Behavioural Insights
Introduction & Behavioural Insights for the NIPEP Study

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Behavioural Insights: Assumptions about Human Behaviour

- Every policy makes assumptions about human behaviour.
- We have assumed that behaviour arises from “rational” choice.
- There is a growing evidence, that not always, people think and behave rationally.
What can we do about this?

How humans think

How humans and society shape thinking

React

Policies and Interventions

Affect

Human choice and actions (behaviour)
Conceptual Framework (WDR, 2015)

Three principles:

- Thinking Automatically
- Thinking Socially
- Thinking with Mental Models
Principle I: Thinking Automatically

<table>
<thead>
<tr>
<th>Automatic system</th>
<th>Deliberative system</th>
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</thead>
<tbody>
<tr>
<td>Considers what automatically comes to mind (<em>narrow frame</em>)</td>
<td>Considers a broad set of relevant factors (<em>wide frame</em>)</td>
</tr>
<tr>
<td>Effortless</td>
<td>Effortful</td>
</tr>
<tr>
<td>Associative</td>
<td>Based on reasoning</td>
</tr>
<tr>
<td>Intuitive</td>
<td>Reflective</td>
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</tbody>
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Sources: Kahneman 2003; Evans 2008.

Automatic Thinking make us ...

- Simplify problems and see them through *narrow frames*.
- Fill in missing information based on our assumptions about the world.
- Evaluate situations based on automatic associations that we take for granted.
- In so doing, people may form a mistaken picture of a situation.
**Principle II: We are social animals**

We are subject to:
- Social preferences (e.g., altruism, cooperation, reciprocity)
- Social networks (e.g., friends, peer influence)
- Social identities (e.g., belonging to a social group; our aversion to deviate from the expected behaviour)
- Social norms (e.g., informal rules, cultural & religious beliefs)
Principle III: Mental Models

When people think, they generally use:
- Concepts and categories
- Stereotypes
- Causal Narratives
- World views drawn from the communities
Principle III: Mental Models come from...

The cognitive side of social interactions:

- Culture
- Family
Principle III: Mental Models come from...

The cognitive side of social interactions:
- Culture
- Family

And these influence:
- What is perceived as right.
- What is perceived as possible.
- What is perceived as ‘common sense’.
Thinking socially:
- What is expected from girls and boys.
- Aversion of parents of deviating from the social norm.

Thinking with mental models:
- Perceptions about themselves (parents and their role in learning).
- Perception of obstacles for learning.
- Stereotypes of girls and boys (schooling, marriage and employment).
- Community views about the future of girls and boys.
Aspirational videos: Inspiring parents through...

- Vicarious experiences (Role models like you – Bandura 1997): Reflect on a situation thinking about a third person, and as a result, seeing the pros and cons of certain behaviours for you.
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- **Verbal persuasion (Bandura 1997):** Use a positive and encouraging dialogue to motivate parents to feel capable of helping their children even when they are low-educated and/or illiterate.
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- **Increasing (mental) alternatives**: Expand the options that parents have in mind for their children (choice set) by showing what their children may become if they support their dreams. Increase parental knowledge on how to help.
Aspirational videos: Inspiring parents through...

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- Increasing (mental) alternatives: Expand the options that parents have in mind for their children (choice set) by showing what their children may become if they support their dreams. Increase parental knowledge on how to help.
- Making salient opportunity costs: Show the best opportunities that are missed when there is no investment in education.
Movies & Technology: Social Norm Campaign + MLearning – The Psychology and Economics behind

Behavioural Insights

Aspirational videos + MLearning: Inspiring and Enabling parents and children through...

- All the previous mechanisms + ...
- **Enactive mastery experiences** (Learning a skill + feedback – Bandura 1997): Children and parents learn how to read by getting feedback through the process of learning.
Movies & Technology: Social Norms

The design has two key components to address Social Norms in favour of education for all (in addition to the videos):

- Community leaders and Local Teachers: Helping during the screenings and talking to the audience showing approval about the content of videos and post-screening discussions.
- Facilitators: Inspirational women who led the discussion toward two key messages:
  - You can help your kid no matter your level of education and socioeconomic status.
  - Girls and boys are equally knowledgable and if you support them, they will be able to reach their goals.