

# DESIGNING EFFECTIVE BEHAVIOUR CHANGE PROGRAMS

PEOPLE IN NEED – ANH Academy Week  
June 2018 | CAMILA GARBUTT



m e m b e r o f  
**Alliance 2015**  
towards the eradication of poverty

# Objectives

- ▶ Know the key myths of behavior change
- ▶ Understand the steps to designing for behavior change
- ▶ Introduce the concept of a Barrier Analysis and where you can get further guidance



**BEHAVIOUR CHANGE IS NOT  
ABOUT FANCY ACTIVITIES ITS  
ABOUT UNDERSTANDING THE  
PERSPECTIVE OF THE TARGET  
GROUP**





# UPAVAN: UPSCALING PARTICIPATORY ACTION AND VIDEOS FOR AGRICULTURE AND NUTRITION

## PARTNERS

LONDON  
SCHOOL of  
HYGIENE  
& TROPICAL  
MEDICINE



Digital Green



## FUNDERS

BILL & MELINDA  
GATES *foundation*



**USAID**  
FROM THE AMERICAN PEOPLE

# Which practices for diets and nutrition?

## Pathways



## Crops

- Composting
- Chicken farming
- Ridge gourd
- Carrot
- Cow pea
- Kitchen garden planning
- Indian spinach
- Drying and storage
- Amaranthus

## 'Micro-practices'

### Ag Practices

- Ideal time of planting
- Spacing between rows & plants
- Compost application in pits

### Benefits of compost:

- Makes soil lighter, increases water holding capacity of the soil, reduces expenses on chemical fertilizer

### Benefits of Indian spinach:

- Grown in all seasons
- Not much labor or water – non-strenuous work for young mothers
- Vegetables during off season
- Surplus can be sold

### NSA practices:

- Eat the spinach - especially 1000-d women and young children
- Handle compost safely - handwashing

# An Indian Spinach example

Potential Barriers	Promoted Solutions?
<b>Food taboos</b> Young children eating Indian spinach	<ul style="list-style-type: none"><li>• Awareness of nutritional benefits</li></ul>
<b>Scarcity</b> Water for garden Availability of land	<ul style="list-style-type: none"><li>• Promote use of waste water</li><li>• Use of small plots for kitchen garden</li></ul>
<b>Norm</b> Pregnant women and lactating mothers eat less - fears about having a big baby or seeming greedy	<ul style="list-style-type: none"><li>• Discussion about importance of eating enough</li><li>• Engagement of other household members in groups</li></ul>
<b>Limited women's decision-making</b> In agriculture and whether to spend or consume	<ul style="list-style-type: none"><li>• Support from other household members – but solutions here are difficult to find</li></ul>



# QUESTION FOR YOU!

**HOW WILL YOU FEEL** about receiving such an advice?

(say the first feeling that comes to your mind)

In your order to improve your health, you need to:

- exercise 4 times per week
- eat low-fat foods
- use less salt
- eat 5 portions of fruits & veg each day
- drink at least 8 glasses of water per day
- in the evening, consume only smaller meals
- take vitamin supplements
- visit your doctor at least once per year
- sleep at least 8 hours every night

# WHEN PREPARING YOUR PROJECT ...

- ✓ focus on a **limited number of behaviours/practices**





**WHAT ARE THE BEHAVIOURS THAT YOU  
KNOW YOU SHOULD BE DOING BUT  
YOU DO NOT DO THEM?**



**EDUCATION AND AWARENESS IS OFTEN  
NOT ENOUGH  
WE HAVE TO ADDRESS THE OTHER FACTORS**



**FROM YOUR OWN PERSONAL EXPERIENCE,  
OR EXPERIENCE FROM PROJECTS, WHAT  
ARE THE REASONS WHY PEOPLE DO/DO  
NOT CHANGE BEHAVIOUR?**



**HOW CAN WE UNDERSTAND – NOT GUESS**  
**- WHY PEOPLE (DO NOT) PRACTICE THE**  
**BEHAVIOURS WE PROMOTE?**



# Where has it been used?



# The Designing for Behaviour Change framework

<b>STEP 1</b> Behaviour	<b>STEP 2</b> Priority & Influencing Groups	<b>STEP 3</b> Determinants	<b>STEP 4</b> Bridges to Activities	<b>STEP 5</b> Activities
<i>What is the behaviour we want to promote?</i>	<i>Who needs to practice the behaviour and who is influencing the behaviour?</i>	<i>What are the main barriers and motivators to adoption of the promoted behaviour?</i>	<i>What do our behaviour change activities need to achieve to address the identified barriers?</i>	<i>Which activities will your team implement to motivate people and reduce the barriers?</i>
Outcome Indicator: ....			Process Indicators: ...	
<b>(STEP 6 is Measure Changes in Behaviours, STEP 7 is Document and Share the Results)</b>				



## STEP 1: Defining the behavior statement

**PRIORITY GROUP**

**+**

**ACTION VERB**

**+**

**DETAILS**

**(frequency, time, quantity, place)**



# CHILDREN EAT NUTRITIOUS FOOD





# HANDWASHING



# CAREGIVERS WASH THEIR HANDS AFTER USING THE LATRINE WITH SOAP/ASH



## STEP 2: Describing the priority group

- ▶ Demographics and livelihoods
- ▶ Daily routines
- ▶ Existing behaviours
- ▶ Gender dynamics



## STEP 3: Conduct a Barrier Analysis (BA) to identify key determinants

- ▶ Uses the 12 most common reasons prevent / encourage people to follow the promoted behaviour
- ▶ you can use pre-prepared questionnaires
- ▶ The same questions are asked to 45 “Doers” + to 45 “Non-Doers”
- ▶ The differences between the answers of Doers and Non-Doers are what matter most



My teeth won't yellow as quickly as I age.

Brushing will prevent gingivitis.

I'll have fresh breath.

I'll avoid high dentist bills.

My girlfriend will want to kiss me.

I won't disgust my colleagues after I have lunch.

I won't have many cavities.

My teeth won't fall out.

I won't have to have root canal.

I would have shiny teeth.

I will avoid cavities, root canals, and other expensive and painful dental procedures.

I will have whiter teeth and be more attractive.

My breath will be better.

I won't have to get as many cavities filled at the dentist.

I will have fresh breath and smell nice.

I won't get bleeding gums or gum disease.

I would have better dental hygiene.

It would help to prevent cavities.

Better appearance

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Healthier teeth

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Healthier gums

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Good breath



## STEP 4: Bridges to Activities

**Increase/decrease/improve/reduce + the perception that ...**  
**/ the availability of ...**  
**/ the ability to ...**



## STEP 5: Designing the activities

- ▶ Must link to the bridges
- ▶ See PIN's Behaviour Change Toolkit for Inspiration



# Ensure that your project activities **make practicing the targeted behaviours EAST**

- ✓ **EASIER**
- ✓ **ATTRACTIVE**
- ✓ **SOCIAL**
- ✓ **TIMELY**





*“The easier it is to practice a behaviour, the more likely are people to do it!”*

## How can we make practicing a behaviour **EASIER**?

- ▶ ... your ideas?
- ▶ ensure that it involves **less hassle** (mental effort)
- ▶ break it into smaller, **more manageable** parts
- ▶ **reduce the costs**





# How can we make a behaviour **ATTRACTIVE**?

- ▶ ... your ideas?
- ▶ using **short and simple language** so that people understand what are we asking them to do
- ▶ **appealing to positives** that people want: money, comfort, peace of mind, strength for their children ...
- ▶ letting people **experience the benefits** of the behaviour
- ▶ showing **cumulative benefits**



# How can we make a behaviour **SOCIAL**?

Let's take advantage of social influences by:

- ▶ letting other **people** (ideally 'socio-economic peers') **show that they already do the behaviour** and gain tangible benefits
- ▶ using the **power of social networks** (mutual support)
- ▶ encouraging people to make **public commitments**
- ▶ ... your ideas?



# How can we make a behaviour **TIMELY**?

Promote the behaviour **when people 1) should and 2) can actually do it**, for example:

- ▶ promoting the purchase of goods (e.g. water pumps) after the harvest when people have money
- ▶ displaying hand washing message at the latrine's door
- ▶ adjusting the timing of agri/nutri trainings according to the season



## Step 6: EVALUATIONS: What should you be interested in?

- ▶ Is the implementation based on having an evidence – not assumptions – of the key barriers to behaviour change?
- ▶ To what extent the project actually addresses the barriers that were identified?
- ▶ Do we monitor the quality of our behaviour change communication activities?
- ▶ What is the % of the target population with the desired behaviour(s)?
- ▶ Why some people do not practice the behaviours?
- ▶ What are the main pre-conditions for sustainability? To what extent were they addressed?



# Pre-Conditions For Sustainability

women with children under 5 grow promoted nutritious vegetables for homestead consumption	▪ women have continuous access to affordable seeds and other inputs
	▪ women know how to address the most common production problems (e.g. pests)
	▪ women can access production-related advice (e.g. from extension workers)
	▪ women have the time required for growing vegetables
	▪ husbands (and other influencers) agree with the vegetables being used for feeding their children (instead of purely for sale)
	▪ children keep enjoying eating meals from locally produced vegetables

**define with your team the pre-conditions** for the sustainability of the key behaviours you promote and let your teams (or a mid-term evaluator) assess to what extent they are met



## Step 7: DOCUMENT and SHARE Results

- ▶ [www.behaviourchange.net](http://www.behaviourchange.net)





## TO SUM UP ...

- ▶ the key to changing people's behaviour is to **understand** the barriers/motivators they experience
- ▶ Limit the number of behavior/practices your want to change
- ▶ **formative research** can help you gain such an understanding
- ▶ always keep thinking on how to make practicing the behaviour **EAST**
- ▶ explore [www.behaviourchange.net](http://www.behaviourchange.net) and **PIN's Behaviour Change Toolkit**

