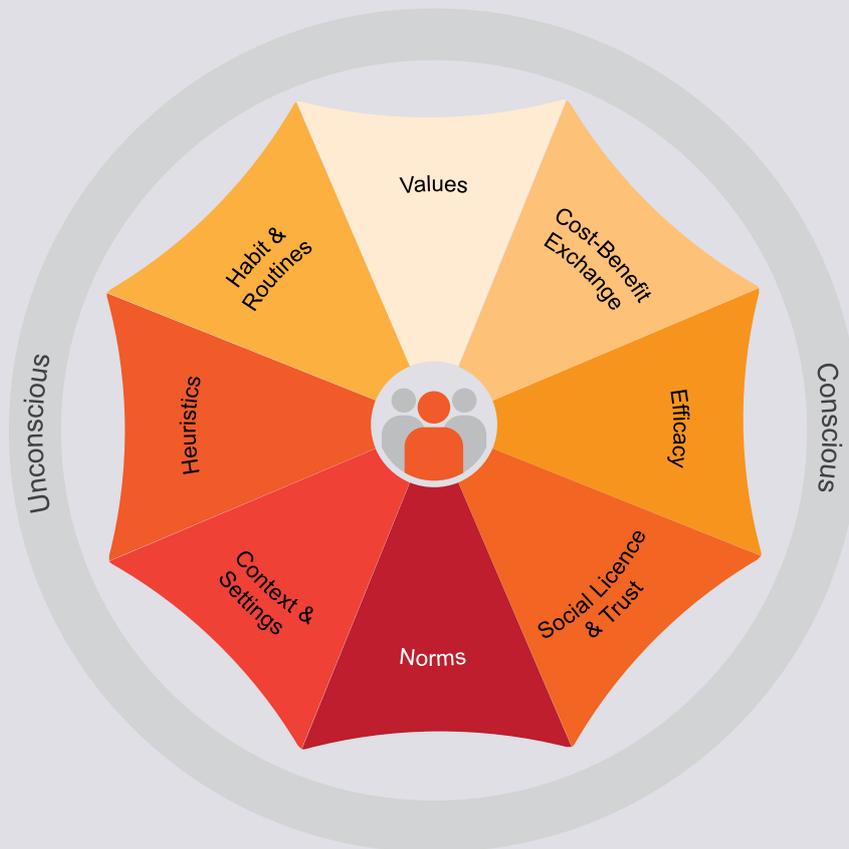


APPENDIX 1. FURTHER READING

Organisations embarking upon community behaviour change need to know what motivates or hinders their audience's likelihood to change, and what mix of interventions will be most effective in sustaining that change.

The method by which this information is distilled, analysed, triangulated, and reported is of equal importance to the collection of the information itself. Thus, the ability of the researchers to adeptly analyse and report this wealth of information is critical, and a systematic and well-practiced approach is required.

There are hundreds of academic and theoretically based models and frameworks that offer explanations of behaviour, from which audience insight research can uncover levers for change. The BCC has taken all of the original behavioural theories, and the understanding of behavioural economics - the combination of which capture exhaustively the conscious and unconscious influences on human decision making to develop the framework shown below.



Control

Design

Incentivise

Enable

Communicate

THE BCC
BEHAVIOURAL FRAMEWORK



Human behaviour comprises the interaction between two systems:

1. **Reflective influences** – our conscious values, attitudes and beliefs. Often referred to as the ‘internal’ drivers of behaviour
2. **Automatic influences** – influences on behaviour that we are often not (consciously) aware of. These include things like habit, heuristics and situational or contextual influences.

The consensus in the recent literature is that understanding both systems is important in explaining human behaviour. Consequently, The BCC takes a **holistic approach** to measuring and explaining behaviour change. We do not make the mistake, evident in many of the models / frameworks in this area (academic and commercial) of emphasising one of the two systems and neglecting the other.

The BCC’s Framework is solidly grounded in theory. The Framework was developed by The BCC’s behavioural experts, through a process of applying and evaluating all of the major behavioural theories, incorporating the best elements into The BCC’s Framework, periodically updating it to current thinking.

Some of the theories and seminal academic papers that influenced the development of the Framework included:

Reflective influences: Behaviour change models

- Cognitive Dissonance Theory (Festinger)
- Theory of Reasoned Action (Fishbein and Azjen)
- Health Belief Model (Becker)
- Social Learning Theory (Bandura)
- Theory of Interpersonal Behaviour (Triandis)

Automatic influences: Behavioural economics

- The theories and empirical research of:
- Kahneman and Tversky (e.g. Thinking Fast and Slow)
- Cialdini (e.g. Influence);
- Thaler and Sunstein (e.g. Nudge)

Some of hundreds of articles that have influenced The BCC’s approach include:

- Ajzen, I. (1985). From Intentions to Action: A Theory of Planned Behavior. In J. Kuhl & J. Beckman (Eds.), *Action control: From Cognitions to Behaviors* (pp.11-39). New York: Springer.
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- The Health Belief Model and Prediction of Dietary Compliance: A Field Experiment. Marshall H. Becker, Lois A. Maiman, John P. Kirscht, Don P. Haefner and Robert H. Drachman, *Journal of Health and Social Behavior* Vol. 18, No. 4 (Dec. 1977), pp. 348–366 (19 pages) Published By: American Sociological Association
- Kahneman, Daniel, 1934- author. *Thinking, Fast and Slow*. New York: Farrar, Straus, and Giroux, 2011
- *Nudge: Improving Decisions about Health, Wealth, and Happiness*, Richard H. Thaler, and Cass R. Sunstein. Yale University Press, 2008.
- *Social Influence: Compliance and Conformity*, *Annual Review of Psychology* · Vol. 55:591–621 (Volume publication date 4 February 2004)
- *Influence: the psychology of persuasion*, revised edition, RB Cialdini – New York: William Morrow, 2006



Other recommended reading includes:

- AACTT: A Framework for Specifying Behaviour, Pesseau et al, Implementation Science, 2019
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- *Strategic Social Marketing for Behavioural and Social Change*, French J and Gordon, R. Sage, London 2015
- Thaler R and Sunstein C *Nudge: Improving Decisions About Health, Wealth and Happiness*, (2008), Yale University Press, New Haven, Connecticut.



APPENDIX 2. SAMPLE PROFILE DEVELOPMENTAL QUALITATIVE

Parent cohorts	Number of interviews	Parent cohorts	Number of interviews
Age of child/ren		Nationality	
0-1 month	3	Jordanian	16
2-3 months	3	Syrian	8
4-11 months	3	Total	24
12-18 months	4	Urbanicity	
19-42 months	5	Urban	12
43-71 months	6	Rural	12
Total	24	Total	24
Regions		Gender of parent	
South	6	Fathers	8
North	8	Mothers	16
Central	10	Total	24
Total	24	Number of children	
Gender of child		1 child	7
Male	18	2-3 children	10
Female	6	4+ children	7
Total	24	Total	24



APPENDIX 3. DEMOGRAPHIC PROFILE FOR TESTING RESEARCH

Parent cohorts	Number of parents	Parent cohorts	Number of parents
Age of child/ren		Nationality	
0-3 month	12	Jordanian	25
		Syrian	32
		Total	57
4-18 months	15	Urbanicity	
19-42 months	17	Urban	36
43-71 months	13	Rural	20
Total	57	Total (including 1 n/a)	57
Regions		Gender of parent	
South	8	Fathers	20
North	24	Mothers	37
Central	24	Total	57
Total (including 1 n/a)	57	Number of children	
Income levels		1 child	13
Higher income (461+ JOD)	12	2-3 children	30
Medium income (261-460 JOD)	8	4+ children	14
Lower income (260 JOD or less)	35	Total	57
Total (including 2 n/a)	57	Gender of child	
Desired behaviours		Male	33
Have done at least 1 in last 3 days	27	Female	24
Have not done any in last 3 days	28	Total	57
Total (including 2 n/a)	57		



APPENDIX 4. INTERVIEW GUIDE FOR DEVELOPMENTAL RESEARCH

Objectives (NOT TO BE READ)

- Identify the reading behaviours that will be most relevant, desirable, and appropriate for parents including those that may involve talking, playing, and singing.
- Explore how to engage with and influence parents to adopt these behaviours
- Assess which benefits are most credible to which parents, will outweigh the costs and the best way to communicate them
- Test the needs-based segmentation hypothesis and confirm which specific parents we will be able to influence to do which specific behaviours with what specific messages
- Determine the extent to which the strategy of encouraging parents to use the resources around to read to their children will overcome the barrier of a lack of age appropriate, engaging reading material
- Confirm the role of spouses and grandmothers in influencing parents' behaviour and the things they can say and do that will encourage parents to read to their children
- Identify messages and materials (content, tone, framing and formatting) that resonate with parents and test those identified from the rapid review.

NOTE FOR INTERVIEWER: PRIOR TO INTERVIEW CHECK WHICH CHILD AGE CATEGORY THE PARENT HAS BEEN RECRUITED TO FILL AS THERE ARE DIFFERENT QUESTIONS, BEHAVIOURS & STIMULUS FOR PARENTS DEPENDING ON WHAT AGE OF CHILD THEY HAVE BEEN RECRUITED TO SPEAK ABOUT: 0-1 MONTH, 2-3 MONTHS, 4-11 MONTHS, 12-18 MONTHS, 19-42 MONTHS, 43-71 MONTHS

1. WELCOME (5 MIN)

- Hi, my name is X from MMIS, we are a leading regional consulting firm based in Jordan.
- This research is about understanding the views and experiences of parents of children aged under 6. In these interviews we are looking to honestly discuss feelings and reactions to the ideas we will be talking about.
- There are no right or wrong answers. Whatever you have to say is important as each person involved in this research represents thousands of other parents in Jordan.
- The interview will last for about 1.5 hours.
- This research has been commissioned by a not-for-profit organisation interested in parents' experiences. [Mention client viewing the interviews, if applicable].
- You **do not have to discuss anything you are not comfortable** with or share anything you do not feel like sharing. It's also fine to leave at any stage if you need to.
- We are **recording** the session so that we don't miss anything that is said, but these will only be used for research purposes and so privacy/confidentiality is guaranteed. Let us know you are happy for the session to be recorded.
- WAIT FOR PARENT TO SAY YES SO THIS IS RECORDED ON THE TAPE



- Some other researchers working on this project may be watching the session.
- We may use illustrative **quotes** in our reporting, but these will not be identified as an individual, so they are accurate but anonymous.
- We need to agree that **what is said in the room, stays in the room** – no screen shots or recording of the sessions and all materials shared in the interview to be kept confidential – is that OK?
- WAIT FOR PARENT TO SAY YES SO THIS IS RECORDED ON THE TAPE
- Just before we get started let's do a quick check you are in a quiet area where we will not be interrupted or overheard by adults in our household. As you will be looking at material on the screen, you have your glasses if you need them. Are there any questions about the technology? In case you have any problems at any time, we will call you back on your phone.
- Any questions?

2. INTRO / WARM UP (3 MINS)

Let's start off with just a few questions about our situation

- How many children do you have?
- What ages are your children?
- What is the name of your child aged [X]?

CHECK CHILD AGE COHORT PARENT HAS BEEN RECRUITED FOR

Today we will be focussing on the kinds of activities some parents do with their children aged under 6 and other parents don't do. For this interview we will be talking about activities for children aged [X], like [NAME OF CHILD].

3. BEHAVIOURS (55 MINS – APPROX. 10 MINS PER BEHAVIOUR)

- What sorts of things have we done with [NAME OF CHILD] over the last three days?

IF NOT MENTIONED PROBE:

Now we are going to talk about activities some parents with children the same age as [NAME OF CHILD] do and some parents don't do. Here are activities some parents do [SHOWCARD A, READ OUT 5 -6 BEHAVIOURS FOR CHILD SAME AGE AS [NAME OF CHILD].



AGE OF CHILD	BEHAVIOURS
0-1 month	01 Read with your children every day
	02 Talked to your baby about anything and everything in a gentle, even voice when your baby is awake and tried to make eye contact at feeding and cleaning times
	03 Showed your baby pictures in newspapers, books or magazines. Talked to your baby about what you saw. Talked to your baby about how they responded.
	04 Noticed what your child looks at or points to and respond to it and name it
	05 Shared words, rhyme, and stories every day
2-3 months	01 Read, rhymed, sung, and pointed at pictures from the same book over and over again
	02 Sung songs and rhymes with actions or lots of repetition
	03 When reading to your baby allowed them to touch, pat, hold or even taste what you were reading and described their actions like, 'you're patting the picture of the bunny'
	04 Noticed what your child looks at or points to and respond to it and name it
	05 Shared words, rhyme, and stories every day
4-11 months	01 Kept books in easy reach of your baby & let them choose
	02 Read, rhymed, sung and pointed at pictures from the same book over and over again
	03 Talked or sung about what you were doing when caring for your baby
	04 Noticed what your child looks at or points to and respond to it and name it
	05 Shared stories with your baby in the language you feel comfortable with
	06 Shared words, rhyme, and stories every day
12-18 months	01 Used different voices to tell stories and encouraged young children to join in wherever possible
	02 Named the pictures your baby points to or touches in the book
	03 Told your baby's favourite stories and rhymes over and over again
	04 Read and helped your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title
	05 Shared words, rhyme, and stories every day



19-42 months	01	Read stories your child already knows, pausing at intervals to encourage them to 'read' the next word
	02	Read and help your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title
	03	Find words that rhyme in stories and songs
	04	Shared stories with your child in the language you feel comfortable with
	05	Shared words, rhyme, and stories every day
43-71 months	01	Read and help your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title
	02	As you read run your finger under the words
	03	Shared eBooks and apps
	04	Ask questions about the story
	05	Shared words, rhyme, and stories every day

BEHAVIOURS OFTEN INCLUDE MORE THAN ONE BEHAVIOUR/SUB BEHAVIOURS E.G. FOR **SHARED WORDS, RHYME, AND STORIES EVERY DAY** PARENTS MAY SHARE WORDS EVERY DAY BUT NOT STORIES EVERYDAY. ASK ABOUT EACH SUB BEHAVIOUR SO IF THEY SAY THEY SHARE WORDS EVERY DAY THAT WILL BE INCLUDED IN QUESTIONS ABOUT ACTIVITIES DONE AND IF THEY SAY THEY DON'T READ STORIES EVERY DAY THAT WILL BE INCLUDED IN QUESTIONS ABOUT ACTIVITIES THEY HAVE NOT DONE

DO NOT REPEAT QUESTIONS SO FOR EXAMPLE IF WE HAVE ALREADY ASKED ABOUT READING BEHAVIOUR AND THERE IS ANOTHER BEHAVIOUR ABOUT READING ASK ABOUT OTHER PARTS OF THE BEHAVIOUR/SUB BEHAVIOUR E.G. 'AS YOU READ, **RUN YOUR FINGER UNDER THE WORDS**' TO EXPLORE ALL BEHAVIOURS/SUB BEHAVIOURS WITHOUT REPEATING A BEHAVIOUR/SUB BEHAVIOUR

- Which activities, or parts of these activities, if any, have we ever done with [NAME OF CHILD? WRITE DOWN

FOR ACTIVITIES DONE

THE REST OF THIS SECTION WILL FOCUS ON 3 BEHAVIOURS. (i) ONE THEY HAVE DONE AND (ii) ONE THEY HAVE NOT DONE AND (iii) ONE THEY HAVE NOT DONE BUT ARE MOST LIKELY TO DO OR MOST WANT TO DO.

OR IF THE PARENT HAS NOT DONE ANY OF THE BEHAVIOURS REPLACE (i) ONE THEY HAVE DONE WITH AN ADDITIONAL BEHAVIOUR (iii) THAT THEY HAVE NOT DONE BUT ARE MOST LIKELY TO DO OR MOST WANT TO DO.

Now we are going to talk about some of these activities in more detail. The questions may feel repetitive, but they help us to understand parents' experiences and so it is important we ask them this way.



1. A BEHAVIOUR THE PARENT HAS DONE

SELECT 1 BEHAVIOUR PARENT HAS DONE (USE READING BEHAVIOUR

HIGHLIGHTED IN GREEN IF THEY HAVE DONE IT) ASK QUESTIONS BELOW FOR ONE BEHAVIOUR DONE IF NO BEHAVIOURS OR SUB BEHAVIOURS DONE SKIP TO NEXT SECTION

- **Describe what happened when we [BEHAVIOUR DONE]?**
 - > Where did we do [BEHAVIOUR DONE]?
 - > What time of the day did we [BEHAVIOUR DONE]?
 - > What other things were happening at the same time/immediately before/immediately after we [BEHAVIOUR DONE]?
 - > Did we plan to do [BEHAVIOUR DONE], is it part of a routine or did it happen spontaneously?

IF ROUTINE PROBE: What is the routine it is part of? What other activities are part of the routine?

IF BEHAVIOUR DONE INVOLVES READING PROBE:

- **What did we read with [NAME OF CHILD]?**
- **What did we read from e.g. a book/something else?**

ASK ALL

- **What was the experience like?**
 - > What was good about [BEHAVIOUR DONE]?
 - > What was not good about [BEHAVIOUR DONE]?
 - > What would happen if we didn't do it?
 - > How did we feel while we [BEHAVIOUR DONE]?
 - > How did [NAME OF CHILD] react?
 - > When we did the activity, did we READ SHOWCARD B

SHOWCARD B

- 01 Experience fun/joy
- 02 Experience the excitement of childhood again
- 03 Feel I was spending quality time with my child
- 04 Experience bonding/building relationship with my child
- 05 Create peace and helped to calm my child
- 06 Feel in-control
- 07 Get relief from stress, helped me to forget my problems
- 08 Feel my family approved of what I do when we do the activity
- 09 Feel like a good parent
- 10 Feel I am helping my child's brain to develop
- 11 Feeling I am giving my child the best start to be successful in school/life



- **What made it easy/encouraged us to [BEHAVIOUR DONE]?**
 - **What do other people think about us [BEHAVIOUR DONE]?**
 - > How would they describe people who [BEHAVIOUR DONE]?
 - > How does this make us feel about [BEHAVIOUR DONE]?
 - **Who or what encouraged us to [BEHAVIOUR DONE]?**
 - > What did they say or do that encouraged us to [BEHAVIOUR DONE]?
- IF NOT MENTIONED PROBE:
- **How about our spouse? What do they say or do to encourage us?**
 - **How about our mother what does she say or do to encourage us?**
 - **What about our mother-in-law what does she say or do to encourage us?**

2. A BEHAVIOUR THE PARENT HAS NOT DONE

Now we are going to talk more about some of the behaviours we have not done with [NAME OF CHILD].

SHOWCARD A SELECT A BEHAVIOUR NOT DONE (USE READING BEHAVIOUR HIGHLIGHTED IN GREEN IF THEY HAVE NOT DONE IT)

- **What are all the reasons we didn't [BEHAVIOUR NOT DONE]?**
- **What made it hard/difficult to [BEHAVIOUR NOT DONE]?**

IF NOT MENTIONED PROBE ON EACH: do we have the skills/knowledge/confidence to [BEHAVIOUR NOT DONE]?

- **How would other people describe people who [BEHAVIOUR NOT DONE]?**
- **What would other people think about us if we [BEHAVIOUR NOT DONE]?**
 - > How does this make us feel about [BEHAVIOUR NOT DONE]?
- **Who or what could discourage us to [BEHAVIOUR NOT DONE]?**
 - > What would they say or do that could discourage us?
- **Who or what could encourage us to [BEHAVIOUR NOT DONE]?**
 - > What would they say or do that would encourage us?
- **What would make it easier for us to [BEHAVIOUR NOT DONE]**



IF NOT MENTIONED PROBE:

- > What skills/knowledge/resources would we need?
- > What would make us feel more confident?

IF PARENTS DO NOT DO A READING BEHAVIOUR (HIGHLIGHTED IN GREEN)

- > Do we have books in the house that are appropriate for [NAME OF CHILD]?

IF YES

- > How come we don't read them with [NAME OF CHILD]
- > What would encourage us to read them with [NAME OF CHILD]

IF NO

- > How come we don't have books in the house that are appropriate for [NAME OF CHILD]?
- > How could we get books that are appropriate for [NAME OF CHILD]?
- > Where could we get them from?
- > If we can get them and know where to get them from, how come we haven't got them yet?
- > What would encourage us to get books that are appropriate for [NAME OF CHILD]?
- > What other ways could we read words to [NAME OF CHILD] without books?

3. 1 OR 2 BEHAVIOURS THE PARENT HAS NOT DONE BUT IS MOST LIKELY TO DO/MOST WANT TO DO

- Looking at the activities we haven't done SHOW CARD A—which 1 or 2 would we be most likely to do or would we most like to do with [NAME OF CHILD]? WRITE DOWN. FOR EACH BEHAVIOUR ASK THE REST OF THE QUESTIONS IN SECTION 3.
 - > What are all the reasons we would be most likely to do these activities?
 - > What are all the reasons we would most like to do these activities?

Let's imagine we did [BEHAVIOUR NOT DONE BUT MOST LIKELY TO DO]

- Describe what would be likely to happen?
- IF NOT MENTIONED
- Where would we be most likely to [BEHAVIOUR NOT DONE BUT MOST LIKELY TO DO]?
- What time of the day would we be most likely to [BEHAVIOURS NOT DONE BUT MOST LIKELY TO DO]?
- What other things would be happening at the same time/immediately before/immediately after we [BEHAVIOUR DONE]?
- How well or not well would [BEHAVIOUR NOT DONE BUT MOST LIKELY TO DO] fit into our routine with [NAME OF CHILD]?



- What do we imagine it would be like to [BEHAVIOUR NOT DONE BUT MOST LIKELY TO DO]?
 - > What would be good about [BEHAVIOUR NOT DONE BUT MOST LIKELY TO DO]?
 - > What would not be good about [BEHAVIOUR NOT DONE BUT MOST LIKELY TO DO]?
 - > How would we feel while we were [BEHAVIOUR NOT DONE BUT MOST LIKELY TO DO]?
 - > How would [NAME OF CHILD] be likely to react?
 - > How would we feel about that?
 - > If we did [BEHAVIOUR NOT DONE BUT MOST LIKELY TO DO] (PAUSE BETWEEN EACH OPTION) how likely or unlikely would we be to...SHOWCARD C

SHOWCARD C

- | | |
|----|---|
| 01 | Experience fun/joy when we do the activity |
| 02 | Experience the excitement of childhood again when we do the activity |
| 03 | Feel I am spending quality time with my child when we do the activity |
| 04 | Experience bonding/building relationship with my child when we do the activity |
| 05 | Create peace and helping to calm my child when we do the activity |
| 06 | Feel in-control when we do the activity |
| 07 | Get relief from my stress, helping me to forget my problems when we do the activity |
| 08 | Feel my family approves of what I do when we do the activity |
| 09 | Feel like a good parent when we do the activity |
| 10 | Feel I am helping my child's brain to develop when we do the activity |
| 11 | Feeling I am giving my child the best start to be successful in school/life when we do the activity |

- What would make it easier for us to [BEHAVIOUR NOT DONE BUT MOST LIKELY TO DO]?
- Who could encourage us to [BEHAVIOUR NOT DONE BUT MOST LIKELY TO DO]?
 - > What could they say or do that encouraged us to [BEHAVIOUR NOT DONE]?
 - > IF NOT MENTIONED PROBE:
 - > How about our spouse? What could they say or do to encourage us?
 - > How about our mother, what could they say or do to encourage us?
 - > How about our mother-in-law, what could they say or do to encourage us?
- What else would encourage us to [READ BEHAVIOUR NOT DONE]

CHECK 3 BEHAVIOURS HAVE BEEN DISCUSSED INCLUDING EITHER **(i) ONE THEY HAVE DONE AND (ii) ONE THEY HAVE NOT DONE AND (iii) ONE THEY HAVE NOT DONE BUT ARE MOST LIKELY TO DO OR MOST WANT TO DO OR IF THE PARENT HAS NOT DONE ANY OF THE BEHAVIOURS REPLACE (i) ONE THEY HAVE DONE WITH AN ADDITIONAL BEHAVIOUR (iii) THAT THEY HAVE NOT DONE BUT ARE MOST LIKELY TO DO OR MOST WANT TO DO.**



5. THE IDEAL COMMUNICATIONS FOR PARENTS (15 MINS)

READ

So we've just talked about some things parents can do with children the same age as [NAME OF CHILD] now we are going to imagine the 'ideal' communications for parents like us that would really encourage us to [1-2 BEHAVIOURS NOT DONE BUT MOST LIKELY TO DO] with our child. Let's take a few moments to imagine the 'ideal' communication that tells us about these behaviours and would really make us want to try doing them and communicates in a way that works best for us. It may help us to close our eyes.

This ideal communication could be like communications we have seen or heard before that aims at parents like us or it could be totally different, but it would really meet our needs, tells us what we need to know and gives us the message in the best possible way. Let's imagine we can see and/or hear it and let's notice how it would make us feel as we get the message. Let's imagine everything about the ideal communications that makes it absolutely perfect for us...what it would look like, what it would feel like, and the very best things about it. And let's capture in one or two words the feelings we would have when we get this information.

DISCUSSION

OK let's describe our ideal communications

- **What would it be like?**

IF PARENT UNABLE TO IMAGINE THE IDEAL COMMUNICATION REPHRASE QUESTIONS TO ASK THEM

If we could create communications that would really encourage parents like us to do [SAY BEHAVIOUR NOT DONE BUT MOST LIKELY TO DO/MOST WANT TO DO] what would they be like?

IF NECESSARY SAY: It could be like an advertisement on the TV or social media or a poster or something on a website we have seen before, or something quite different. What would it be like?

What does it say/show?

- How does it encourage us to do the activities?
- What does it look like and feel like?
- What are all the good things about it?
- How is it better than what we have now?
- What makes it ideal?
- What is the one or two words that captures our feelings when we get this communication?
- What messages would be most likely to encourage us to [SAY 1-2 BEHAVIOURS NOT DONE BUT MOST LIKELY TO DO]?

IF NOT MENTIONED PROBE:

- > Would messages about the benefits of [1-2 BEHAVIOURS NOT DONE BUT MOST LIKELY TO DO] for parents, children or the community encourage us to do the behaviour? How come?
- > Which advantages or benefits would be most likely to encourage us to [1-2 BEHAVIOURS NOT DONE BUT MOST LIKELY TO DO]? How come?
- > Would short-term or long-term benefits or advantages be most likely to encourage us to do the behaviour? How come?



- > Would messages about the disadvantages of not doing [1-2 BEHAVIOURS NOT DONE BUT MOST LIKELY TO DO] encourage us to do the activity? How come?
- > Which disadvantages of not doing the activity would be most likely to encourage us to [SAY 1-2 BEHAVIOURS NOT DONE BUT MOST LIKELY TO DO]
- > Are we more interested in the short term or long-term disadvantages that happen when we do not [SAY 1-2 BEHAVIOURS NOT DONE BUT MOST LIKELY TO DO]? How come?
- What would be the best way to communicate these advantages/disadvantages?
- What would be the ideal tone of the communications?

IF NOT MENTIONED PROBE: What would be most likely to encourage us to [SAY 1-2 BEHAVIOURS NOT DONE BUT MOST LIKELY TO DO]?

- > Use of humour or formal language or both? How come?
- > Suggestions for parents or Directions to parents or both? How come?
- > Factual or emotional or both? How come?
- > Scientific language and evidence or not? How come?

Here are some messages other parents have said might encourage them to [1-2 BEHAVIOURS NOT DONE BUT MOST LIKELY TO DO]. SHOWCARD B. What messages would be most likely to encourage us to [1-2 BEHAVIOURS NOT DONE BUT MOST LIKELY TO DO]. PARTICIPANTS CAN SELECT MORE THAN 1:

SHOWCARD D

- 01 Experiencing fun/joy when we do the activity
- 02 Experiencing the excitement of childhood again when we do the activity
- 03 Spending quality time with my child when we do the activity
- 04 Experiencing bonding/building relationship with child when we [do the activity
- 05 Experiencing peace and helping to calm my child when we do the activity
- 06 Feeling in-control when we do the activity
- 07 Relieving my stress, helping me to forget my problems when we do the activity
- 08 Knowing my family approves of what I do when we do the activity
- 09 Feeling like a good parent when we do the activity
- 10 Feeling I am helping my child's brain to develop when we do the activity
- 11 Feeling I am giving my child the best start to be successful in school/life when we do the activity



FOR EACH MENTIONED

In what ways would this message encourage us to [1-2 BEHAVIOURS NOT DONE BUT MOST LIKELY TO DO]

- What **format** would the ideal communications be in?

IF NOT MENTIONED PROBE: What would be most likely to encourage us to [1-2 BEHAVIOURS NOT DONE BUT MOST LIKELY TO DO]?

- > Illustrations or photos or both? How come?
- > Video? How come?
- > Short messages versus short stories/scenarios? How come?
- How would it ideally be delivered?

IF NOT MENTIONED PROBE: TV, radio, online, magazines, Facebook, What's App? How come?

- Which organisation would ideally provide it? How come?

6. REACTION TO COMMUNICATIONS EXAMPLES (10 MINS)

Now we are going to have a look at some examples of different types of communications for parents with children under 6 years old. The children shown in these communications may be a different age to [NAME OF CHILD] but they still give us a good idea of the different types of communications that could be designed to have children the same age of [NAME OF CHILD] in them. SHOW COMMUNICATIONS EXAMPLES ONE AT A TIME ROTATE ORDER:

1. SHOW ILLUSTRATION CHILDS PERSPECTIVE THEN ASK

How do we feel about it?

2. SHOW IMAGE REAL PEOPLE CHILDS PERSPECTIVE THEN ASK

How do we feel about it?

3. SHOW ILLUSTRATION PARENTS PERSPECTIVE THEN ASK

How do we feel about it?

4. SHOW IMAGE REAL PEOPLE PARENTS PERSPECTIVE THEN ASK

How do we feel about it?

5. SHOW VIDEO COMFORTABLE LANGUAGE THEN ASK

How do we feel about it?



IF RUNNING OUT OF TIME SHOW 1, 4 AND 5

AFTER ALL HAVE BEEN SHOWN ASK Now that we have seen all of them,

- How do these compare to our ideal communications?
- What would make them more like our ideal communications?
- Which ones are most likely to encourage us to do the activity?
 - > How do they encourage us to do the activity?
- How would these communications need to change to make us more likely to do the activity?

IF NOT MENTIONED

- How do we feel about the use of images vs photos?
 - > Which do we prefer? How come?
- How do we feel about the use of still images vs video?
 - > Which do we prefer? How come?
- How do we feel about the message coming from the child's perspective vs from the parents' perspective?
 - > Which do we prefer? How come?
- How do we feel about the organisation/s that have produced these? IF NECESSARY, PROMPT WITH LOGOS ON BOTTOM OF IMAGES
- For what reasons do we imagine they have produced these communications?
 - > How do we feel about that?
- What would be the best way to get these kinds of communication to us?

Which of the following statements best describes what we would most want from doing a reading activity with [NAME OF CHILD]? SHOWCARD C

SHOWCARD C

- 01 Experience fun/joy when we do the activity
- 02 Experience the excitement of childhood again when we do the activity
- 03 Feel I am spending quality time with my child when we do the activity
- 04 Experience bonding/building relationship with my child when we do the activity
- 05 Create peace and helping to calm my child when we do the activity
- 06 Feel in-control when we do the activity
- 07 Get relief from my stress, helping me to forget my problems when we do the activity
- 08 Feel my family approves of what I do when we do the activity
- 09 Feel like a good parent when we do the activity
- 10 Feel I am helping my child's brain to develop when we do the activity
- 11 Feeling I am giving my child the best start to be successful in school/life when we do the activity



7.THANK AND CLOSE (5 MINS)

Thanks so much for your time, it has been greatly appreciated!

- Information provided will only be used for research purposes.
- Ask for any final comments?

IF PARTICIPANT ASKS WHO THE RESEARCH IS BEING CONDUCTED ON BEHALF OF SAY: A NOT-FOR-PROFIT ORGANISATION



APPENDIX 5. DISCUSSION GUIDE FOR TESTING RESEARCH

Objectives (NOT TO BE READ)

- To obtain parents feedback on the communications ideas to determine whether they will effectively influence the desired behaviours and if not, how they need to be modified or what new messages are required to influence behaviour.
- To understand parents' perceptions of the photo/image/video demonstrating the behaviour, the messages, and taglines and call to action to identify the efficacy of the individual elements of each communication idea, how well or not well they work together, and what would optimise each one

NOTE FOR MODERATOR: PRIOR TO GROUP CHECK WHICH CHILD AGE CATEGORY THE GROUP COVERS AS THERE ARE DIFFERENT COMMUNICATIONS IDEAS TO SHOW TO SPECIFIC GROUPS AS SHOWN BELOW:

Focus Group	Group participants	6 Stimulus to be tested in each FGD
Group 1.	Jordanian and Syrian mothers of children from 0-3 months	1, 2, 3, 4, 5, 8
Group 2.	Jordanian and Syrian fathers of children from 0-3 months	1, 2, 3, 4, 5, 7
Group 3.	Jordanian and Syrian mothers of children from 4-18 months	1, 2, 3, 4, 5, 8
Group 4.	Jordanian and Syrian fathers of children from 4-18 months	1, 2, 3, 4, 5, 6,
Group 5.	Jordanian and Syrian mothers of children from 19-42 months	3,4,5, 8,9,10,11
Group 6.	Jordanian and Syrian fathers of children from 19-42 months	6,7,8,9,10,11
Group 7.	Jordanian and Syrian mothers of children from 43 to 71 months	3,4,, 8,9,10,11
Group 8.	Jordanian and Syrian fathers of children from 43 to 71 months	6,7,8,9,10,11



4. WELCOME (5 MIN)

- Hi, my name is X from MMIS, we are a leading regional consulting firm based in Jordan.
- This research is about understanding the best way to communicate to parents about activities they can do with their children aged under 6. In this focus group we are looking to honestly discuss feelings and reactions to the ideas we will be talking about.
- There are no right or wrong answers. Whatever you have to say is important as each person involved in this research represents thousands of other parents in Jordan.
- The focus group will last for about 2 hours.
- This research has been commissioned by a not-for-profit organisation interested in parents' experiences. [Mention client viewing the interviews, if applicable].
- You **do not have to discuss anything you are not comfortable** with or share anything you do not feel like sharing. It's also fine to leave at any stage if you need to.
- We are **recording** the session so that we don't miss anything that is said, but these will only be used for research purposes and so privacy/confidentiality is guaranteed. Let us know you are happy for the session to be recorded.

WAIT FOR PARENT TO SAY YES SO THIS IS RECORDED ON THE TAPE

- Some other researchers working on this project may be watching the session.
- We may use illustrative **quotes** in our reporting, but these will not be identified as an individual, so they are accurate but anonymous.
- We need to agree that **what is said in the room, stays in the room** – no screen shots or recording of the sessions and all materials shared in the interview to be kept confidential – is that OK?

WAIT FOR PARENT TO SAY YES SO THIS IS RECORDED ON THE TAPE

- Just before we get started let's do a quick check you are in a quiet area where we will not be interrupted or overheard by adults in our household. As you will be looking at material on the screen, you have your glasses if you need them. Are there any questions about the technology? In case you have any problems at any time, we will call you back on your phone.
- Any questions?

5. Intro / warm up (3 mins)

Let's start off with just a few questions about our situation

- How many children do we have under 6?
- What ages are our children under 6?

CHECK CHILD AGE COHORT GROUP HAS BEEN RECRUITED FOR

Today we will be looking at communications for parents like us with children aged [X].



6. Reaction to 7 stimuli (70 mins)

Now we are going to have a look at some communications ideas for parents with children under 6 years old.

- These are just ideas for communications, they are not finished, and will be professionally finished before they are made available to parents. At this stage we are just trying to get parents input and feedback on the ideas we will be looking at.
- The children shown in these communications may be a different age to our children, but they still give us a good idea of the different types of communications that could be designed for parents like us.
- Some examples show mothers and others show fathers. The final communications will be made to show both mothers and fathers doing each of the activities with the children.

SHOW COMMUNICATIONS EXAMPLES ONE AT A TIME ROTATE ORDER

Focus Groups 1 and 3	Jordanian and Syrian mothers of children aged 0–18 months	
	Behaviour	Message
Stimulus 1	Reading to her baby allowing him/her to touch, pat, hold or even taste the pages and describing their actions like, 'you're patting the picture of the bunny'	<p>Allow your baby girl to touch and explore books that are safe while you read to them and make sure to describe their actions like 'you're patting the picture of the bunny' to contribute to her mind's development and raise awareness of her surroundings.</p> <p>For more ways that will help your child to learn words and language please visit www.qrf.org</p>
Stimulus 2	Reading to his newborn baby in a gentle, even voice while he holds the baby lovingly on his lap/in his arms	<p>Read to me every day in a gentle and even voice even if it's a few words. even voice And see the difference.</p> <p>For more ideas that you can apply to make your child enjoy words and reading, please visit. www.qrf.org</p>
Stimulus 3	Talking to her child in a gentle, even voice, making eye contact while she feeds the baby	<p>To help your child to understand and be aware of the voices and language, make sometime daily to talk to them about everything and anything</p> <p>For more proven activities to give your child the best start, please visit. www.qrf.org.</p>



Stimulus 4	Telling her baby a nursery rhyme, while she changes and holds the baby	Communicate with your child through words, rhymes, songs, and stories on a daily basis to help them learn sounds and language. For more ways to help your child learn, please visit. www.qrf.org
Stimulus 5	Telling her baby a story using different voices and encouraging the child to join in and then both say the words together	Tell me a story in different voice and allow me to participate For more ways to give your child the best start, please visit. www.qrf.org
Stimulus 8	Singing a song with words that rhyme to her child emphasising the words that rhyme by smiling, using hand gestures as she says the rhyming word	Finding words that rhyme in stories and songs helps your child to learn about sounds and words For more scientifically proven activities to give your child the best start in life visit www.qrf.org

Focus Groups 2	Jordanian and Syrian fathers of children aged 0-3 months	
	Behaviour	Message
Stimulus 1	Reading to her baby allowing him/her to touch, pat, hold or even taste the pages and describing their actions like, 'you're patting the picture of the bunny'	'Allow your baby girl to touch and explore books that are safe while you read to them and make sure to describe their actions like 'you're patting the picture of the bunny' to contribute to her mind's development and raise awareness of her surroundings. For more ways that will help your child to learn words and language please visit www.qrf.org
Stimulus 2	Reading to his newborn baby in a gentle, even voice while he holds the baby lovingly on his lap/in his arms	Read to me every day in a gentle and even voice even if it's a few words. even voice And see the difference. For more ideas that you can apply to make your child enjoy words and reading, please visit. www.qrf.org
Stimulus 3	Talking to her child in a gentle, even voice, making eye contact while she feeds the baby	To help your child to understand and be aware of the voices and language, make sometime daily to talk to them about everything and anything For more proven activities to give your child the best start, please visit. www.qrf.org .



Stimulus 4	Telling her baby a nursery rhyme, while she changes and holds the baby	<p>Communicate with your child through words, rhymes, songs, and stories on a daily basis to help them learn sounds and language.</p> <p>For more ways to help your child learn, please visit. www.qrf.org.</p>
Stimulus 5	Telling her baby a story using different voices and encouraging the child to join in and then both say the words together	<p>Tell me a story in different voice and allow me to participate</p> <p>For more ways to give your child the best start, please visit. www.qrf.org.</p>
Stimulus 7	Reading the words on grocery packaging to child, child responds	<p>Helping your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title helps your child to learn</p> <p>For more things you can do anytime, anywhere to give your child the best start visit www.qrf.org</p>

Focus Groups 4	Jordanian and Syrian fathers of children aged 4-18 months	
	Behaviour	Message
Stimulus 1	Reading to her baby allowing him/her to touch, pat, hold or even taste the pages and describing their actions like, 'you're patting the picture of the bunny'	<p>'Allow your baby girl to touch and explore books that are safe while you read to them and make sure to describe their actions like 'you're patting the picture of the bunny' to contribute to her mind's development and raise awareness of her surroundings.</p> <p>For more ways that will help your child to learn words and language please visit www.qrf.org</p>
Stimulus 2	Reading to his newborn baby in a gentle, even voice while he holds the baby lovingly on his lap/in his arms	<p>Read to me every day in a gentle and even voice even if it's a few words. even voice And see the difference.</p> <p>For more ideas that you can apply to make your child enjoy words and reading, please visit. www.qrf.org</p>



Stimulus 3	Talking to her child in a gentle, even voice, making eye contact while she feeds the baby	<p>To help your child to understand and be aware of the voices and language, make sometime daily to talk to them about everything and anything</p> <p>For more proven activities to give your child the best start, please visit. www.qrf.org</p>
Stimulus 4	Telling her baby a nursery rhyme, while she changes and holds the baby	<p>Communicate with your child through words, rhymes, songs, and stories on a daily basis to help them learn sounds and language.</p> <p>For more ways to help your child learn, please visit. www.qrf.org</p>
Stimulus 5	Telling her baby a story using different voices and encouraging the child to join in and then both say the words together	<p>Tell me a story in different voice and allow me to participate</p> <p>For more ways to give your child the best start, please visit. www.qrf.org</p>
Stimulus 6	Reading the same words over and over and over again, laughing with his baby	<p>Reading, rhyming, singing, and pointing at pictures from the same book over and over again helps your babies' brain to develop</p> <p>For more ways you can help your child learn about words and language visit www.qrf.org</p>



Focus Group 5 & 7	Jordanian and Syrian mothers of children from 19–71 months	
	Behaviour	Message
Stimulus 3	Talking to her child in a gentle, even voice, making eye contact while she feeds the baby	To help your child to understand and be aware of the voices and language, make sometime daily to talk to them about everything and anything For more proven activities to give your child the best start, please visit. www.qrf.org
Stimulus 4	Telling her baby a nursery rhyme, while she changes and holds the baby	Communicate with your child through words, rhymes, songs, and stories on a daily basis to help them learn sounds and language. For more ways to help your child learn, please visit. www.qrf.org
Stimulus 5	Telling her baby a story using different voices and encouraging the child to join in and then both say the words together	Tell me a story in different voice and allow me to participate For more ways to give your child the best start, please visit. www.qrf.org
Stimulus 8	Singing a song with words that rhyme to her child emphasising the words that rhyme by smiling, using hand gestures as she says the rhyming word	Finding words that rhyme in stories and songs helps your child to learn about sounds and words For more scientifically proven activities to give your child the best start in life visit www.qrf.org
Stimulus 9	Reading a story to his child the child clearly already knows. He points to each word as he reads them and points at the next word prompting the child to say the word and saying it with them/ just after them in a praising tone hugging the child for 'reading' the word	Read the same story and take turns reading the next word because that will help your child learn sounds, words, and reading For more things you can do to help your child enjoy words and reading visit www.qrf.org
Stimulus 10	Looking at a book with her child and asking her child about the story as she points at words and pictures in the book, the child responds with some words answering her question	Ask your child questions related to the story you read to them to contribute to their brain development. For more ways that contribute your child's brain development, please visit. www.qrf.org
Stimulus 11	Father picks up a phone or iPad and says 'it's story time' to his child who is happy and excited as he reads the words and points at the pictures, both smiling and talking about what they are reading	Reading eBooks with your child and looking at educational apps together is another way you can help your child learn to read and be ready for school For more ways you can give your child the best start in life visit www.qrf.org



Focus Group 6 & 8 Stimulus	Jordanian and Syrian fathers of children from 19–71 months	
	Behaviour	Message
Stimulus 6	Reading the same words over and over and over again, laughing with his baby	<p>Reading, rhyming, singing, and pointing at pictures from the same book over and over again helps your babies' brain to develop</p> <p>For more ways you can help your child learn about words and language visit www.qrf.org</p>
Stimulus 7	Reading the words on grocery packaging to child, child responds	<p>Helping your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title helps your child to learn</p> <p>For more things you can do anytime, anywhere to give your child the best start visit www.qrf.org</p>
Stimulus 8	Singing a song with words that rhyme to her child emphasising the words that rhyme by smiling, using hand gestures as she says the rhyming word	<p>Finding words that rhyme in stories and songs helps your child to learn about sounds and words</p> <p>For more scientifically proven activities to give your child the best start in life visit www.qrf.org</p>
Stimulus 9	Reading a story to his child the child clearly already knows. He points to each word as he reads them and points at the next word prompting the child to say the word and saying it with them/just after them in a praising tone hugging the child for 'reading' the word	<p>Read the same story and take turns reading the next word because that will help your child learn sounds, words, and reading</p> <p>For more things you can do to help your child enjoy words and reading visit www.qrf.org</p>
Stimulus 10	10. Looking at a book with her child and asking her child about the story as she points at words and pictures in the book, the child responds with some words answering her question	<p>Ask your child questions related to the story you read to them to contribute to their brain development.</p> <p>For more ways that contribute your child's brain development, please visit www.qrf.org</p>
Stimulus 11	Father picks up a phone or iPad and says 'it's story time' to his child who is happy and excited as he reads the words and points at the pictures, both smiling and talking about what they are reading	<p>Reading eBooks with your child and looking at educational apps together is another way you can help your child learn to read and be ready for school</p> <p>For more ways you can give your child the best start in life visit www.qrf.org</p>

STOP AFTER LOOKING AT EACH STIMULUS AND ASK FOR EACH ASK EACH PARTICIPANT

- After seeing this, would you do the activity in the video with your child now?
 - > For what reasons would/wouldn't you do the activity with your child now?



7. Impact of stimulus (40 mins)

AFTER ALL HAVE BEEN SHOWN SHOW SCREEN SHOT WITH ALL 6STIMULUS ON THEM ASK

- Having seen all of them, which, if any, of the activities will you do with your child now?
- Which communication, if any, would make you do the activity with your child now?
 - > What are the reasons this video makes you do the activity with your child now?
- How would it need to change so that you would do the activity with your child now?
- SHOW RELEVANT MESSAGE SHOWCARD FOR ALL MESSAGES AND READ OUT Which messages will most make you do the activity with your child now?
- What are the reasons that this message will make you do the activity with your child now? How would they need to change so that you would do the activity with your child now?

SHOW RELEVANT **CALL TO ACTION SHOWCARD** AND READ OUT

- Which ones, if any, will make you visit the QRF website to get more information now?
 - > What are the reasons that this call to action will make you visit the QRF website now?
- How would it need to change so that you would visit the QRF website to get more information now?

ONLY IF LOGO NOT ALREADY MENTIONED SHOW SCREEN SHOT OF QRF LOGO AT START OF THE STIMULUS

- How do we feel about having the QRF logo on the communications?
 - > Does it make us more or less likely to want to look at the communications? How come?
 - > Where, in the communications, would we prefer to see the QRF logo?
 - > Would we prefer it at the start, at the end, somewhere else or not at all?

IF NOT MENTIONED

- If these communications were available on WhatsApp, Face-book, on a website or on TV how likely would we be to look at them? How come?
 - > What would make us more likely
- What would be the best way to get these kinds of communication to us?

Now we are going to focus on one of the communications we have been talking about CHECK WHICH STIMULUS TO SHOW GROUP FROM TABLE BELOW AND SHARE ONE OF THE STIMULUS ALREADY SHOWN TO PARTICIPANTS IN SECTION 7 ABOVE. Let's take another look at this communication idea.



Focus Group	Group participants	STIMULUS TO SHOW	SHOWCARD
Group 1	Jordanian & Syrian mothers of children from 0-3 months	1	A
Group 2	Jordanian & Syrian fathers of children from 0-3 months	2	B
Group 3	Jordanian & Syrian mothers of children from 4-18 months	3	C
Group 4	Jordanian & Syrian fathers of children from 4-18 months	6	D
Group 5	Jordanian & Syrian mothers of children from 19-42 months	8	E
Group 6	Jordanian & Syrian fathers of children from 19-42 months	9	F
Group 7	Jordanian & Syrian mothers of children from 43 to 71 months	10	G
Group 8	Jordanian & Syrian fathers of children from 43 to 71 months	11	H

For this communication idea there are 4 different options for messages that could be shown on the poster or brochure or could be read out if the communication is a video. Let's have a look at the four options and consider which one would be most likely to encourage us to do the activity with our child **SHOW RELEVANT MESSAGE SHOWCARD** AND READ OUT EACH OF THE 4 MESSAGE OPTIONS FOR THE SELECTED MESSAGE. EXPLAIN THAT OPTION 4 WOULD BE SPOKEN BY THE CHILD IN THE VOICE-OVER.

- ASK EACH PARTICIPANT Looking at all 4 options which messages will most make you do the activity with your child now?
 - > **What are the reasons that this message would make you do the activity with your child now?**
- How would it need to change so that you would do the activity with your child now?
- If the message came from the parent talking about their experience of doing the activity would this make you do the activity with your child or not?

8. TAGLINES

Lastly, we are going to have a look at some ideas for taglines that could be added to each of the communication ideas. **SHOW TAGLINES SHOWCARD** AND READ THEM.

Looking at these ideas for taglines

- Ask each participant which taglines will most make you do the activity with your child now?
 - > **What are the reasons this tagline will make you do the activity with your child?**
- How would it need to change so that you would do the activity with your child now?
- And which ones are least likely to encourage us to do these activities? How come?



- Looking at all the options, which taglines would work best with all of the messages we have looked at?
- What makes these taglines work best with all of the messages we have looked at?
- How could the taglines that would most encourage us to do the activities and work best with all of the messages we have looked at be improved?

9. Thank and close (2 mins)

Thanks so much for your time, it has been greatly appreciated!

- Information provided will only be used for research purposes.
- Ask for any final comments?

IF PARTICIPANT ASKS WHO THE RESEARCH IS BEING CONDUCTED ON BEHALF OF SAY: A NOT-FOR-PROFIT ORGANISATION



MESSAGE SHOWCARDS

Focus Groups 1 and 3	Jordanian and Syrian mothers of children aged 0-18 months	
	Behaviour	Message
Stimulus 1	Reading to her baby allowing him/her to touch, pat, hold or even taste the pages and describing their actions like, 'you're patting the picture of the bunny'	<p>'Allow your baby girl to touch and explore books that are safe while you read to them and make sure to describe their actions like 'you're patting the picture of the bunny' to contribute to her mind's development and raise awareness of her surroundings.</p> <p>For more ways that will help your child to learn words and language please visit www.qrf.org</p>
Stimulus 2	Reading to his newborn baby in a gentle, even voice while he holds the baby lovingly on his lap/in his arms	<p>Read to me every day in a gentle and even voice even if it's a few words. even voice</p> <p>And see the difference.</p> <p>For more ideas that you can apply to make your child enjoy words and reading, please visit. www.qrf.org</p>
Stimulus 3	Talking to her child in a gentle, even voice, making eye contact while she feeds the baby	<p>To help your child to understand and be aware of the voices and language, make sometime daily to talk to them about everything and anything</p> <p>For more proven activities to give your child the best start, please visit. www.qrf.org.</p>
Stimulus 4	Telling her baby a nursery rhyme, while she changes and holds the baby	<p>Communicate with your child through words, rhymes, songs, and stories on a daily basis to help them learn sounds and language.</p> <p>For more ways to help your child learn, please visit. www.qrf.org.</p>
Stimulus 5	Telling her baby a story using different voices and encouraging the child to join in and then both say the words together	<p>Tell me a story in different voice and allow me to participate</p> <p>For more ways to give your child the best start, please visit. www.qrf.org.</p>
Stimulus 8	Singing a song with words that rhyme to her child emphasising the words that rhyme by smiling, using hand gestures as she says the rhyming word	<p>Finding words that rhyme in stories and songs helps your child to learn about sounds and words</p> <p>For more scientifically proven activities to give your child the best start in life visit www.qrf.org</p>



Focus Groups 2	Jordanian and Syrian fathers of children aged 0–3 months	
	Behaviour	Message
Stimulus 1	Reading to her baby allowing him/her to touch, pat, hold or even taste the pages and describing their actions like, 'you're patting the picture of the bunny'	<p>'Allow your baby girl to touch and explore books that are safe while you read to them and make sure to describe their actions like 'you're patting the picture of the bunny' to contribute to her mind's development and raise awareness of her surroundings</p> <p>For more ways that will help your child to learn words and language please visit www.qrf.org</p>
Stimulus 2	Reading to his newborn baby in a gentle, even voice while he holds the baby lovingly on his lap/in his arms	<p>Read to me every day in a gentle and even voice even if it's a few words. even voice And see the difference.</p> <p>For more ideas that you can apply to make your child enjoy words and reading, please visit. www.qrf.org</p>
Stimulus 3	Talking to her child in a gentle, even voice, making eye contact while she feeds the baby	<p>To help your child to understand and be aware of the voices and language, make sometime daily to talk to them about everything and anything</p> <p>For more proven activities to give your child the best start, please visit. www.qrf.org.</p>
Stimulus 4	Telling her baby a nursery rhyme, while she changes and holds the baby	<p>Communicate with your child through words, rhymes, songs, and stories on a daily basis to help them learn sounds and language</p> <p>For more ways to help your child learn, please visit. www.qrf.org.</p>
Stimulus 5	Telling her baby a story using different voices and encouraging the child to join in and then both say the words together	<p>Tell me a story in different voice and allow me to participate</p> <p>For more ways to give your child the best start, please visit. www.qrf.org</p>
Stimulus 7	Reading the words on grocery packaging to child, child responds	<p>Helping your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title helps your child to learn</p> <p>For more things you can do anytime, anywhere to give your child the best start visit www.qrf.org</p>



Focus Groups 4	Jordanian and Syrian fathers of children aged 4-18 months	
	Behaviour	Message
Stimulus 1	Reading to her baby allowing him/her to touch, pat, hold or even taste the pages and describing their actions like, 'you're patting the picture of the bunny'	<p>'Allow your baby girl to touch and explore books that are safe while you read to them and make sure to describe their actions like 'you're patting the picture of the bunny' to contribute to her mind's development and raise awareness of her surroundings.</p> <p>For more ways that will help your child to learn words and language please visit www.qrf.org</p>
Stimulus 2	Reading to his newborn baby in a gentle, even voice while he holds the baby lovingly on his lap/in his arms	<p>Read to me every day in a gentle and even voice even if it's a few words. even voice And see the difference.</p> <p>For more ideas that you can apply to make your child enjoy words and reading, please visit. www.qrf.org</p>
Stimulus 3	Talking to her child in a gentle, even voice, making eye contact while she feeds the baby	<p>To help your child to understand and be aware of the voices and language, make sometime daily to talk to them about everything and anything</p> <p>For more proven activities to give your child the best start, please visit. www.qrf.org</p>
Stimulus 4	Telling her baby a nursery rhyme, while she changes and holds the baby	<p>Communicate with your child through words, rhymes, songs, and stories on a daily basis to help them learn sounds and language.</p> <p>For more ways to help your child learn, please visit. www.qrf.org</p>
Stimulus 5	Telling her baby a story using different voices and encouraging the child to join in and then both say the words together	<p>Tell me a story in different voice and allow me to participate</p> <p>For more ways to give your child the best start, please visit. www.qrf.org</p>
Stimulus 6	Reading the same words over and over and over again, laughing with his baby	<p>Reading, rhyming, singing, and pointing at pictures from the same book over and over again helps your babies' brain to develop</p> <p>For more ways you can help your child learn about words and language visit www.qrf.org</p>



Focus Group 5 & 7	Jordanian and Syrian mothers of children from 19–71 months	
	Behaviour	Message
Stimulus 3	Talking to her child in a gentle, even voice, making eye contact while she feeds the baby	To help your child to understand and be aware of the voices and language, make sometime daily to talk to them about everything and anything For more proven activities to give your child the best start, please visit. www.qrf.org
Stimulus 4	Telling her baby a nursery rhyme, while she changes and holds the baby	Communicate with your child through words, rhymes, songs, and stories on a daily basis to help them learn sounds and language. For more ways to help your child learn, please visit. www.qrf.org
Stimulus 5	Telling her baby a story using different voices and encouraging the child to join in and then both say the words together	Tell me a story in different voice and allow me to participate For more ways to give your child the best start, please visit. www.qrf.org
Stimulus 8	Singing a song with words that rhyme to her child emphasising the words that rhyme by smiling, using hand gestures as she says the rhyming word	Finding words that rhyme in stories and songs helps your child to learn about sounds and words For more scientifically proven activities to give your child the best start in life visit www.qrf.org
Stimulus 9	Reading a story to his child the child clearly already knows. He points to each word as he reads them and points at the next word prompting the child to say the word and saying it with them/ just after them in a praising tone hugging the child for 'reading' the word	Read the same story and take turns reading the next word because that will help your child learn sounds, words, and reading For more things you can do to help your child enjoy words and reading visit www.qrf.org
Stimulus 10	Looking at a book with her child and asking her child about the story as she points at words and pictures in the book, the child responds with some words answering her question	Ask your child questions related to the story you read to them to contribute to their brain development. For more ways that contribute your child's brain development, please visit. www.qrf.org
Stimulus 11	Father picks up a phone or iPad and says 'it's story time' to his child who is happy and excited as he reads the words and points at the pictures, both smiling and talking about what they are reading	Reading eBooks with your child and looking at educational apps together is another way you can help your child learn to read and be ready for school For more ways you can give your child the best start in life visit www.qrf.org



Focus Group 6 & 8 Stimulus	Jordanian and Syrian fathers of children from 19–71 months	
	Behaviour	Message
Stimulus 6	Reading the same words over and over and over again, laughing with his baby	Reading, rhyming, singing, and pointing at pictures from the same book over and over again helps your babies' brain to develop For more ways you can help your child learn about words and language visit www.qrf.org
Stimulus 7	Reading the words on grocery packaging to child, child responds	Helping your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title helps your child to learn For more things you can do anytime, anywhere to give your child the best start visit www.qrf.org
Stimulus 8	Singing a song with words that rhyme to her child emphasising the words that rhyme by smiling, using hand gestures as she says the rhyming word	Finding words that rhyme in stories and songs helps your child to learn about sounds and words For more scientifically proven activities to give your child the best start in life visit www.qrf.org
Stimulus 9	Reading a story to his child the child clearly already knows. He points to each word as he reads them and points at the next word prompting the child to say the word and saying it with them/just after them in a praising tone hugging the child for 'reading' the word	Read the same story and take turns reading the next word because that will help your child learn sounds, words, and reading For more things you can do to help your child enjoy words and reading visit www.qrf.org
Stimulus 10	10. Looking at a book with her child and asking her child about the story as she points at words and pictures in the book, the child responds with some words answering her question	Ask your child questions related to the story you read to them to contribute to their brain development. For more ways that contribute your child's brain development, please visit www.qrf.org
Stimulus 11	Father picks up a phone or iPad and says 'it's story time' to his child who is happy and excited as he reads the words and points at the pictures, both smiling and talking about what they are reading	Reading eBooks with your child and looking at educational apps together is another way you can help your child learn to read and be ready for school For more ways you can give your child the best start in life visit www.qrf.org



TAGLINE SHOWCARD

Focus Groups 1-4	Jordanian and Syrian mothers and fathers of children aged 0-18 months Tagline
Tagline for Stimulus 1	Let's Fill their childhood everyday with words, rhymes, and stories.
Tagline for Stimulus 2	Reading. Special moment that brings you together
Tagline for Stimulus 3	Anytime. Anywhere. Connect with them through rhymes, songs, and stories
Tagline for Stimulus 4	Connect with them daily through words, rhymes, and stories
Tagline for Stimulus 5	Fill my childhood with words
Tagline for Stimulus 6	Words are Everywhere
Tagline for Stimulus 7	Plant in them the love of reading

Focus Group 5 & 7	Jordanian and Syrian mothers of children from 19-71 months Tagline
Tagline for Stimulus 3	Anytime. Anywhere. Connect with them through rhymes, songs, and stories
Tagline for Stimulus 4	Connect with them daily through words, rhymes, and stories
Tagline for Stimulus 5	Fill my childhood with words
Tagline for Stimulus 8	Your time with them... makes a difference
Tagline for Stimulus 9	Reading is a journey. Let's Start today
Tagline for Stimulus 10	Reading is a journey. Share it with them
Tagline for Stimulus 11	Enjoying today...Reading tomorrow



Focus Group 6 & 8	Jordanian and Syrian fathers of children from 19–71 months
	Tagline
Tagline for Stimulus 2	Reading. Special moment that brings you together
Tagline for Stimulus 6	Words are Everywhere
Tagline for Stimulus 7	Plant in them the love of reading
Tagline for Stimulus 8	Your time with them... makes a difference
Tagline for Stimulus 9	Reading is a journey. Let's Start today
Tagline for Stimulus 10	Reading is a journey. Share it with them.
Tagline for Stimulus 11	Enjoying today...Reading tomorrow

CALL TO ACTION SHOWCARDS

Focus Groups 1 and 3	Jordanian and Syrian mothers and fathers of children aged 0–18 months
	Call to action
Call to Action for Stimulus 1	For more ways that will help your child to learn words and language please visit www.qrf.org
Call to Action for Stimulus 2	For more ideas that you can apply to make your child enjoy words and reading, please visit. www.qrf.org
Call to Action for Stimulus 3	For more proven activities to give your child the best start, please visit. www.qrf.org
Call to Action for Stimulus 4	For more ways to help your child learn, please visit. www.qrf.org
Call to Action for Stimulus 5	For more ways to give your child the best start, please visit. www.qrf.org
Call to Action for Stimulus 8	For more scientifically proven activities to give your child the best start in life visit www.qrf.org



Focus Group 2	Jordanian and Syrian fathers of children aged 0–3 months Call to action
Call to Action for Stimulus 1	For more ways that will help your child to learn words and language please visit www.qrf.org
Call to Action for Stimulus 2	For more ideas that you can apply to make your child enjoy words and reading, please visit. www.qrf.org
Call to Action for Stimulus 3	For more proven activities to give your child the best start, please visit. www.qrf.org
Call to Action for Stimulus 4	For more ways to help your child learn, please visit. www.qrf.org
Call to Action for Stimulus 5	For more ways to give your child the best start, please visit. www.qrf.org
Call to Action for Stimulus 7	For more things you can do anytime, anywhere to give your child the best start visit www.qrf.org

Focus Group 4	Jordanian and Syrian fathers of children aged 4–18 months Call to action
Call to Action for Stimulus 1	For more ways that will help your child to learn words and language please visit www.qrf.org
Call to Action for Stimulus 2	For more ideas that you can apply to make your child enjoy words and reading, please visit. www.qrf.org
Call to Action for Stimulus 3	For more proven activities to give your child the best start, please visit. www.qrf.org
Call to Action for Stimulus 4	For more ways to help your child learn, please visit. www.qrf.org .
Call to Action for Stimulus 5	For more ways to give your child the best start, please visit. www.qrf.org
Call to Action for Stimulus 6	For more ways you can help your child learn about words and language visit www.qrf.org



Focus Group 5 & 7	Jordanian and Syrian mothers of children from 19–71 months Call to Action
Call to Action for Stimulus 3	For more proven activities to give your child the best start, please visit. www.qrf.org
Call to Action for Stimulus 4	For more ways to help your child learn, please visit. www.qrf.org .
Call to Action for Stimulus 5	For more ways to give your child the best start, please visit. www.qrf.org
Call to Action for Stimulus 8	For more scientifically proven activities to give your child the best start in life visit www.qrf.org
Call to Action for Stimulus 9	For more things you can do to help your child enjoy words and reading visit www.qrf.org
Call to Action for Stimulus 10	For more ways that contribute your child’s brain development, please visit. www.qrf.org
Call to Action for Stimulus 11	For more ways you can give your child the best start in life visit www.qrf.org

Focus Group 6 & 8	Jordanian and Syrian fathers of children from 19–71 months Call to Action
Call to Action for Stimulus 6	For more ways you can help your child learn about words and language visit www.qrf.org
Call to Action for Stimulus 7	For more things you can do anytime, anywhere to give your child the best start visit www.qrf.org
Call to Action for Stimulus 8	For more scientifically proven activities to give your child the best start in life visit www.qrf.org
Call to Action for Stimulus 9	For more things you can do to help your child enjoy words and reading visit www.qrf.org
Call to Action for Stimulus 10	For more ways that contribute your child’s brain development, please visit. www.qrf.org .
Call to Action for Stimulus 11	For more ways you can give your child the best start in life visit www.qrf.org



MESSAGE OPTIONS SHOWCARDS

SHOWCARD A: Focus Group 1: Message Options for Stimulus 1

Option 1	Option 2	Option 3	Option 4
It's OK to let your child touch, hold and taste books that are safe for baby while you are reading to them, in fact it is how babies learn about their world and helps their brain to develop	'Allow your child to touch and explore books that are safe while you read to them and make sure to describe their actions like 'you're patting the picture of the bunny' to contribute to their mind's development and raise awareness of their surroundings.	To contribute to your child's development and raise the awareness to their surroundings, allow your child to touch and explore books that are safe while you read to them.	Allow me to explore the book in my own way through exploring and touching And see the difference

SHOWCARD B: Focus Group 2: Message Options for Stimulus 2

Option 1	Option 2	Option 3	Option 4
Reading to your child every day, even just a few words, helps your child's brain to develop	Make some time daily for your child to read for them, even it was for a few words to help their brain development	To contribute to your child's brain development and raise their capability, make some time daily for reading to them even if it was just a few words	Read to me every day in a gentle and even voice even if it's a few words. even voice And see the difference

SHOWCARD C: Focus Group 3: Message Options for Stimulus 3

Option 1	Option 2	Option 3	Option 4
Talking to your child about anything and everything every day helps your baby to understand sounds and surrounding language	Talk to your child daily about anything and everything to help them to understand sounds and the surrounding language.	To help your child to understand and be aware of the sounds and language, talk to them daily about everything and anything	Talk to me every day about everything And see the difference



SHOWCARD D: Focus Group 4: Message Options for Stimulus 6

Option 1	Option 2	Option 3	Option 4
Reading, rhyming, singing, and pointing at pictures from the same book over and over again helps your babies' brain to develop	Read, rhyme, sing, and point at pictures from the same book over and over again to support in your child's brain development.	To support your child's brain development, Read, rhyme, sing, and point at pictures from the same book over and over again	Read to me, sing, rhyme, and point at pictures from my books over and over again And see the difference

SHOWCARD E: Focus Group 5: Message Options for Stimulus 8

Option 1	Option 2	Option 3	Option 4
Find words that rhyme in stories and songs because it helps your child to learn about sounds and words	Find rhymes in stories and songs to help your child to recognize voices and words.	To help your child to recognize voices and words, find rhymes in stories and songs.	Find for me a rhyme in stories and songs. And see the difference

SHOWCARD F: Focus Group 6: Message Options for Stimulus 9

Option 1	Option 2	Option 3	Option 4
Read the same story and take turns reading the next word because that will help your child learn sounds, words and reading	Read to your child the same story because that will make them remember it and motivate them to read the next word to help your child to learn about sounds, words and reading	To enable your child to recognise voice, words, reading process, Read to them the same story more than once and try to get them to read the next word.	Allow me to read the same story and incentivize me to read the next word And see the difference

SHOWCARD G: Focus Group 7: Message Options for Stimulus 10

Option 1	Option 2	Option 3	Option 4
Asking your child a question about the story you are reading with them helps your child's brain to develop	Ask your child questions related to the story you read to them to contribute to their brain development.	To contribute to your child's brain development ask them some questions from the story you read to them.	Ask me about the stories I know And see the difference

SHOWCARD H: Focus Group 8: Message Options for Stimulus 11

Option 1	Option 2	Option 3	Option 4
Reading eBooks with your child and using educational apps together is another way you can help your child learn to read and be ready for school	Read to your child from electronic books and educational apps to support their reading development and make them ready for school	To support their reading development and make them ready for school, read to your child from electronic books and educational apps	Read with me from electronic books and educational apps And see the difference



STIMULI GROUP 1 AND 3



1



2



3



4



5



8

STIMULI GROUP 2



1



2



3



4



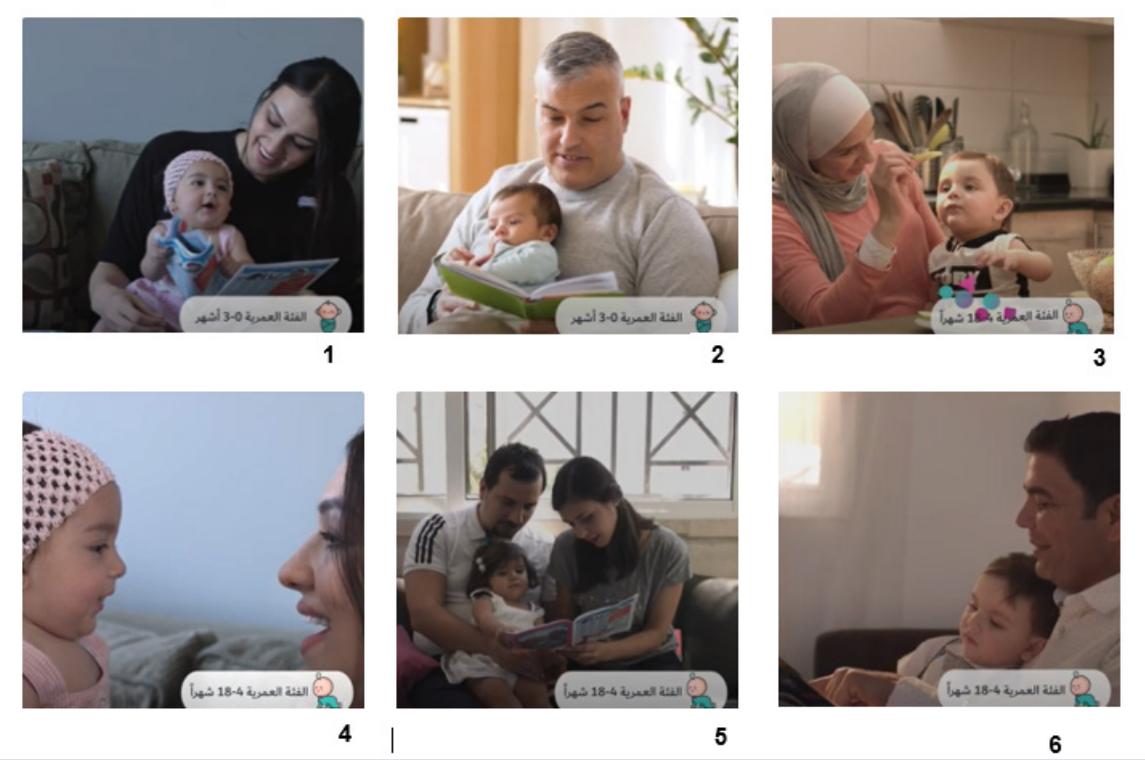
5



7



STIMULI GROUP 4



STIMULI GROUP 5 AND 7



3



4



5



8



9



10



11



STIMULI GROUP 6 AND 8



6



7



8



9



10



11



APPENDIX 6. RECRUITMENT SCREENER FOR DEVELOPMENTAL RESEARCH

QUALITATIVE RECRUITMENT SCREENER

Project No. QRF-001

Project Name: Parental Behaviour in the Early Years – Phase 2 – Developmental Qualitative Research

Recruitment start date: 28.11.21

Recruitment end date: 12.12.21

OVERALL SAMPLE PROFILE REQUIRED

Parent cohorts	Number of interviews	Parent cohorts	Number of interviews
Age of child/ren		Nationality	
0-1 month	3	Jordanian	16
2-3 months	3	Syrian	8
4-11 months	3	Total	24
12-18 months	4	Urbanicity	
19-42 months	5	Urban	12
43-71 months	6	Rural	12
Total	24	Total	24
Regions (2 interviews per governorate)		Gender of parent	
South	8	Fathers	8
North	8	Mothers	16
Central	8	Total	24
Total	24	Number of children	
Income levels		1 child	8
Higher income (461+ JOD)	6	2-3 children	8
Medium income (261-460 JOD)	9	4+ children	8
Lower income (260 JOD or less)	9	Total	24
Total	24	Syrian Parents	



Desired behaviours		Refugee camps	2
Have done at least 1 in last 3 days	6	Urban	6
Have not done any in last 3 days	18	Total	8
Total	24	Gender of child	
		Male	12
		Female	12
		Total	24

SAMPLE SPLIT REQUIRED WITHIN EACH OF THE CHILD AGE COHORTS

Recruit n=4 Parents with children in each of the 6 child age cohorts		Recruit spread of demographics within each of the 4 interviews with parents with children in each of the 6 child age cohorts
Age of child/ren	No. of interviews	Demographic profile
0-1 month	3	Minimum 1 Syrian and maximum 2 Jordanian parents, Minimum 1 father and maximum 2 mothers, 1-2 urban and 1-2 rural, from 3 different governorates if possible but minimum 3 different regions, 1 with 1 child, 1 with 2-3 children and 1 with 4+ children, 1 higher income, 1 medium income and 1 lower income, 1-2 male and 1-2 female children, maximum of 1 parent who has done 1 or more of the desired behaviours and minimum of 2 parents who have not done any of the desired behaviours.
2-3 months	3	Minimum 1 Syrian and maximum 2 Jordanian parents, Minimum 1 father and maximum 2 mothers, 1-2 urban and 1-2 rural, from 3 different governorates if possible but minimum 3 different regions, 1 with 1 child, 1 with 2-3 children and 1 with 4+ children, 1 higher income, 1 medium income and 1 lower income, 1-2 male and 1-2 female children, maximum of 1 parent who has done 1 or more of the desired behaviours and minimum of 2 parents who have not done any of the desired behaviours.



4-11 months	3	Minimum 1 Syrian parent and maximum 2 Jordanian parents, Minimum 1 father and maximum 2 mothers, 1-22 urban and 1-2 rural, from 3 different governorates if possible but minimum 3 different regions, 1 with 1 child, 1 with 2-3 children and 1 with 4+ children, 1 higher income, 1 medium income and 1 lower income, 1-2 male and 1-2 female children, maximum of 1 parent who has done 1 or more of the desired behaviours and minimum of 2 parents who have not done any of the desired behaviours.
12-18 months	4	Minimum 1 Syrian parent and 1 Father Maximum 3 Jordanian parents and 3 Mothers, 2 Urban and 2 rural, from 4 different governorates if possible but minimum 4 different regions, minimum of 1 with 1 child, 1 with 2-3 children and 1 with 4+ children, minimum of 1 higher income, 1 medium income and 1 lower income, 2 male and 2 female children, maximum of 1 parent who has done 1 or more of the desired behaviours and minimum of 3 parents who have not done any of the desired behaviours.
19-42 months	5	Minimum 1 Syrian and 2 fathers, maximum 4 Jordanian parents and 3 mothers, 2-3 Urban and 2-3 rural, from 5 different governorates if possible but minimum all regions represented, minimum of 1 with 1 child, 1 with 2-3 children and 1 with 4+ children, minimum of 1 higher income, 1 medium income and 1 lower income, 2 male and 2 female children, maximum of 2 parents who have done 1 or more of the desired behaviours and minimum of 3 parents who have not done any of the desired behaviours.
43-71 months	6	Minimum 1 Syrian and 2 Father Maximum 3 Jordanian and 3 Mothers, 3 Urban and 3 rural/, from 6 different governorates if possible but minimum all regions represented,, minimum of 1 with 1 child, 1 with 2-3 children and 1 with 4+ children, minimum of 1 higher income, 1 medium income and 1 lower income, 2 male and 2 female children, maximum of 2 parent who has done 1 or more of the desired behaviours and minimum of 4 parents who have not done any of the desired behaviours.
Total	24	

NOTE TO RECRUITER:

TEXT IN CAPITALS ARE INSTRUCTIONS

Text in sentence case is the script, which should be read exactly as written.



SECTION A: MANDATORY

INTRODUCTION

Good morning/afternoon/evening. My name is [RECRUITER] from [NAME OF COMPANY-Add brief description of company]

IF NECESSARY, ASK: Are there children below the age of 6 in your household?

CODE		INSTRUCTION
01	Yes	CONTINUE
02	No	THANK AND CLOSE

May I please speak to a parent in the household with a child aged below the age of 6?

CODE	DO NOT READ	SEQUENCE INSTRUCTION
01	IF AVAILABLE	CONTINUE
02	IF REFUSED	THANK & CLOSE
04	IF NO ANSWER	CALL BACK AT A LATER TIME
05	IF UNAVAILABLE	ARRANGE A TIME TO CALL BACK

We are seeking the input of parents to help develop information and resources about things parents can do to with their children. It will involve you taking part in an ONLINE interview for approximately 90 minutes. During the discussion we will be talking about ways that parents interact with their babies, toddlers and children and getting parents reaction to some communication ideas.

Your involvement in the research is very important and will help parents and children in Jordan. I would also like to make you aware that before we begin, this call may be monitored for quality assurance and/or training purposes.

S1. Would you be interested in participating in an ONLINE interview? The interview can be done using any device that can connect to the internet.

CODE		INSTRUCTION
01	Yes	CONTINUE
02	No	THANK AND CLOSE

S2. Do you have some time to answer a few questions?

CODE		INSTRUCTION
01	Yes	CONTINUE
02	No	ARRANGE A TIME TO CALL BACK



SECTION B: PROJECT REQUIREMENTS

S3. GENDER OF PARENT. CODE ONE ONLY

S3. Are you a mother or father of a child aged 0-6 years old?

CODE		INSTRUCTION
01	Yes, a mother	RECRUIT 16
02	Yes, a father	RECRUIT 8
03	No, neither a mother nor father	TERMINATE
99	Prefer not to answer	

S4. NUMBER OF CHILDREN. CODE ONE ONLY

S4. How many children do you have?

Code		INSTRUCTION
01	1 child	RECRUIT 8
02	2-3 children	RECRUIT 8
03	4+ children	RECRUIT 8
99	Prefer not to answer	TERMINATE

S5. CHILD AGE. CODE ALL THAT APPLY.

S5. What age are your children?

CODE		INSTRUCTION
01	0-1 month	RECRUIT 3
02	2-3 months	RECRUIT 3
03	4-11 months	RECRUIT 3
04	12-18 months	RECRUIT 4
05	19-42 months	RECRUIT 5
06	43-71 months	RECRUIT 6
07	6 years or older	TERMINATE
99	Prefer not to answer	

IF PARENT HAS MORE THAN ONE CHILD AGED 0-6 YEARS OLD ASK WHICH ONE HAD MOST RECENT BIRTHDAY AND RECRUIT FOR THAT CATEGORY

S6. GENDER OF CHILD. CODE ONE ONLY

S6. Is your child a male or female?

CODE		INSTRUCTION
01	Male	RECRUIT 12
02	Female	RECRUIT 12
99	Prefer not to answer	TERMINATE



S7. GOVERNORATE. CODE ONE ONLY.

S7. Which governorate do you live in?

Code		INSTRUCTION
01	Amman	RECRUIT 2
02	Ajloun	RECRUIT 2
03	Aqaba	RECRUIT 2
04	Balqa	RECRUIT 2
05	Irbid	RECRUIT 2
06	Jerash	RECRUIT 2
08	Karak	RECRUIT 2
09	Maan	RECRUIT 2
10	Madaba	RECRUIT 2
11	Mafraq	RECRUIT 2
12	Tafleh	RECRUIT 2
99	Prefer not to answer	TERMINATE

S8. NATIONALITY. CODE ONE ONLY.

S8. What is your nationality?

CODE		INSTRUCTION
01	Jordanian	RECRUIT 16
02	Syrian	RECRUIT 8
03	Other	TERMINATE
99	Prefer not to answer	

S9. URBANICITY. CODE ONE ONLY.

S9. Where do you live?

CODE		INSTRUCTION
01	City	RECRUIT 12
02	Rural/Regional	RECRUIT 12
99	Prefer not to answer	TERMINATE

ONLY ASK IF SYRIAN (02 IN S8)



S10. REFUGEE CAMP. CODE ONE ONLY.

S10. Do you live in a refugee camp?

CODE		INSTRUCTION
01	Yes	RECRUIT 2
02	No	RECRUIT 6
99	Prefer not to answer	TERMINATE

S11. INCOME. CODE ONE ONLY.

S11. What is your households net monthly income (after tax and social security deductions)?

CODE		INSTRUCTION
01	260 JOD or less	RECRUIT 9
02	261-460 JOD	RECRUIT 9
03	461 JOD or more	RECRUIT 6
99	Prefer not to answer	TERMINATE

S12 VISUAL. CODE ONE ONLY.

S12. Also, during the discussion, we will be showing you visual material which we need your feedback on. Is there anything that may hinder your ability to respond to the visual material?

Code		INSTRUCTION
01	Yes	TERMINATE
02	No	CONTINUE

S12. BEHAVIOURS. ASK BEHAVIOURS RELEVANT TO AGE OF CHILD IN S4. CODE ALL THAT APPLY.

S12. Which of the following behaviours, if any, have you done in the last 3 days?

AGE OF CHILD		BEHAVIOURS	INSTRUCTION
0-1 month	01	Read with your children every day	RECRUIT 1 PARENT WHO HAS DONE 1 OR MORE 01-05, 2 PARENTS WHO HAVE DONE NONE (06)
	02	Talked to your baby about anything and everything in a gentle, even voice when your baby is awake and tried to make eye contact at feeding and cleaning times	
	03	Showed your baby pictures in newspapers, books or magazines. Talked to your baby about what you saw. Talked to your baby about how they responded.	
	04	Noticed what your child looks at or points to and respond to it and name it	
	05	Share words, rhyme, and stories every day	
	06	None	



2-3 months	01	Read, rhymed, sung and pointed at pictures from the same book over and over again	RECRUIT 1 PARENT WHO HAS DONE 1 OR MORE 01-05, 2 PARENTS WHO HAVE DONE NONE (06)
	02	Sung songs and rhymes with actions or lots of repetition	
	03	When reading to your baby allowed them to touch, pat, hold or even taste what you were reading and described their actions like, 'you're patting the picture of the bunny'	
	04	Noticed what your child looks at or points to and respond to it and name it	
	05	Share words, rhyme, and stories every day	
	06	None	
4-11 months	01	Kept books in easy reach of your baby & let them choose	RECRUIT 1 PARENT WHO HAS DONE 1 OR MORE 01-06, 2 PARENTS WHO HAVE DONE NONE (07)
	02	Read, rhymed, sung and pointed at pictures from same book over and over again	
	03	Talked or sung about what you were doing when caring for your baby	
	04	Noticed what your child looks at or points to and respond to it and name it	
	05	Shared stories with your baby in the language you feel comfortable with	
	06	Share words, rhyme, and stories every day	
	07	None	
12-18 months	01	Used different voices to tell stories and encouraged young children to join in wherever possible	RECRUIT 1 PARENT WHO HAS DONE 1 OR MORE 01-05, 3 PARENTS WHO HAVE DONE NONE (06)
	02	Named the pictures your baby points to or touches in the book	
	03	Told your baby's favourite stories and rhymes over and over again	
	04	Read and helped your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title	
	05	Share words, rhyme, and stories every day	
	06	None	



19-42 months	01	Read stories your child already knows, pausing at intervals to encourage them to 'read' the next word	RECRUIT 1-2 PARENTS WHO HAS DONE 1 OR MORE 01-05, 3-4 PARENTS WHO HAVE DONE NONE (06)
	02	Read and help your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title	
	03	Find words that rhyme in stories and songs	
	04	Shared stories with your child in the language you feel comfortable with	
	05	Share words, rhyme, and stories every day	
	06	None	
43-71 months	01	Read and help your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title	RECRUIT 1-2 PARENT WHO HAS DONE 1 OR MORE 01-05, 4-5 PARENTS WHO HAVE DONE NONE (06)
	02	As you read run your finger under the words	
	03	Shared eBooks and apps	
	04	Ask questions about the story	
	05	Share words, rhyme, and stories every day	
	06	None	

RECRUIT BACK-UP IF NECESSARY TO ENSURE SUFFICIENT NUMBERS OF EACH QUOTA ARE INCLUDED IN THE SAMPLE

SECTION C: REQUIREMENTS

IF UNSUCCESSFUL

Thank you for your patience in answering these questions. Unfortunately, we do not need you to participate in our research this time, but we sincerely appreciate your time and assistance today.

IF SUCCESSFUL, CONTINUE

Thank you for your patience in answering these questions.

Before you provide us with your consent to participate, I would like to advise you of some more details regarding this research. It will be very relaxed and informal, and you will probably find it quite interesting.

ONLINE INTERVIEW INSTRUCTIONS

I would like to invite you to participate in an online interview that will involve receiving a link to the online session. You will need to log into the session 5 minutes prior to it starting so that we can make sure there are no technical issues.

The research is about activities parents can do with their children. We will be discussing ideas to help create resources and information for parents.



S97. ONLINE INTERVIEW CONSENT

S97. Can I just confirm again you are OK with attending this online interview?

Code		INSTRUCTION
01	Yes	CONTINUE
02	No	TERMINATE

The discussion will be video recorded, but the recordings will only be used by the research team for analysis purposes. The recordings will not be transferred to anyone else without your full knowledge and consent. Representatives from the research team may wish to observe the interview online as they are interested in what you have to say. You can be assured that if any one of them recognises you they will cease to observe the interview.

S99 FINAL CONSENT

S99. Would you still like to participate?

Code		INSTRUCTION
01	Yes	CONTINUE
02	No	TERMINATE

IF 1 IN S99

RECORD (PREFERRED) DATE & TIME

ASK PARENT IF THEY ACCESS TO ZOOM AND IF NOT AGREE ON AN ALTERNATIVE WAY TO DO THE INTERVIEW SUCH AS PHONE OR WHATS AP.

PARENT WILL NEED TO BE IN A QUIET ROOM WHERE THEY WILL NOT BE OVERHEARD OR INTERRUPTED FOR THE 90 MIN DURATION OF THE INTERVIEW

NO SCREEN SHOTS OR RECORDING OF THE SESSIONS IS PERMITTED

IMPORTANT NOTE:

PLEASE ASK PARENT TO LOG INTO THE SESSION 5 MINUTES EARLIER THAN START TIME.

ALL MATERIALS, CONCEPTS OR IDEAS SHARED IN THE INTERVIEW TO BE KEPT CONFIDENTIAL

ASK THEM TO BRING THEIR GLASSES IF THESE ARE NEEDED TO READ AND RESPOND TO VISUAL MATERIAL

Please be assured that your name and contact details are completely confidential and will only be used for market research purposes. We look forward to seeing you at the interview.

FINAL CLOSE/TERMINATION (ALL CONTACTS)

THANK YOU FOR YOUR COOPERATION IN ANSWERING THESE QUESTIONS.



APPENDIX 7. RECRUITMENT SCREENER FOR TESTING RESEARCH

QUALITATIVE TESTING RESEARCH CHECK QUOTA MENT SCREENER

Project No. QRF-001	Project Name: Parental Behaviour in the Early Years – Phase 2 – Qualitative testing Research
start date: 30.1.22	end date: 13.1.22

OVERALL SAMPLE PROFILE REQUIRED

Focus Group	Group participants
Group 1.	Jordanian and Syrian mothers of children from 0-3 months
Group 2.	Jordanian and Syrian fathers of children from 0-3 months
Group 3.	Jordanian and Syrian mothers of children from 4-18 months
Group 4.	Jordanian and Syrian fathers of children from 4-18 months
Group 5.	Jordanian and Syrian mothers of children from 19-42 months
Group 6.	Jordanian and Syrian fathers of children from 19-42 months
Group 7.	Jordanian and Syrian mothers of children from 43 to 71 months
Group 8.	Jordanian and Syrian fathers of children from 43 to 71 months

SAMPLE SPLIT REQUIRED WITHIN EACH OF THE FOCUS GROUPS

Group	Demographic profile
Group 1. mothers of children from 0-3 months	<p>2 Syrian and 6 Jordanian, 4 with child aged 0-1 month, 4 with child aged 2-3 months , 4 urban and 4 rural , from minimum 6 different governorates, and 3 different regions, 4 with 1 child, 2 with 2-3 children and 2 with 4+ children, 2 higher income, 2-3 medium income and 2-3 lower income, 4 with male and 4 with female children in this age group, minimum of 4 mothers who have not done any of the desired behaviours in the last 3 days and no mothers who have done all behaviours in the last 3 days</p> <p>QUOTAS CAN BE RELAXED IN ORDER TO ACHIEVE MIN 6 MOTHERS</p>



Group 2. fathers of children from 0-3 months	<p>2 Syrian and 6 Jordanian, 4 with child aged 0-1 month , 4 with child aged 2-3 months , 4 urban and 4 rural , from minimum 6 different governorates, and 3 different regions, 4 with 1 child, 2 with 2-3 children and 2 with 4+ children, 2 higher income, 2-3 medium income and 2-3 lower income, 4 with male and 4 with female children in this age group, minimum of 4 fathers who have not done any of the desired behaviours in the last 3 days and no fathers who have done all behaviours in the last 3 days</p> <p>QUOTAS CAN BE RELAXED IN ORDER TO ACHIEVE MIN 6 FATHERS</p>
Group 3. mothers of children from 4-18 months	<p>2 Syrian and 6 Jordanian, 4 with child aged 4-11 months , 4 with child aged 12-18 months , 4 urban and 4 rural , from minimum 6 different governorates, and 3 different regions, 4 with 1 child, 2 with 2-3 children and 2 with 4+ children, 2 higher income, 2-3 medium income and 2-3 lower income, 4 with male and 4 with female children in this age group, minimum of 4 mothers who have not done any of the desired behaviours in the last 3 days and no mothers who have done all behaviours in the last 3 days</p>
Group 4. fathers of children from 4-18 months	<p>2 Syrian and 6 Jordanian, 4 with child aged 4-11 months, 4 with child aged 12-18 months , 4 urban and 4 rural , from minimum 6 different governorates, and 3 different regions, 4 with 1 child, 2 with 2-3 children and 2 with 4+ children, 2 higher income, 2-3 medium income and 2-3 lower income, 4 with male and 4 with female children in this age group, minimum of 4 fathers who have not done any of the desired behaviours in the last 3 days and no fathers who have done all behaviours in the last 3 days</p>
Group 5. mothers of children from 19-42 months	<p>2 Syrian and 6 Jordanian, 4 urban and 4 rural , from minimum 6 different governorates, and 3 different regions, 4 with 1 child, 2 with 2-3 children and 2 with 4+ children, 2 higher income, 2-3 medium income and 2-3 lower income, 4 with male and 4 with female children in this age group, minimum of 4 mothers who have not done any of the desired behaviours in the last 3 days and no mothers who have done all behaviours in the last 3 days</p>
Group 6. fathers of children from 19-42 months	<p>2 Syrian and 6 Jordanian, 4 urban and 4 rural , from minimum 6 different governorates, and 3 different regions, 4 with 1 child, 2 with 2-3 children and 2 with 4+ children, 2 higher income, 2-3 medium income and 2-3 lower income, 4 with male and 4 with female children in this age group, minimum of 4 fathers who have not done any of the desired behaviours in the last 3 days and no fathers who have done all behaviours in the last 3 days</p>
Group 7. mothers of children from 43 to 71 months	<p>2 Syrian and 6 Jordanian, 4 urban and 4 rural , from minimum 6 different governorates, and 3 different regions, 4 with 1 child, 2 with 2-3 children and 2 with 4+ children, 2 higher income, 2-3 medium income and 2-3 lower income, 4 with male and 4 with female children in this age group, minimum of 4 mothers who have not done any of the desired behaviours in the last 3 days and no mothers who have done all behaviours in the last 3</p>
Group 8. fathers of children from 43 to 71 months	<p>2 Syrian and 6 Jordanian, 4 urban and 4 rural , from minimum 6 different governorates, and 3 different regions, 4 with 1 child, 2 with 2-3 children and 2 with 4+ children, 2 higher income, 2-3 medium income and 2-3 lower income, 4 with male and 4 with female children in this age group, minimum of 4 fathers who have not done any of the desired behaviours in the last 3 days and no fathers who have done all behaviours in the last 3</p>

NOTE TO CHECK QUOTAS:TEXT IN CAPITALS ARE INSTRUCTION TEXT IN SENTENCE CASE IS THE SCRIPT, WHICH SHOULD BE READ EXACTLY AS WRITTEN



SECTION A: MANDATORY

INTRODUCTION

Good morning/afternoon/evening. My name is [CHECK QUOTA ER] from [NAME OF COMPANY-Add brief description of company].

IF NECESSARY, ASK: Are there children below the age of 6 in your household?

CODE		INSTRUCTION
01	Yes	CONTINUE
02	No	THANK AND CLOSE

May I please speak to a parent in the household with a child aged below the age of 6?

CODE	DO NOT READ	SEQUENCE INSTRUCTION
01	IF AVAILABLE	CONTINUE
02	IF REFUSED	THANK & CLOSE
04	IF NO ANSWER	CALL BACK AT A LATER TIME
05	IF UNAVAILABLE	ARRANGE A TIME TO CALL BACK

We are seeking the input of parents to help develop information and resources about activities parents can do with their children. It will involve you taking part in an ONLINE focus group for approximately 90 minutes. During the discussion we will be talking about ways that parents interact with their babies, toddlers and children and getting parents reaction to some communication ideas.

Your involvement in the research is very important and will help parents and children in Jordan. I would also like to make you aware that before we begin, this call may be monitored for quality assurance and/or training purposes.

S1. Would you be interested in participating in an ONLINE focus group? The focus group can be done using any device that can connect to the internet.

CODE		INSTRUCTION
01	Yes	CONTINUE
02	No	THANK AND CLOSE

S2. Do you have some time to answer a few questions?

CODE		INSTRUCTION
01	Yes	CONTINUE
02	No	ARRANGE A TIME TO CALL BACK



SECTION B: PROJECT REQUIREMENTS

S3. GENDER OF PARENT. CODE ONE ONLY

S3. Are you a mother or father of a child aged 0-6 years old?

CODE		INSTRUCTION
01	Yes, a mother	CHECK QUOTA
02	Yes, a father	CHECK QUOTA
03	No, neither a mother nor father	TERMINATE
99	Prefer not to answer	

S4. NUMBER OF CHILDREN. CODE ONE ONLY

S4. How many children do you have?

Code		INSTRUCTION
01	1 child	CHECK QUOTA
02	2 children	CHECK QUOTA
03	3 children	CHECK QUOTA
03	4+ children	CHECK QUOTA
99	Prefer not to answer	TERMINATE

S5. CHILD AGE. CODE ALL THAT APPLY.

S5. What age are your children below 6?

CODE		INSTRUCTION
01	0-1 month	CHECK QUOTA GROUP 1&2
02	2-3 months	CHECK QUOTA GROUP 1&2
03	4-11 months	CHECK QUOTA GROUPS 3&4
04	12-18 months	CHECK QUOTA GROUPS 3&4
05	19-42 months	CHECK QUOTA GROUPS 5&6
06	43-71 months	CHECK QUOTA GROUPS 7&8
07	6 years or older	TERMINATE
99	Prefer not to answer	

S5.1 What is the child's name? [REPEAT FOR EACH CHILD BELOW 6]

S5.2 When is their Date of Birth? [REPEAT FOR EACH CHILD BELOW 6]

IF PARENT HAS MORE THAN ONE CHILD AGED 0-6 YEARS OLD ASK WHICH ONE HAD MOST RECENT BIRTHDAY AND CHECK QUOTA FOR THAT CATEGORY



S5.3 What is the age of the child below 6 whose birthday is next?

CODE		INSTRUCTION
01	0-1 month	CHECK QUOTA GROUP 1&2
02	2-3 months	CHECK QUOTA GROUP 1&2
03	4-11 months	CHECK QUOTA GROUPS 3&4
04	12-18 months (from 1 year and 1.5 years)	CHECK QUOTA GROUPS 3&4
05	19-42 months (from 1 year and 7 months to 3 years and 6 months)	CHECK QUOTA GROUPS 5&6
06	43-71 months (from 3 years and 7 months to 5 years and 11 months)	CHECK QUOTA GROUPS 7&8
07	6 years or older	TERMINATE
99	Prefer not to answer	

S6. GENDER OF CHILD. CODE ONE ONLY

S6. Is this child a male or female?

CODE		INSTRUCTION
01	Male	CHECK QUOTA
02	Female	CHECK QUOTA
99	Prefer not to answer	TERMINATE

S7. GOVERNORATE. CODE ONE ONLY.

S7. Which governorate do you live in? ENSURE PARENTS FROM ALL GOVERNORATES ARE INCLUDED IN THE TOTAL SAMPLE

Code		INSTRUCTION
01	Amman	CHECK QUOTA
02	Ajloun	CHECK QUOTA
03	Aqaba	CHECK QUOTA
04	Balqa	CHECK QUOTA
05	Irbid	CHECK QUOTA
06	Jerash	CHECK QUOTA
08	Karak	CHECK QUOTA
09	Maan	CHECK QUOTA
10	Madaba	CHECK QUOTA
11	Mafraq	CHECK QUOTA
12	Tafileh	CHECK QUOTA
99	Prefer not to answer	TERMINATE



S8. NATIONALITY. CODE ONE ONLY.

S8. What is your nationality?

CODE		INSTRUCTION
01	Jordanian	CHECK QUOTA
02	Syrian	CHECK QUOTA
03	Other	TERMINATE
99	Prefer not to answer	

S9. URBANICITY. CODE ONE ONLY.

S9. Where do you live?

CODE		INSTRUCTION
01	City	CHECK QUOTA
02	Rural	CHECK QUOTA
99	Prefer not to answer	TERMINATE

ONLY ASK IF SYRIAN (02 IN S8)

S10. REFUGEE CAMP. CODE ONE ONLY.

S10. Do you live in a refugee camp? ENSURE MINIMUM 4 FROM REFUGEE CAMPS ARE INCLUDED IN TOTAL SAMPLE

CODE		INSTRUCTION
01	Yes	CHECK QUOTA
02	No	CHECK QUOTA
99	Prefer not to answer	TERMINATE

S11. INCOME. CODE ONE ONLY.

S11. What is your household's net monthly income (after tax and social security deductions)?

CODE		INSTRUCTION
01	260 JOD or less	CHECK QUOTA
02	261-460 JOD	CHECK QUOTA
03	461 JOD or more	CHECK QUOTA
99	Prefer not to answer	TERMINATE



S12 VISUAL. CODE ONE ONLY.

S12. Also, during the discussion, we will be showing you visual material which we need your feedback on. Is there anything that may hinder your ability to respond to the visual material?

Code		INSTRUCTION
01	Yes	TERMINATE
02	No	CONTINUE

S13. BEHAVIOURS. ASK BEHAVIOURS RELEVANT TO AGE OF CHILD IN S4. CODE ALL THAT APPLY.

S13. Which of the following behaviours, if any, have you done in the last 3 days?

AGE OF CHILD		BEHAVIOURS	INSTRUCTION
0-1 month	01	Read with your children every day	CHECK QUOTA MINIMUM 2 PARENTS PER GROUP TO HAVE DONE NONE AND NO PARENTS TO HAVE DONE ALL IN LAST 3 DAYS
	02	Talked to your baby about anything and everything in a gentle, even voice when your baby is awake and tried to make eye contact at feeding and cleaning times	
	03	Showed your baby pictures in newspapers, books or magazines. Talked to your baby about what you saw. Talked to your baby about how they responded.	
	04	Noticed what your child looks at or points to and respond to it and name it	
	05	Share words, rhyme, and stories every day	
	06	None	
2-3 months	01	Read, rhymed, sung and pointed at pictures from the same book over and over again	CHECK QUOTA MINIMUM 2 PARENTS PER GROUP TO HAVE DONE NONE AND NO PARENTS TO HAVE DONE ALL IN LAST 3 DAYS
	02	Sung songs and rhymes with actions or lots of repetition	
	03	When reading to your baby allowed them to touch, pat, hold or even taste what you were reading and described their actions like, 'you're patting the picture of the bunny'	
	04	Noticed what your child looks at or points to and respond to it and name it	
	05	Share words, rhyme, and stories every day	
	06	None	



4-11 months	01	Kept books in easy reach of your baby & let them choose	CHECK QUOTA MINIMUM 2 PARENTS PER GROUP TO HAVE DONE NONE AND NO PARENTS TO HAVE DONE ALL IN LAST 3 DAYS
	02	Read, rhymed, sung and pointed at pictures from same book over and over again	
	03	Talked or sung about what you were doing when caring for your baby	
	04	Noticed what your child looks at or points to and respond to it and name it	
	05	Shared stories with your baby in the language you feel comfortable with	
	06	Share words, rhyme, and stories every day	
	07	None	
12-18 months	01	Used different voices to tell stories and encouraged young children to join in wherever possible	CHECK QUOTA MINIMUM 2 PARENTS PER GROUP TO HAVE DONE NONE AND NO PARENTS TO HAVE DONE ALL IN LAST 3 DAYS
	02	Named the pictures your baby points to or touches in the book	
	03	Told your baby's favourite stories and rhymes over and over again	
	04	Read and helped your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title	
	05	Share words, rhyme, and stories every day	
	06	None	
19-42 months	01	Read stories your child already knows, pausing at intervals to encourage them to 'read' the next word	CHECK QUOTA MINIMUM 4 PARENTS PER GROUP TO HAVE DONE NONE AND NO PARENTS TO HAVE DONE ALL IN LAST 3 DAYS
	02	Read and help your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title	
	03	Find words that rhyme in stories and songs	
	04	Shared stories with your child in the language you feel comfortable with	
	05	Share words, rhyme, and stories every day	
	06	None	



43-71 months	01	Read and help your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title	CHECK QUOTA MINIMUM 4 PARENTS PER GROUP TO HAVE DONE NONE AND NO PARENTS TO HAVE DONE ALL IN LAST 3 DAYS
	02	As you read run your finger under the words	
	03	Shared eBooks and apps	
	04	Ask questions about the story	
	05	Share words, rhyme, and stories every day	
	06	None	

PLEASE RECRUIT ADDITIONAL RESPONDENTS FOR EACH CATEGORY AS BACK UP

SECTION C: REQUIREMENTS

IF UNSUCCESSFUL

Thank you for your patience in answering these questions. Unfortunately, we do not need you to participate in our research this time, but we sincerely appreciate your time and assistance today.

IF SUCCESSFUL, CONTINUE

Thank you for your patience in answering these questions.

Before you provide us with your consent to participate, I would like to advise you of some more details regarding this research. It will be very relaxed and informal, and you will probably find it quite interesting.

ONLINE FOCUS GROUP INSTRUCTIONS

I would like to invite you to participate in an online FOCUS GROUP that will involve receiving a link to the online session. You will need to log into the session 15 minutes prior to it starting so that we can make sure there are no technical issues.

The research is about activities parents can do with their children. We will be discussing ideas to help create resources and information for parents.

S97. ONLINE FOCUS GROUP CONSENT

S97. Can I just confirm again you are OK with attending this online focus group?

Code		INSTRUCTION
01	Yes	CONTINUE
02	No	TERMINATE

The discussion will be video recorded, but the recordings will only be used by the research team for analysis purposes. The recordings will not be transferred to anyone else without your full knowledge and consent.

Representatives from the research team may wish to observe the focus group online as they are interested in what you have to say. You can be assured that if any one of them recognises you they will cease to observe the focus group.



S99 FINAL CONSENT

S99. Would you still like to participate?

Code		INSTRUCTION
01	Yes	CONTINUE
02	No	TERMINATE

IF 1 IN S99

RECORD (PREFERRED) DATE & TIME

ASK PARENT IF THEY ACCESS TO ZOOM AND IF NOT AGREE ON AN ALTERNATIVE WAY TO DO THE FOCUS GROUP SUCH AS WHATSAPP.

PARENT WILL NEED TO BE IN A QUIET ROOM WHERE THEY WILL NOT BE OVERHEARD OR INTERRUPTED FOR THE TWO-HOUR DURATION OF THE FOCUS GROUP

NO SCREEN SHOTS OR RECORDING OF THE SESSIONS IS PERMITTED

IMPORTANT NOTE:

PLEASE ASK PARENT TO LOG INTO THE SESSION 15 MINUTES EARLIER THAN START TIME.

ALL MATERIALS, CONCEPTS OR IDEAS SHARED IN THE FOCUS GROUP TO BE KEPT CONFIDENTIAL

ASK THEM TO BRING THEIR GLASSES IF THESE ARE NEEDED TO READ AND RESPOND TO VISUAL MATERIAL

Please be assured that your name and contact details are completely confidential and will only be used for market research purposes. We look forward to seeing you at the focus group.

FINAL CLOSE/TERMINATION (ALL CONTACTS)

THANK YOU FOR YOUR COOPERATION IN ANSWERING THESE QUESTIONS



