



Designing for Behavior Change

For Agriculture, Natural Resource Management,
Health and Nutrition

July 2013



Designing for Behavior Change: For Agriculture, Natural Resource Management, Health and Nutrition

The Designing for Behavior Change curriculum was developed by the CORE Group Social and Behavioral Change Working Group and later modified for multiple sectors by members of the Food Security and Nutrition Network Social and Behavioral Change Task Force.

The Technical and Operational Performance Support (TOPS) Program is made possible by the generous support and contribution of the American people through the United States Agency for International Development (USAID). The contents of this training curriculum are those of the authors and do not necessarily reflect the views of USAID or the United States Government.

Abstract:

This field-tested, six-day curriculum responds to community development managers', program planners' and behavior change officers' need for a practical behavioral framework that strategically aids them in planning for maximum effectiveness.

This curriculum, originally adapted from the Academy of Educational Development's BEHAVE tool and developed into a maternal and child health curriculum by the CORE Group Social and the Behavior Change Working Group, has now been tailored, updated and extensively field tested for food security field-based staff to include more case studies, stories and examples; clarification of determinants and key factors; Barrier Analysis (a rapid formative research approach); a half day of field work using formative research; guidelines for selecting appropriate behavior change activities; and more.

Recommended Citation:

Food Security and Nutrition Network Social and Behavioral Change Task Force. 2013. *Designing for Behavior Change For Agriculture, Natural Resource Management, Health and Nutrition*. Washington, DC: Technical and Operational Performance Support (TOPS) Program.

Cover Photo Credits:

Upper Left, Center: Food for the Hungry

Upper Right: Pinky Patel, CORE Group

Lower Right: CARE

Lower Left: Miguel E. Batz, Courtesy of Photoshare

The TOPS Program, funded by USAID's Office of Food for Peace (FFP), is strengthening the capacity of FFP grantees to deliver high quality and effective food aid by fostering collaboration, innovation, and knowledge sharing about improved food security and nutrition practices. TOPS supports the activities undertaken by the Food Security and Nutrition (FSN) Network.

The FSN Network is an open community of practice of food security and nutrition implementers seeking to share information, shape agendas, understand and influence donor priorities, build consensus on promising practices, and widely diffuse technical knowledge.

Technical and Operational Performance Support Program

2000 L Street NW

Washington DC 20036

Email: the.tops.program@gmail.com

URL: www.fsnnetwork.org

TABLE OF CONTENTS

Acknowledgements	i
Abbreviations and Acronyms	iii
Introduction to the Designing for Behavior Change Curriculum and Workshop. I	
Curriculum and Overview	2
Overview of the Workshop	3
Planning the Designing for Behavior Change Workshop	4
Getting Started	5
Planning Checklists.....	7
List of Materials to be Printed for the Training.....	9
Sample Workshop Schedule.....	13
Conducting a Learning Needs and Resource Assessment.....	21
Workshop Day One	23
Task 1: Opening Session.....	24
Task 2: Introduction to Behavior Change: Our Roles and the Process of Planned Change	33
Task 3: Overview of the DBC Framework	38
Task 4: Selecting and Defining the Feasible and Effective Behavior: Steps 1, 2 and 3.....	50
Day One Evaluation (Flip Chart or Handout)	54
Workshop Day Two	55
Review Exercise: Sing It!	56
Task 4: Selecting and Defining the Feasible and Effective Behavior Steps 4 and 5	57
Task 5: The Priority Group and Influencing Groups.....	61
Task 6: Our DBC Frameworks Part I: Describing the Behavior and Priority Group	69
Task 7: Identifying Determinants that Influence Behavior	73
Day Two Evaluation (Flip Chart or Handout)	98
Workshop Day Three	100
Review Exercise: Unraveling the Ball.....	101
Task 8: The “Exercise” Exercise.....	103
Task 9: Formative Research to Find Key Determinants: Barrier Analysis and Doer/Non- Doer Studies.....	107
Task 10: Preparation and Practicum: Conducting Formative Research.....	144
Day Three Evaluation (Flip Chart or Form).....	148

Workshop Day Four	150
Field Work Activities	151
Task 11: Compiling and Analyzing the Data.....	152
Task 12: Writing the Bridges to Activities	162
Task 12 Handout 2 Example Bridges to Activities	166
Day Four Evaluation (Flip Chart or Form)	170
Workshop Day Five	171
Review Exercise: Musical Chairs.....	172
Task 13: Our DBC Frameworks Part 2: Identifying the Determinants and Bridges to Activities	176
Task 14: Selecting Program Activities.....	182
Task 15: Matching Messages to Determinants	193
Task 16: Monitoring the Behavior Change Strategy.....	197
Task 17: Our DBC Frameworks Part 3: Planning Activities.....	200
Day Five Evaluation (Flip Chart or Form).....	204
Workshop Day Six	206
Task 18: Incorporating Final Feedback into Our DBC Frameworks.....	207
Task 19: Developing Program Strategy Implementation Plans (Optional)	209
Task 20: Closing Session and Wrap-Up.....	213
Appendices	218
Appendix 1. Process of Planned Change Game	219
Appendix 2. Key Terminology.....	241
Appendix 3. Answer Keys.....	246

ACKNOWLEDGEMENTS

TOPS extends its gratitude to Linda Morales (lead consultant), Tom Davis (Food for the Hungry), Mary DeCoster (Food for the Hungry), Bonnie Kittle (consultant) and Judiann McNulty (consultant) for their patience in reviewing multiple versions of the curriculum, creativity in developing new exercises, and resourcefulness in adapting and fine-tuning new multisectoral examples. Special thanks go to Bonnie Kittle (consultant) for field-testing the curriculum in Burundi, Ethiopia and Niger. TOPS is deeply appreciative of Rachel Elrom (consultant) for her top-notch editing of the document and to Natalie Neumann (CORE Group) for her keen eye for graphics.

The following individuals provided valuable suggestions and/or examples to complete the new version: Mary Helen Carruth (Medical Teams International), Sam Goff (Food for the Hungry), Lauren Erickson-Mamane (Peace Corps/Benin), Lenette Golding (CARE International), Frederick Grant (Land O'Lakes, Inc.), Ruth Harvey (consultant), Marjolein Moreaux (consultant), Jennifer Nielsen (Helen Keller International), Beth Outterson (Save the Children), Alexandra Rutishauser-Perera (International Medical Corps), Ira Stollak (consultant), Nancy Tenbroek (Christian Reformed World Relief Committee) and Carolyn Wetzel (Food for the Hungry).

Special thanks also go to the CORE Group Social and Behavior Change (SBC) Working Group and the Technical Advisory Group for their dedication and creativity in developing new exercises, adapting and improving existing tools, and sharing field examples for the 2008 version of the curriculum.

The following individuals were instrumental in contributing their time and expertise to ensuring a quality 2008 curriculum version: Linda Morales (consultant) and SBC Working Group co-chairs Will Story (Christian Reformed World Relief Committee) and Bonnie Kittle (Project Hope). In addition, input was generously provided by Ashley Aakesson (Children's Nutrition Program of Haiti), Tom Davis (Food for the Hungry), Ann Jimerson (AED), Michelle Kouletio (Concern Worldwide), Elli Leontsini (Johns Hopkins University School of Public Health), Judiann McNulty (consultant), Kati Moseley (Mercy Corps), Houkje Ross (CORE Group), Julia Rosenbaum (AED), Eric Swedburg (Save the Children), Nancy TenBroek (Christian Reformed World Relief Committee), Laban Tsuma (Plan International USA), Lynette Walker (CORE Group), Monica Woldt (AED/Food and Nutrition Technical Assistance Project) and Jennifer Yourkavitch (Macro International/Child Survival Technical Support Plus Project).

Some illustrations were taken from *Where There is No Artist: Development drawings and how to use them*, by Petra Röhr-Rouendaal, Practical Action Publishing, second edition, September 2007. The author allows the illustrations to be used copyright free when used for free educational purposes. Other illustrations are royalty free clip art from Microsoft Office.

Special acknowledgement goes to AED for developing the BEHAVE framework, “Exercise” exercise, and the Doer/Non-Doer tools and numerous worksheets upon which this curriculum is based. TOPS values AED’s close collaboration with CORE Group to develop and test the original training curriculum. Special thanks also go to Tom Davis (Food for the Hungry) for developing the Barrier Analysis methodology.

This training curriculum was made possible by the generous support of the American people through USAID. The contents are the responsibility of TOPS, managed by Save the Children, and do not necessarily reflect the views of USAID or the United States Government.

Lastly, TOPS sincerely thanks everyone who contributed to this important tool for improving SBC programming around the world.

ABBREVIATIONS AND ACRONYMS

AIDS	acquired immune deficiency syndrome
ANC	antenatal care
ANR	agriculture and natural resources
ANRM	agriculture and natural resource management
BC	behavior change
BCA	behavior-centered approaches
BCC	behavior change communication
CGV	care group volunteer
DBC	Designing for Behavior Change
EBF	exclusive breastfeeding
ENA	Essential Nutrition Actions
FGD	focus group discussion
HIV	human immunodeficiency virus
IEC	information, education and communication
IPM	integrated pest management
IPTT	Indicator Performance Tracking Table
ITN	insecticide-treated bed net
KPC	Knowledge, Practices and Coverage (survey)
LNRA	Learning Needs and Resource Assessment
LQAS	Lot Quality Assurance Sampling
M&E	monitoring and evaluation
MCH	maternal and child health
MCHN	maternal and child health and nutrition
NGO	nongovernmental organization
NRM	natural resource management
OFSP	orange-fleshed sweet potatoes
OR	odds ratio
ORS	oral rehydration solution
PDI	Positive Deviance Inquiry
PLA	participatory learning and action
PVO	private voluntary organization
SBC	social and behavior change
TIPS	trials of improved practices
TOPS	Technical and Operational Performance Support Program
U.S.	United States
USAID	U.S. Agency for International Development

INTRODUCTION TO THE
DESIGNING FOR BEHAVIOR CHANGE
CURRICULUM AND WORKSHOP

CURRICULUM AND OVERVIEW

This field-tested, six-day curriculum enables private voluntary organizations (PVOs) and partners to replicate the Designing for Behavior Change (DBC) workshop conducted with CORE Group members in multiple countries and regions around the globe. The curriculum combines handouts and facilitator materials with easy-to-use training guidelines.

The Designing for Behavior Change (DBC) Curriculum responds to community development program managers' and planners' need for a practical behavioral framework that strategically aids them in planning for maximum effectiveness. The curriculum is built on the original BEHAVE Framework, developed by AED and expanded on by members of CORE Group's Social and Behavior Change (SBC) Working Group and the Food Security and Nutrition Network SBC Task Force. The curriculum trains participants to apply the DBC Framework to improve development programming.

A Brief History: Promoting a Behavioral Approach for Community Development Starting with Child Survival Programs

This 2012 version of the curriculum provides an update to *Applying the BEHAVE Framework* (2004) and *Designing for Behavior Change* (2008).

The 2008 curriculum emerged out of a long relationship between The CORE Group's SBC Working Group and the AED/CHANGE Project. In 2000, the SBC Working Group set out to identify tools and to offer capacity-building opportunities that would enable PVO staff to incorporate the best of behavioral science into their program plans. One of the most useful and comprehensive tools was AED's BEHAVE Framework. The SBC Working Group teamed with the AED/CHANGE Project to offer several brief sessions on different aspects of behavior change (BC) during CORE Group annual meetings. Intensive training on the BEHAVE Framework with CORE Group members began in 2002.

Over the next several years, the SBC Working Group and the AED/CHANGE Project collaborated to conduct and adapt the workshop for field and headquarters staff to help them develop strategic BC strategies for child survival and health programs. Regional workshops were held in Cambodia, South Africa, and Washington, DC, for participants from 24 countries.

In 2006, the SBC Working Group started a process of reviewing experiences with the training and updated the curriculum. In 2008, a version was designed that added more case studies, stories and examples; clarified the difference between Determinants and Key Factors (which was later changed to Bridges to Activities); incorporated the Barrier Analysis approach; added a half-day of field work using formative research; provided guidelines for selecting appropriate activities; and much

more. This curriculum was further adapted following regional workshops in Mali and the United States (U.S.) and a number of country workshops. This 2013 version was designed to meet the needs of Title II program managers and planners who may also wish to apply the DBC methodology to their programs.

OVERVIEW OF THE WORKSHOP

The six-day workshop described in this curriculum gives field staff and managers the skills and tools to apply a behavioral approach to designing community development programs.

The goals of the workshop are to:

- Build the capacity of PVO staff to plan, implement, monitor and evaluate effective BC strategies
- Provide an introduction to the tools necessary for identifying the important determinants of behavior change to ensure that BC activities are selected based on their potential ability to address the Bridges to Activities and to effect long-term, sustainable BC within the shortest time period possible
- Increase levels of comfort with planning BC strategies
- Demonstrate the use of learner-centered adult education methodologies to model how participants can replicate appropriate sections of the workshop

By the end of the workshop, participants will have:

- Analyzed the different components of the DBC Framework and practiced completing each of these components using real or sample data
- Assessed data from a Barrier Analysis or Doer/Non-Doer Study to identify Bridges to Activities affecting BC in specific Priority Groups or Influencing Groups
- Applied the DBC Framework to their own programs or to a case study to develop strategies informed by formative research results
- Self-critiqued and received feedback from peers and facilitators, and improved their frameworks to improve the quality and increase the potential success of their BC strategies.

PLANNING THE DESIGNING FOR BEHAVIOR CHANGE WORKSHOP

GETTING STARTED

Identifying Key Collaborators and a Planning Team

Many decisions must be made and much work must be done leading up to the workshop, and you will find it helpful to have a team to handle many of the details. The workshop planning team should include people who are:

- Familiar with the workshop material and the Designing for Behavior Change (DBC) Framework
- Familiar with the organizations that will be invited
- Knowledgeable about the training site

Fitting Training into a Broader Scheme to Foster a Behavioral Approach

This workshop makes the most sense when it is part of an organization's broader plan to support a behavioral approach. Start by making sure that headquarters and field staff, managers, and implementers are all familiar with the framework. Following training, staff at all levels can look for ways to integrate the concepts and tools into their work.

Selecting Facilitators

Workshop facilitators should have experience in behavior change (BC), adult education methodologies, participatory learning and applying the DBC Framework itself. Ideally, the ratio of facilitators to participants should be at least 1 to 10 to maximize facilitator-participant interaction, especially during group work. Thus, for a group of 28–30 participants, three co-facilitators are recommended.

Selecting Participants

This workshop is designed for:

- Field-based program managers and BC officers that are in charge of designing BC strategies for community-based development programs
- Headquarters backstops who can replicate the training in other country/program sites
- Local counterparts—staff from government ministries or nongovernmental organizations (NGOs)—that will be involved in designing or implementing the programs

Selecting a Location

The workshop should be conducted in a comfortable setting, such as a conference room, that is large enough for plenary sessions and for small groups to work without disturbing each other. Participants will work in small groups for most of the tasks. Therefore, setting up permanent small groups at the beginning of the training with same group members seated at the same tables will ensure that participants are in a configuration that promotes maximum sharing, minimizes time spent reorganizing seating for small group work and enhances learning.

Conducting a Learning Needs and Resource Assessment

Workshop planners will benefit from learning about participants' experience and interests before the workshop. Several weeks prior, send a set of questions to registered participants. Members of the workshop planning team may need to follow up with participants to encourage them to submit their responses. Share participant responses with all facilitators prior to the workshop. A sample Learning Needs and Resource Assessment (LNRA) for the DBC workshop is available at the end of this section.

Preparing Materials

Nearly all the materials you need to conduct the DBC workshop are included in this curriculum, except for the magazine/newspaper ads that participants are asked to bring to the training, the datasets that facilitators should prepare from Behaviors the participants are working on for their DBC Frameworks, and some flip and index cards facilitators must prepare ahead of time. The checklists and materials lists found later in this section also will be helpful in preparing the necessary materials as you prepare for your workshop.

PLANNING CHECKLISTS

Checklist 1: Two-to-Three Months Prior to the Training (or as much in advance as possible)

- Form the training team.
- Draft a training budget and planning timeline.
- Send announcements to potential participants.
- Conduct the LNRA.
- Select participants.
- Identify and reserve the workshop location.
- Send invitations to selected participants.
- Arrange for meals and refreshments during breaks.
- Book lodging for out-of-town participants.
- Arrange for travel and per diem reimbursements for out-of-town participants.

Checklist 2: Three Weeks to One Month before the Training

- Prepare the necessary materials listed under the list of materials to be printed for the training, below.
- Determine the room configuration and how to accommodate small group discussions during break-out tasks.
- Ensure equipment is working.
- Purchase all training-related supplies (see **Checklist 4: Supplies and Equipment**).
- Make arrangements for the fieldwork (e.g., transportation, permission, snacks).¹

¹ If possible, the site selected for the fieldwork should be within or as close as possible to the program intervention area and should not require more than one hour of travel time. Facilitators will also need to arrange for the questionnaire to be translated into the local language. During the fieldwork, snacks and/or incentives should be provided for the participants and interviewees based on the local customs in the area.

Checklist 3: Three Days to One Week before the Training

- Send the terminology list found in **Appendix 2** to confirmed participants.
- Ask participants to bring a magazine or newspaper advertisement to the workshop site.
- If this is a regional workshop, ask participants to bring their Indicator Performance Tracking Tables (IPTTs) (or monitoring and evaluation [M&E] plans).
- Develop datasets based on the Behaviors participants will use to develop their DBC Frameworks. To do this, see the LNRA responses and discuss with the planning team.
- Prepare flip charts.
- Write the numbers of the handouts that go with each task on the flip charts for that task.
- Assemble participant packets, including handouts, notepads, pens and name tags.
- Confirm participant arrival times, lodging arrangements, refreshments, travel and per diem reimbursements, if any.
- Conduct a facilitators' team-building meeting to ensure that lead facilitators are prepared for their tasks, ensure that co-facilitators know exactly how they will support the lead facilitators during each task, decide which facilitator will conduct the daily evaluation, and identify a time and place for holding facilitators' meetings after each day's tasks.
- Optional: Create a cell phone parking space or procure a cell phone jammer to prevent cell phone signals from penetrating the room.

Checklist 4: Supplies and Equipment

- Two to three pads of flip chart paper
- One or two easels
- Three rolls of masking tape
- Two staplers with staples
- One broad tipped colored marker for each participant and four for the facilitator
- One notepad per participant
- One pen or pencil per participant
- One file folder or three-ring binder per participant (for organizing the handouts if a full curriculum is not provided to each participant)
- One name tag per participant
- Scissors
- Two reams of copy paper
- One box of file folders (100 folders)
- 200 note cards or 3x5 cards (a couple of different colors, if available)
- Four or five packs of Post-its
- 12 adhesive dots per participant (optional)
- Access to a computer, a printer and word processing software (necessary to print Barrier Analysis surveys and in case some participants prefer to rewrite their case studies on a computer instead of by hand)
- Two large trash/garbage cans
- Electrical extension cord and multi-plug

LIST OF MATERIALS TO BE PRINTED FOR THE TRAINING

If it is possible to print a copy of this training curriculum for each participant, there is no need to make copies of the handouts mentioned below because they are already included in the curriculum. In this instance, only make copies of the Process of Planned Change Game for **Task 2** found in **Appendix I** (one for each five participants) and the Workshop Pre-/Post-Test (two per participant) found in **Task**

Facilitators' Materials

Each facilitator should have the following set of materials:

- One DBC Curriculum
- One set of the Process of Planned Change Game for **Task 2** found in **Appendix I** for each small group (five participants)

Handouts for Participant Binders/Notebooks

Print and compile the handouts in the order listed below. If possible, separate each day's handouts with paper separators marked Day One, Day Two, etc. When printing handouts for the participant binders/notebooks, print one handout per participant, print double-sided whenever possible, and print the handouts in the order they appear in each list for each day.

Day One

- Workshop Pre-/Post-Test
- Task 1 Flip Chart 1 or Handout 1: Opening Session Getting-to-Know-You Sheet
- Task 2 Handout 1: Answer Key for the Process of Planned Change Game and the Five Stages of Change
- Appendix 2. Key Terminology (for those who did not receive it before the workshop)
- Task 3 Handout 1: Blank DBC Framework
- Task 3 Handout 2: Examples of Completed DBC Frameworks
- Task 3 Handout 3: Planning Guide: Steps in the DBC Process
- Task 3 Handout 4: The Five Principles
- Day One Evaluation (Flip Chart or Handout)

Day Two

- Task 3 Handout 2: Examples of Completed DBC Frameworks
- Task 6 Handout 1: Six Ways to Describe Your Priority and Influencing Groups
- Task 6 Handout 2: Example of Six Ways to Describe Your Priority Group
- Task 6 Handout 3: Blank Worksheet: Six Ways to Describe Your Priority Group
- Day Two Evaluation (Flip Chart or Handout)

Day Three

- Task 3 Handout 1: Blank DBC Frameworks
- Task 7 Handout 1: Important Determinants that Influence Behavior
- Task 7 Handout 2: Match the Determinant
- Task 7 Handout 3: Practice Identifying Determinants (Participant's Version): Story 1: The Fisherman Who Ran Out of Excuses Before He Ran Out of Time
- Task 7 Handout 4: Practice Identifying Determinants (Participant's Version): Story 2: Why Oumar Built the Silo
- Task 7 Handout 5: Universal Motivators
- Task 9 Handout 1: The Five Tenets of the Barrier Analysis
- Task 9 Handout 2: Barrier Analysis Game Study Guide
- Task 9 Handout 3: The Seven Steps of the Barrier Analysis
- Task 9 Handout 4: Sample Questions for a Barrier Analysis
- If conducting a country-specific training:
 - Task 9 Handout 5: Example Barrier Analysis Questionnaire for Use with Farmers
 - Or
 - Task 9 Handout 6: Example Barrier Analysis Questionnaire for Use with Farmers
- If conducting a regional training:
 - Task 9 Handout 7: Mock Doer/Non-Doer Questionnaire for Use during Training
- Task 9 Handout 8: Doer/Non-Doer Study Questionnaire Development Worksheet
- Day Three Evaluation (Flip Chart or Handout)

Day Four

- Task 11 Handout 1 and Flip Chart 1: Example Tally Sheets of Results for a Doer/Non-Doer Study
- Optional: Task 11 Handout 2: Sample Barrier Analysis Datasets
- Optional: Barrier Analysis Tabulation Sheet (Microsoft Excel) downloaded from http://www.caregroupinfo.org/docs/BA_Tab_Table_Latest.xlsx
- Optional: Task 11 Handout 3: Optional Activity: Computerized Data Entry and Analysis of Results
- Task 12 Handout 1: Definition of Bridge to Activity
- Task 3 Handout 2: Examples of Completed DBC Frameworks, Example 1 for Agriculture and Natural Resources [ANR] Programs: Poultry Management
- Task 12 Handout 2: Example Bridges to Activities
- Task 12 Handout 3: Writing Bridges to Activities from Determinants
- Day Four Evaluation (Flip Chart or Handout)

Day Five

- Task 13 Handout 1: Instructions on Identifying Determinants and Bridges to Activities
- Task 13 Handout 2: Review Questions for Providing Constructive Feedback
- Task 7 Handout 1: Important Determinants that Influence Behavior
- Task 14 Handout 1: Criteria to Assist in the Selection of Appropriate Activities
- Task 14 Handout 2: Linking Determinants with Activities
- Task 15 Handout 1: Match the Message to the Determinant
- Task 16 Handout 1: Monitoring Indicators for the Behavior Change Strategy
- Task 17 Handout 1: Instructions for Planning Activities
- Day Five Evaluation (Flip Chart or Handout)

Day Six

- Task 19 Handout 1: Sample Behavior Change Strategy Implementation Plans
- Workshop Pre-/Post-Test (from **Task 1**)
- Post-Workshop Process Survey
- Contact lists (if available; or provide to participants on the day of the workshop)
- Task 20 Handout 1: Designing for Behavior Change Resources

SAMPLE WORKSHOP SCHEDULE

The workshop includes 20 tasks over the course of five and a half days. Each day runs from approximately 8:30 a.m. to 5:30 p.m., with approximately 6–6.5 hours of training time, for a total of 27 hours of learning time.

Most days start with a fun review exercise that is conducive to adult learning and meant to help facilitators establish a positive ambiance for the entire day.

Please note that the timing throughout is only approximate. Some groups take longer on one task and less time on another. Experienced facilitators can usually adjust the timing as they go, but less experienced facilitators may want to ask someone to serve as a timekeeper to help them stay on track.

Facilitators can ask participants to put their questions in the Parking Lot flip chart when time is tight or discuss some questions privately during breaks or at the end of the day. Some tasks can also be assigned as homework if participants are particularly talkative or take a long time to complete tasks.

When using translators or training participants in a language other than their first language, build extra time into the schedule, if possible.

Workshop Schedule

Task	Session Title	Duration	Timeframe
Day One			
1	Opening Session	2 hours	8:30–10:30
	BREAK	15 minutes	10:30–10:45
2	Introduction to Behavior Change: Our Roles and the Process of Planned Change	1 hour 55 minutes	10:45–12:40
	LUNCH	1 hour	12:40–1:40
3	Overview of the DBC Framework	1 hour	1:40–2:40
4	Selecting and Defining the Feasible and Effective Behavior Steps 1, 2, and 3 <i>(includes break)</i>	2 hours 35 minutes	2:40–5:15
E	Day One Evaluation	15 minutes	5:15–5:30
Day Two			
R	Review Exercise: Sing It! ²	40 minutes	8:30–9:10
4	Selecting and Defining the Feasible and Effective Behavior Steps 4 and 5	30 minutes	9:10–9:40
5	The Priority and Influencing Groups <i>(includes break)</i>	2 hours 35 minutes	9:40–12:15
	LUNCH	1 hour	12:15–1:15

² All review activities may be done after lunch, rather than first thing in the morning, if participants need a “wake-me-up” at that time.

Task	Session Title	Duration	Timeframe
6	Our DBC Frameworks Part 1: Describing the Behavior and Priority Group	1 hour 30 minutes	1:15–2:45
7	Identifying Determinants that Influence Behavior (<i>includes break</i>)	2 hours	2:45–4:45
E	Day Two Evaluation	15 minutes	4:45–5:00
Day Three			
R	Review Exercise: Unraveling the Ball ²	30 minutes	8:30–9:00
8	The “Exercise” Exercise	1 hour	9:00–10:00
	BREAK	15 minutes	10:00–10:15
9	Formative Research to Find Key Determinants: Barrier Analysis and Doer/Non-Doer Studies (<i>continued after lunch</i>)	2 hours	10:15–12:15
	LUNCH	1 hour	12:15–1:15
9	Formative Research to Find Key Determinants: Barrier Analysis and Doer/Non-Doer Study (<i>continued</i>)	1 hour	1:15–2:15
10	Preparation and Practicum: Conducting Formative Research (<i>includes break</i>)	1 hour 45 minutes	2:15–4:00
E	Day Three Evaluation	15 minutes	4:00–4:15
Day Four			
	Field Work (<i>includes 1 hour for travel time</i>) ³	5–6 hours	8:00–1:00
	LUNCH	1 hour	1:00–2:00
11	Compiling and Analyzing the Data	1 hour 30 minutes	2:00–3:30
	BREAK	15 minutes	3:30–3:45
12	Writing the Bridges to Activities	1 hour 30 minutes	3:45–5:15
E	Day Four Evaluation	15 minutes	5:15–5:30
Day Five			
R	Review Exercise: Musical Chairs ⁴	30 minutes	8:30–9:00
13	Our DBC Frameworks Part 2: Identifying the Determinants and Bridges to Activities	1 hour	9:00–10:00
	BREAK	15 minutes	10:00–10:15
14	Selecting Program Activities	1 hour 20 minutes	10:15–11:35
	LUNCH	1 hour	11:35–12:35
15	Matching Messages to Determinants	1 hour	12:35–1:35
16	Monitoring the Behavior Change Strategy	45 minutes	1:35–2:20
	BREAK	15 minutes	2:20–2:35
17	Our DBC Frameworks Part 3: Planning Activities	1 hour	2:35–3:35
E	Day Five Evaluation	15 minutes	3:35–3:50

³ If a mock survey is conducted rather than a field-based survey, field work will take much less time.

Task	Session Title	Duration	Timeframe
Day Six			
18	Incorporating Final Feedback into Our DBC Frameworks	1 hour	8:30–9:30
19	Developing Program Strategy Implementation Plans	1 hour	9:30–10:30
	BREAK	15 minutes	10:30–10:45
20	Closing Session and Wrap-Up	1 hour 15 minutes	10:45–12:00
	LUNCH	1 hour	12:00–1:00

List of Resources/Materials by Task

Task	Task Name	Materials Needed
Day One		
	Registration	<ul style="list-style-type: none"> Folder with all handouts, including the Key Terminology list found in Appendix 2 Pens or pencils
1	Opening Session	<ul style="list-style-type: none"> Workshop Pre-/Post-Test Answer key to Workshop Pre-/Post-Test (in Appendix 3) Workshop Flip Chart 1: Comfort Table (with instructions and six adhesive dots for each person or for the table incorporated into the pre-test as set of questions) Task 1 Flip Chart 1 or Handout 1: Opening Session Getting-to-Know-You Sheet Task 1 Flip Chart 2: Our Expectations Task 1 Flip Chart 3 or Handout 2: DBC Workshop Objectives Task 1 Flip Chart 4: Workshop Schedule Workshop Flip Chart 2: Norms and Procedures Workshop Flip Chart 3: Parking Lot
2	Introduction to Behavior Change: Our Roles and the Process of Planned Change	<ul style="list-style-type: none"> Lots of wall space and tape for each group Process of Planned Change game found in Appendix 1: One set per group (five to six people per group): This game includes a set of cards/sheets for steps in planned change, a set for the change agent role and a set for the community members' actions. The sets of cards/sheets should be out of order when given to the participants. Task 2 Handout 1: Answer Key for the Process of Planned Change Game and the Five Stages of Change A set of the Five Stages of Change on cards (pre-awareness, awareness, preparation, action, maintenance) Key Terminology found in Appendix 2 (for those who did not receive it before the workshop)

Task	Task Name	Materials Needed
3	Overview of the DBC Framework	<ul style="list-style-type: none"> Task 3 Flip Chart 1: DBC Framework (the words should be initially covered up, then revealed during Step 2b) Task 3 Flip Chart 2: Definitions of the Five DBC Decisions Task 3 Handout 1: Blank DBC Framework Task 3 Handout 2: Examples of Completed DBC Frameworks (agriculture and natural resources [ANR] program examples: poultry management and reforestation; maternal and child health and nutrition [MCHN] program example: exclusive breastfeeding) Task 3 Handout 3: Planning Guide: Steps in the DBC Process Task 3 Handout 4: The Five Principles
4	Selecting and Defining the Feasible and Effective Behavior <i>(continues on Day Two)</i>	<ul style="list-style-type: none"> Task 3 Flip Chart 1: DBC Framework Task 3 Flip Chart 2: Definitions of the Five DBC Decisions Task 4 Flip Chart 1: What is a Behavior? Examples of indicators from IPTT or log frame, especially if participants do not have any with them
E	Evaluation	<ul style="list-style-type: none"> Day One Evaluation (Flip Chart or Handout)
Day Two		
R	Review Exercise: Sing It!	<ul style="list-style-type: none"> Schedule for the day Objectives for the day Summary of comments from Day One's evaluation
4	Selecting and Defining the Feasible and Effective Behavior <i>(continued)</i>	<ul style="list-style-type: none"> Task 4 Flip Chart 2: T-Chart with Easy and Hard Behaviors Flip chart paper and markers for small groups Task 4 Flip Chart 3: Task Summary Points
5	Priority and Influencing Groups	<ul style="list-style-type: none"> Task 3 Flip Chart 1: DBC Framework Task 3 Handout 2: Examples of Completed DBC Frameworks Task 5 Flip Chart 1: What are Priority and Influencing Groups? Cards indicating a Behavior and Priority Group or Influencing Groups Task 5 Handout 1: Six Ways to Describe Your Priority and Influencing Groups Task 5 Handout 2: Example of Six Ways to Describe Your Priority Group Task 5 Handout 3: Blank Worksheet: Six Ways to Describe Your Priority group If choosing Step 4b Option 1: Picture(s) of some people to use in the exercise and an LCD screen or printouts of the pictures If choosing Step 4b Option 2: Index cards with selected Behaviors (backed up by real data) and Task 6 Handout 4: Option 2: Audience Responses to Behaviors

Task	Task Name	Materials Needed
6	Out DBC Frameworks Part 1: Describing the Behavior and Priority Group	<ul style="list-style-type: none"> List of DBC groups with assigned technical topic Task 6 Flip Chart 1: Instructions for Group Work: Defining the Behavior and Priority Group Task 3 Handout 1: Blank DBC Frameworks (one copy per participant) Task 5 Handout 1: Six Ways to Describe Your Priority Group Task 6 Flip Chart 2: DBC Frameworks with Just the Behavior and Priority Group Columns (one copy on a flip chart per group if task is conducted by hand) Paper for comment sheets and markers
7	Identifying Determinants that Influence Behavior	<ul style="list-style-type: none"> Task 3 Flip Chart 2: The Five DBC Decisions Task 7 Handout 1: Important Determinants that Influence Behavior Task 7 Handout 2: Match the Determinant Answer Key for Task 7 Handout 2 (found in Appendix 3) Task 7 Handout 3: Practice Identifying Determinants (Facilitator's Version): Story 1: The Fisherman Who Ran Out of Excuses Before He Ran Out of Time Task 7 Handout 3: Practice Identifying Determinants (Participant's Version): Story 1: The Fisherman Who Ran Out of Excuses Before He Ran Out of Time Task 7 Handout 4: Story 2: Practice Identifying Determinants (Facilitator's Version): Story 2: Why Oumar Built the Silo Task 7 Handout 4: Story 2: Practice Identifying Determinants (Participant's Version): Story 2: Why Oumar Built the Silo Task 7 Handout 5: Universal Motivators Advertisements from magazines or newspapers (that you asked participants to bring ahead of time)
E	Evaluation	<ul style="list-style-type: none"> Day Two Evaluation (Flip Chart or Handout)
Day Three		
R	Review Exercise: Unraveling the Ball	<ul style="list-style-type: none"> Make the review ball by cutting review questions found in Sample Review Questions into strips, then taping them onto a ball, or balled up piece of newspaper, to form a secure ball. Schedule for the day Objectives for the day
8	The "Exercise" Exercise	<ul style="list-style-type: none"> Masking tape Task 8 Flip Charts 1–10: The "Exercise" Exercise

Task	Task Name	Materials Needed
9	Formative Research to Find Key Determinants: Barrier Analysis and Doer/Non-Doer Studies	<ul style="list-style-type: none"> • Task 7 Handout 1: Important Determinants that Influence Behavior • Task 9 Handout 1: The Five Tenets of the Barrier Analysis • Task 9 Handout 2: Barrier Analysis Game Study Guide • Post-its or index cards and tape for the Barrier Analysis game, one for each question • Barrier Analysis game questions • Task 9 Handout 3: The Seven Steps of the Barrier Analysis • Task 9 Handout 4: Sample Questions for a Barrier Analysis • If conducting a country-specific training: Task 9 Handout 5: Example Barrier Analysis Questionnaire for Use with Farmers Or Task 9 Handout 6: Example Barrier Analysis Questionnaire for Use with Mothers of Infants • If conducting a regional training: Task 9 Handout 7: Mock Doer/Non-Doer Questionnaire for Use During Training • Task 9 Handout 8: Doer/Non-Doer Study Questionnaire Development Worksheet • The questionnaire developed during Step 7 (multiple copies per participant or interview team)
10	Preparation and Practicum: Conducting Formative Research	<ul style="list-style-type: none"> • If conducting a regional training: Task 9 Handout 7: Mock Doer/Non-Doer Questionnaire for Use During Training • Task 10 Flip Chart 1: Field Work Team Members • Task 10 Flip Chart 2: Interviewing “Dos” • Task 10 Flip Chart 3: Interviewing “Don’ts” • List of interviewing techniques for the role play in Step 3b • Computer, printer and paper, and stapler to make sufficient copies of the questionnaire
E	Evaluation	<ul style="list-style-type: none"> • Day Three Evaluation (Flip Chart or Handout)

Task	Task Name	Materials Needed
Day Four		
11	Compiling and Analyzing the Data	<ul style="list-style-type: none"> • Task 11 Handout 1 and Flip Chart 1: Example Tally Sheets of Results for a Doer/Non-Doer Study (previously prepared flip charts sheets, one for each question, and handout copies for participants) • Completed questionnaires from that morning's field work • One hand calculator • Optional: Task 11 Handout 2: Sample Barrier Analysis Datasets • Optional: Barrier Analysis Tabulation Sheet (Microsoft Excel) downloaded from http://www.caregroupinfo.org/BA_Tab_Table_Eng_9_30_10.xls • Optional: Computer (for using the Barrier Analysis tabulation sheet) • Optional: Task 11 Handout 3: Optional Activity: Computerized Data Entry and Analysis of Results
12	Writing the Bridges to Activities	<ul style="list-style-type: none"> • Task 12 Handout 1: Definition of Bridge to Activity • The definition of Bridge to Activity from Task 3 Flip Chart 2: The Five DBC Decisions • Task 3 Handout 2: Examples of completed DBC Frameworks, Example 1: for Agriculture and Natural Resources [ANR] Programs: Poultry Management • Task 12 Handout 2: Example Bridges to Activities • Task 12 Handout 3: Writing Bridges to Activities from Determinants • Answer key to Task 12 Handout 3 (found in Appendix 3)
E	Evaluation	<ul style="list-style-type: none"> • Day Four Evaluation (Flip Chart or Handout)
Day Five		
R	Review Exercise: Musical Chairs	<ul style="list-style-type: none"> • Stereo and good dancing music • Optional: Blank index cards for writing review questions • Schedule and objectives for the day
13	Our DBC Frameworks Part 2: Identifying Determinants and Bridges to Activities	<ul style="list-style-type: none"> • Each small group's partially completed DBC Framework, as written on Task 3 Handout 1: Blank DBC Framework, plus extra blank copies • Datasets for each small group (see Facilitator's Notes), e.g., Task 11 Handout 2: Sample Barrier Analysis Datasets • Task 13 Handout 1: Instructions on Identifying Determinants and Bridges to Activities • Task 7 Handout 1: Important Determinants that Influence Behavior • Task 13 Flip Chart 1: How to Give Constructive Feedback • Flip chart version of each group's DBC Framework taped to the wall • Task 13 Flip Chart 2: Review Questions for Providing Constructive Feedback • Paper and markers for providing constructive feedback

Task	Task Name	Materials Needed
14	Selecting Program Activities	<ul style="list-style-type: none"> • Task 3 Flip Chart 1: DBC Framework • Task 3 Flip Chart 2: The Five DBC Decisions (highlighting the definition of “activity”) • Task 14 Flip Chart 1: Example Model for Selecting Program Activities • Task 14 Flip Chart 2: Questions for Small Group Discussion: How to Select the Right Activities • Task 14 Handout 1: Criteria to Assist in the Selection of Appropriate Activities • Task 14 Handout 2: Linking Determinants with Activities
15	Matching Messages to Determinants	<ul style="list-style-type: none"> • Task 15 Flip Chart 1: Example of a Determinant-Based Message • Task 15 Handout 1: Match the Message to the Determinant • Answer key to Task 15 Handout 1 (found in Appendix 3) • Optional: Example pairs of Determinants and topics or Behaviors
16	Monitoring the Behavior Change Strategy	<ul style="list-style-type: none"> • Index cards with examples of data collection tools • Task 16 Handout 1: Monitoring indicators for the BC strategy
17	Our DBC Frameworks Part 3: Planning activities	<ul style="list-style-type: none"> • Each team’s partially completed DBC Framework • Task 13 Handout 2: Review questions for providing constructive feedback • Task 17 Handout 1: Instructions for planning activities
E	Evaluation	<ul style="list-style-type: none"> • Day five evaluation (flip chart or handout)
Day Six		
18	Incorporating Final Feedback into Our DBC Frameworks	<ul style="list-style-type: none"> • Each team’s partially completed DBC Framework • Task 13 Flip Chart 1: How to Give Constructive Feedback • Task 13 Handout 2: Review Questions for Providing Constructive Feedback • Paper and markers for providing constructive feedback
19	Developing Program Strategy Implementation Plans	<ul style="list-style-type: none"> • Task 19 Handout 1: Sample Behavior Change Strategy Implementation Plans
20	Closing Session and Wrap-Up	<ul style="list-style-type: none"> • Workshop Pre-/Post-Test (from Task 1) • Post-Workshop Process Survey • Workshop Flip Chart 1: Comfort Table (from Task 1) and six colored dots per participant (use different colors from those used on the first day) • Completion certificates • Contact lists (if available) • Task 20 Handout 1: DBC Resources

CONDUCTING A LEARNING NEEDS AND RESOURCE ASSESSMENT

Workshop planners will benefit from learning about participants' experience and interests prior to the workshop. Several weeks before the workshop, send a set of questions to registered participants. See the LNRA on the next page for an example.

Members of the workshop planning team may need to follow up with participants to encourage them to submit responses. Share participant responses with all facilitators prior to the workshop, and make any modifications to the curriculum (such as example Behaviors) based on participant responses.

Workshop on DBC: Learning Needs and Resources Assessment

Dear Participant,

Thank you for your interest in attending the DBC Workshop. In order for us to better prepare for meeting your needs and those of your organization, please take a few minutes to answer the following questions. Don't worry, this is not a test; it's just a way for us to ensure that the workshop is a good "fit" for you!

Please send your responses to [ADD EMAIL ADDRESS HERE].

Name: _____

Position: _____

Your native language: _____

1. What do you expect to learn by participating in the workshop? Please be specific.
2. To what extent are you already familiar with the DBC or BEHAVE Frameworks? Have you used them before? If so, what was your experience?
3. What are the most important challenges you face in designing behavior change programs?
4. How do you plan to use the knowledge and skills you gain during the workshop in your own program?
5. Please list the most important behaviors your program is/will be promoting (up to three), and please be specific.
 - a.
 - b.
 - c.

Thank you! We look forward to your participation.

[SIGNED BY ...]

WORKSHOP DAY ONE

TASK I: OPENING SESSION

Achievement-Based Objectives

By the end of this task, participants will have:

- Been greeted by workshop facilitators
- Provided baseline data on their knowledge and comfort levels related to the Designing for Behavior Change (DBC) Framework
- Described themselves
- Met fellow workshop participants
- Reviewed their expectations regarding this workshop
- Reviewed the objectives and schedule for the workshop
- Listed a set of norms for workshop participation

Time

2 hours

Materials

- Workshop Pre-/Post-Test
- Answer Key to Workshop Pre-/Post-Test (found in Appendix 3)
- Workshop Flip Chart 1: Comfort Table (with instructions and six adhesive dots for each person or the table incorporated into the Pre-Test as set of questions)
- Task I Flip Chart 1 or Handout 1: Opening Session Getting-to-Know-You Sheet
- Task I Flip Chart 2: Our Expectations
- Task I Flip Chart 3 or Handout 2: DBC Workshop Objectives
- Workshop Schedule (on a flip chart)
- Workshop Flip Chart 2: Norms and Procedures
- Workshop Flip Chart 3: Parking Lot

Steps

1. Welcome and introduction to the workshop
 - 1a. Explain that since the programmatic success depends on people changing their behaviors or adopting new practices (in the case of a service provider), we need to learn how to develop effective behavior change (BC) strategies. The basic purpose of the workshop is to learn to use the DBC Framework to develop effective BC strategies.
2. Collecting baseline information from the participants

2a. Explain that before we begin the workshop, we would like to collect some baseline data so we can assess the effectiveness of the workshop when it is finished. The baseline will include a pre-test and a “comfort table.”

2b. Pass out the **Workshop Pre-/Post-Test**. Give participants 10 minutes to complete the pre-test, then collect it.

Note: For more advanced groups, facilitators may wish to substitute more difficult questions in the pre-/post-test.

2c. You can either recreate **Workshop Flip Chart 1: Comfort Table** on a flip chart (recommended) or add the questions to the **Workshop Pre-/Post-Test**. If you recreate the comfort table on a flip chart, hand each participant six adhesive dots. Ask participants to place a dot in each space that most-closely reflects their current levels of comfort/familiarity with the topic indicated on the table.

Note: If you do not have adhesive dots, participants can use a felt tip marker to draw dots on the comfort table.

3. Introduction of participants

3a. Write the questions from **Task 1 Flip Chart 1 or Handout 1: Opening Session Getting-to-Know-You Sheet** on the flip chart or hand participants a copy of the handout.

3b. Ask each participant to write down the responses to the questions on a sheet of paper or on the handout.

3c. Ask participants to introduce themselves to someone they do not know.

3d. Then ask each participant to introduce the person they met to the rest of the workshop participants and facilitators.

Note: This is an opportunity to collect additional information from the participants that you may need for the training, such as behaviors they are working on or countries they know a lot about. Add these types of questions as you like to the flip chart or handout.

4. Expectations

4a. Show **Task 1 Flip Chart 2: Our Expectations**.

Note: Facilitators should review the expectations from the Learning Needs and Resources Assessments (LNRAs) prior to the start of the workshop. This also may be a good time to discuss the difference between information, education and communication (IEC); behavior change communication (BCC); and BC, especially if a participant mentioned development of IEC or BCC materials as a

workshop expectation. See the **Key Terminology** in **Appendix 2** for explanations.

- 4b. Ask a volunteer to read the flip chart.
- 4c. Ask participants if they want to add any other expectations to the list.
5. Workshop objectives
 - 5a. Review **Task 1 Flip Chart 3** or **Handout 2: DBC Workshop Objectives**.
 - 5b. Point out any of the expectations that will probably NOT be met during this workshop.
6. Workshop schedule
 - 6a. Write the workshop schedule on a flip chart, as listed earlier in this curriculum, and review it with the participants. Discuss any logistical issues (e.g., per diem, field work, meals).
7. Norms and procedures
 - 7a. Brainstorm with the group the norms and procedures the group wants to follow to create the best learning environment. Record these on a flip chart entitled **Norms and Procedures**.
8. Roles of the facilitators
 - 8a. Mention that many people may want to replicate the workshop for their colleagues. Ask that participants who intend to replicate this workshop raise their hands.
 - 8b. Explain that the facilitators will be modeling the Learning-Centered Adult Education (Vella) methodology during this workshop, and from time to time they will be making comments specifically about facilitation techniques.
9. Asking questions during the workshop
 - 9a. Set up a flip chart entitled **Parking Lot** for lingering questions and let participants know its purpose.

Workshop Pre-/Post-Test

Please circle the ONE best answer.

1. What elements must be considered in order to design effective behavior change strategies?
 - a. Priority Group, Bridges to Activities and evaluation methods
 - b. Priority Group, Influencing Groups, Bridges to Activities, Activities and indicators
 - c. Behavior, Priority Group, Influencing Groups, the most powerful Determinants, Bridges to Activities and Activities
2. What do we need to know about the Priority Group and Influencing Groups?
 - a. Demographics, what they like to do, what they want and whether they are at the beginning or the end of the stages of change cycle
 - b. Profession, age, marital status, family size, income, aspirations and readiness to adopt the behavior
 - c. What they do; what they know, feel and practice regarding the behavior; their common desires; readiness to adopt the behavior; what keeps them from doing the Behavior; and demographics
3. Which of the following is a clear, well-defined Behavior Statement?
 - a. Prevent drought by planting trees.
 - b. Fisher folk have nets with smaller holes.
 - c. Poultry raisers keep chickens enclosed (penned up) at all times.
4. Why is it important to study the perspective of the Priority Group and Influencing Groups of a behavior change initiative?
 - a. So we will be able to motivate them toward the desired Behavior
 - b. To convince them to increase their knowledge about the importance of the new Behavior
 - c. So other programs/organizations will not have to spend additional money to research their perspective
5. What is the Barrier Analysis or Doer/Non-Doer Study used for?

- a. To learn what barriers are keeping the Doers and Non-Doers from doing the Behavior
 - b. To identify which people are able to do the Behavior and which cannot
 - c. To show which Determinants are the most influential in motivating or preventing people from doing a certain Behavior
6. What is the connection between Determinants of Behavior and the Bridges to Activities?
- a. One is bigger than the other.
 - b. Bridges to Activities are less detailed and show the size of your target audience.
 - c. Bridge to Activity is a specific description of the direction in which a Determinant will go.
7. What is the connection between Determinants of Behavior and the selection of an Activity?
- a. Selection of an Activity should be based on the probability that the Activity will address all of the Priority Group's Determinants of Behavior.
 - b. The Determinants of Behavior may help us identify which Activities will be sustainable at the community level.
 - c. Activities should be selected that will directly address the most powerful Determinants and according to where individuals are in the Stages of Change.
8. What are the three most common Determinants of behavior change?
- a. Perceived consequences (positive and negative), perceived self-efficacy/skills, and perceived social norms
 - b. Perceived action efficacy, perceived social norms, and perceived consequences (positive and negative)
 - c. Perceived consequences (positive and negative), perceived divine will. and perceived social norms
9. Why is it important to identify in what stage of behavior change the Priority Group is?
- a. So you can plan a DBC strategy with Activities that correspond to where the majority of the Priority Group is in the process of change

- b. So you know what education/awareness-raising is needed
- c. To not waste time and resources

10. Which are the three most important criteria for selecting an appropriate Activity?

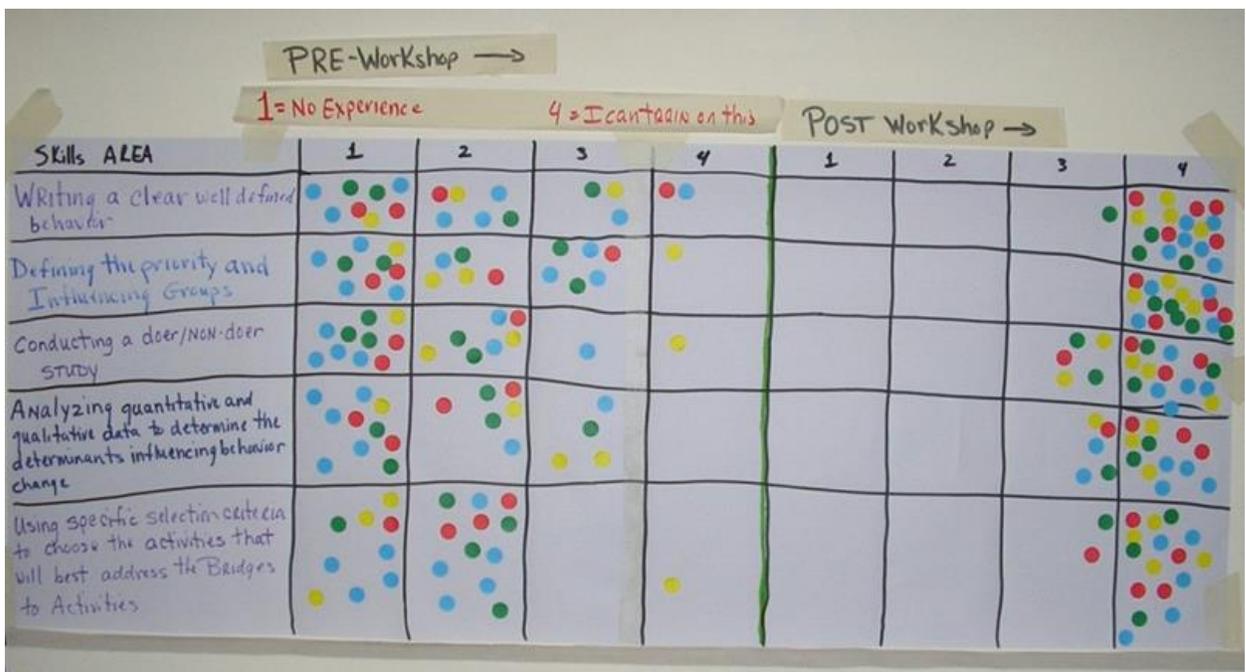
- a. Cost effectiveness, feasibility and sustainability
- b. Feasibility, receptivity of the Priority Group and relevance to the Determinant
- c. Agrees with Ministry policy, sustainability and organizational capacity

Workshop Flip Chart 1 (Optional) Comfort Table

Skills Area	Pre-Workshop Comfort Level					Post-Workshop Comfort Level				
	1	2	3	4	5	1	2	3	4	5
Defining the Priority and Influencing Groups of a behavior change strategy										
Writing a clear, well-defined Behavior Statement										
Conducting a Doer/Non-Doer Study										
Analyzing quantitative and qualitative data to determine the Determinants influencing behavior change										
Using specific selection criteria to choose the Activities that will best address the Bridges to Activities										

Scale: 1 = not comfortable, 2 = a little comfortable, 3 = moderately comfortable, 4 = comfortable, 5 = very comfortable

Note: Facilitators can ask the participants to complete this flip chart using the adhesive dots as they enter the room at the start of the workshop. An example of how the Comfort Table could look on a flip chart is provided in the photo, below.



Task 1 Flip Chart 1 or Handout 1 Opening Session: Getting-to-Know-You Sheet

This sheet also can be done on notebook paper.

Name:

Job title and brief description:

Experiences with behavior change strategy design:

Favorite color or animal:

Something I love:

A place I'd like to visit:

Task 1 Flip Chart 3 or Handout 2 DBC Workshop Objectives

By the end of the workshop, participants will have:

- Analyzed the different components of the DBC Framework and practiced completing each of these components based on real or sample data
- Utilized the results from formative research to identify barriers and motivators (key Determinants) affecting behavior change in a specific Priority and Influencing Groups
- Applied the DBC Framework to their own programs or to a case study to develop strategies informed by formative research results
- Modified the components (the Behavior Statement; description of the Priority Group; and selection of Determinants, Bridges to Activities, and Activities) of their DBC Frameworks according to the feedback from peers and facilitators to improve the quality and increase the potential success of their behavior change strategies

TASK 2: INTRODUCTION TO BEHAVIOR CHANGE: OUR ROLES AND THE PROCESS OF PLANNED CHANGE

Achievement-Based Objectives

By the end of this task, participants will have:

- Cooperatively ordered the steps related to the Process of Planned Change
- Identified the potential actions of the community member during this process
- Recognized their role as change agents in this process
- Linked the five stages in the process of planned change to their roles as behavior change agents

Time

1 hour 55 minutes

Materials

- Lots of wall space and tape for each group
- Process of Planned Change game found in Appendix 1: One set per group (five to six people per group): This game includes a set of cards/sheets for steps in planned change, one set for the change agent role and one set for the community members' actions. The sets of cards/sheets should be out of order when given to the participants.
- Task 2 Handout 1: Answer Key for the Process of Planned Change Game and the Five Stages of Change
- A set of the Five Stages of Change on sheets (pre-awareness, awareness, preparation, action, maintenance)
- Key Terminology found in Appendix 2 (for those who did not receive it before the workshop)

Steps

I. Reflecting on behavior change (BC)

- Ia. Explain that before we look at how we can more effectively design BC strategies in our programs it is important to look inward to our own personal experiences. Let us see what we can learn from our efforts to change our own behavior.
- Ib. Ask participants to individually remember a change they made (or tried to make) in their own lives, such as brushing their teeth more frequently or washing their hands with soap, then try to recall the things they did to make and secure that change. Finally, reflect on the success of the change.

1c. Next, ask a few people to share their reflection, asking:

- What was the change you made/tried to make?
- What did you do to facilitate the change?
- How easy or difficult was it?
- What made it easier/more difficult?
- How long did the change take?
- Were you successful in making the change? Why? Why not?

1d. Point out that some change comes about easily and does not need to be planned for, whereas other behavior changes are more difficult and need to be planned. In our jobs we are all agents of planned BC and, as such, need to be cognizant of the steps in the Process of Planned Change and our role in that process.

2. Identifying the steps in the Process of Planned Change, our roles and the community's role

2a. Divide the participants into small groups of about five people each and pass out the first set of sheets for the **Process of Planned Change Game** found in **Appendix I**. The first set contains the steps for achieving change. Give the groups the first set (and the remaining two sets) out of order and instruct participants to tape the steps on the wall in the order that makes sense to the small group.

Note: The three sets in **Appendix I** are placed in the order they should be in once participants have properly organized them. When preparing for the game, the facilitator will need to pull each set out of the final order and give participants one set at a time (scrambling the order)

2b. Once the group has ordered the first set of sheets, distribute the second set, explaining that these represent the community's action (the changer). They should put these sheets in order underneath the steps for achieving change they have already posted.

2c. Next, hand out the third set of sheets, explaining that these represent the role of the change agent. Participants should put these sheets in order underneath the changer's sheets. When finished, the steps should be lined up with the corresponding roles/actions of the community and change agent underneath each step.

2d. Once all the groups finish posting the three sets, ask them to visit the others' displays and compare their results. Then show participants the correct orders.

The answer key to the Process of Planned Change Game is found in **Task 2 Handout 1: Answer Key for the Process of Planned Change Game and the Five Stages of Change.**

2e. The facilitator will lead a discussion of the change process, asking such questions as:

- What did you learn from this exercise?
- Does everyone in a community or Priority Group go through the Stages of Change at the same pace?
- Once a person reaches a certain stage of change, does he or she ever regress to a prior stage?
- Does BC happen more effectively if it is planned or if it is unplanned?
- Do you think the changes you want your Priority Group and Influencing Groups to make will happen during the life of the program without a structured plan?

3. Five stages of BC

3a. Ask the participants if they have ever heard of the five Stages of Change, which are:

- Pre-awareness
- Awareness/contemplation
- Preparation/decision-making
- Action
- Maintenance

Note: Mention that sometimes the first two stages are referred to as the “pre-contemplation” and “contemplation” stages.

3b. If participants have heard of the five Stages of Change, ask them to name the stages and post a card on the wall with the name of that step. If not, then introduce the stages on five cards with the names of the stages listed in Step 3a. Explain that formative research can be used to identify communities’ and individuals’ current stages of BC. This knowledge helps in the development of better design strategies.

3c. Make the correlation between the five Stages of Change and the three sets of cards that participants just organized in the Process of Planned Change Game. This correlation is displayed in **Task 2 Handout 1: Answer Key for the Process of Planned Change Game and the Five Stages of Change.**

3d. **Optional:** To get practice in the preparation stage (a stage most people are less comfortable with), ask each small group to identify a Behavior they are all familiar with and name one or two things that fall into the preparation stage.

3e. Ask participants: Are most people aware that smoking is bad for their health? Explain that if most people in a community are already aware and knowledgeable about a problem and/or a solution, you do not need to spend a lot of time on education and awareness-raising. Explain that baseline Knowledge, Practice and Coverage (KPC) surveys are a good tool to identify in which stage of BC the majority of the target population is. Once we know this, then we need to design for BC, using a BC planning tool called the Designing for Behavior Change, or DBC, Framework.

4. Distribute the **Key Terminology** list found in **Appendix 2** to participants who do not have their copies with them and clarify participants' questions.

Note: If facilitators plan to answer participants' questions during the ensuing tasks, provide a brief response and inform participants that the upcoming tasks will help to further elucidate these responses. If possible, leave the five Stages of Change taped to the wall during the workshop so we can refer back to the process later on.

Task 2 Handout 1

Answer Key for the Process of Planned Change Game and the Five Stages of Change

1. Pre-Awareness (Pre-Contemplation)
 2. Awareness (Contemplation)
 3. Preparation
 4. Action
 5. Maintenance

	➔						
Steps to Achieving Change	Identify the problem.	Study the alternatives and look for more information.	Obtain new skills and access to resources and support.	Try out the new practice.	Reflect on and reinforce the new practice.	Continue the practice with support.	Celebrate your success.
Changer 	I don't see a problem.	There might be a problem but I need more information and alternatives.	I'm ready to try something new, but there are obstacles.	I am trying the new practice but I'm still not 100% certain of the outcome.	With support and encouragement from my family and community I can succeed!	I need to keep trying until the change becomes a habit	Yes! I can do it!
Change Agent 	I will facilitate an activity to help the participants identify the problem.	I will facilitate an activity to help the participants identify alternatives for solving the problem and provide them with more information.	I will facilitate an activity to help the participants identify how to overcome the obstacles and organize access to resources.	I will facilitate a discussion on the benefits of adopting the new practice to encourage permanent change.	Continued reinforcement and support are needed for change to be permanent.	Monitor the change to provide needed support and information.	Recognize and celebrate the success of a positive change in behavior.

TASK 3: OVERVIEW OF THE DBC FRAMEWORK

Achievement-Based Objectives

By the end of this task, participants will have:

- Identified the different parts of the Designing for Behavior Change (DBC) Framework
- Indicated the steps to follow in designing a behavior change (BC) strategy
- Reviewed key points to consider when making the key decisions
- Reviewed a completed DBC Framework

Time

1 hour

Materials

- Task 3 Flip Chart 1: DBC Framework (the words should be initially covered up the revealed during Step 2b)
- Task 3 Flip Chart 2: Definitions of the Five DBC Decisions
- Task 3 Handout 1: Blank DBC Framework
- Task 3 Handout 2: Examples of Completed DBC Frameworks (agriculture and natural resources [ANR] program examples: poultry management and reforestation; maternal and child health and nutrition [MCHN] program example: exclusive breastfeeding)
- Task 3 Handout 3: Planning Guide: Steps in the DBC Process
- Task 3 Handout 4: The Five Principles

Steps

1. Introduction: Elements of a behavior change strategy
 - 1a. Ask the participants: Based on your current programs, what are some of the key elements you should consider when you are designing the program's BC strategy?
 - 1b. As participants mention anything related to the five decisions (Behavior, Priority Group or Influencing Groups, Determinants, Bridges to Activities, and Activities), write these down on the flip chart. List all valid responses, regardless of whether they are included in the DBC Framework. Congratulate the participants for creating an even more detailed framework.
2. The DBC Framework

- 2a. Introduce the framework by saying that a tool has been developed to help us think about the different things that need to be considered when designing and reviewing a BC strategy. This tool is the DBC Framework.
- 2b. Show the framework on **Task 3 Flip Chart 1: DBC Framework**. Point out the different parts of the chart as you reveal each decision, making reference to any corresponding responses provided by the participants in Step 1. Ask participants to follow along on their copies of **Task 3 Handout 1: Blank DBC Framework**.
- 2c. Explain each of the five decisions using **Task 3 Flip Chart 2: The Five DBC Decisions**, which contains brief descriptions of each decision. Briefly explain a bit about each decision and how all relate to one another.
 - **Behavior:** In the DBC Framework, the Behavior should mention who needs to do the Behavior and list all specifics, such as the quantity, frequency and duration. The Behavior must be very specific, measurable and observable. Examples of Behavior Statements include: women who own chickens keep them enclosed (penned up) at all times, mothers of children U5 plant home vegetable gardens, farmers with hilly land plant trees on the hillsides, parents of children 0 – 59 months defecate in a latrine every day. A Behavior Statement is written in the present tense and does not include the word “all” or any percentages. . A Behavior is also often referred to as a “practice,” and when Behaviors or practices are done often enough they become a “habit.”
 - **Priority Group and Influencing Groups:**

Priority Group refers to the group of people that we are encouraging to adopt the Behavior. While the Priority Group usually is found in our target communities (e.g., mothers, farmers), the DBC Framework also can be used to promote Behaviors among service providers, either employees or volunteers (e.g., extension agents, health promoters). We define the Priority Group in six different ways that help us know how to plan appropriate and effective program Activities for them. We will discuss the six different ways in-depth in **Task 5**.

The **Influencing Group** is the group that the Priority Group identifies as having the most influence regarding the Priority Group’s adoption of the Behavior. Typically there are only one or two Influencing Groups. If their influence is very strong, we should also describe them in the six ways.

Note: To learn who our Influencing Groups are we must conduct research on our Priority Group (which we will discuss later).
 - **Determinants:** Determinants represent a person’s feelings, beliefs or other elements within his or her environment that can support him or her to do a

Behavior or prevent him or her from doing a Behavior (e.g., lack of access to materials to build a fence or cage for poultry). We can only learn which of these are the most influential by conducting research (i.e., interviewing members of the Priority Group).

- **Bridges to Activities:** Note that Bridges to Activities used to be called “key factors”. Based on the responses given by the Priority Group during the formative research (Barrier Analysis or Doer/Non-Doer Study), Bridges to Activities are more specific descriptions of what one should do to address the issue revealed by the research. A Bridge to Activity usually begins with a directional verb (e.g., increase, decrease, improve, reinforce) and often proposes to change the perception of the Priority Group. It is not expressed in percentages. There is always at least one Bridge to Activity written for each Determinant found to be important to the chosen Behavior.
- **Activities:** Activities are tasks that program implementers plan, organize and/or conduct, usually with the Priority Group or Influencing Groups, in order to address the Bridge to Activities. Activities start with an action verb. For example, “Offer a small loan to one entrepreneur per village to produce and sell quality, affordable chicken feed” or “Create additional sale points of wire mesh.”

2d. Explain that although there is no column for identification of the problem, it is understood that this step has to preclude the identification of the Behavior. This is because the Behaviors are those actions that science (usually) tells us will resolve the problem. For example, exclusive breastfeeding (EBF) and complementary feeding are Behaviors that address malnutrition directly and child morbidity and mortality indirectly.

- Ask participants: At what point are the problems identified? They should answer: during the situation analysis or proposal development stage and sometimes at the detailed implementation stage, and/or during baseline data collection. Post a sign that says “Problem Identification” to the left of the Behavior column on the flip chart to clarify this.
- Distribute **Task 3 Handout 2: Examples of Completed DBC Frameworks** and ask participants to refer to a specific framework as you walk them through the example, addressing any questions. Facilitators can select the example they would like to review ahead of time.

2e. Distribute **Task 3 Handout 3: Planning Guide: Steps in the DBC Process**. Review it with participants and address questions about each step.

3. Summarize by discussing **Task 3 Handout 4: The Five Principles** and respond to questions.

Task 3 Handout/Flip Chart 1 Blank DBC Framework⁴

Behavior ^A	Priority Group or Influencing Groups ^B	Determinants ^C	Bridges to Activities ^D	Activities ^E
To promote this Behavior...	...among this audience... (circle one) Priority Group: Influencing Groups:	...we will research these Determinants... *These can only be determined by conducting research studies.	...and promote these Bridges to Activities (priority benefits and priority barriers)...	...by implementing these Activities.
Indicator:				Indicators:

- A. What is the specific, feasible and effective **Behavior** to promote?
- B. Who are the **Priority Groups** and **Influencing Groups**? (Describe in six ways.)
- C. What are the most important **Determinants affecting this Behavior with this group**? (The Determinants are: perceived self-efficacy/skills, perceived social norms, perceived positive consequences, perceived negative consequences, access, cues for action/reminders, perceived susceptibility, perceived severity, perceived divine will, policy, and culture.)
- D. Which **Bridges to Activities** need to be promoted?
- E. Which **Activities** will be implemented to address the Bridge to Activities

⁴ The DBC Framework is adapted from AED's BEHAVE Framework.

Task 3 Handout 2

Examples of Completed DBC Frameworks

Example 1 for Agriculture and Natural Resource Management (ANRM) Programs: Poultry Management

Behavior	Priority Group or Influencing Groups	Determinants	Bridges to Activities	Activities
<p>Targeted adult men and women who raise chickens keep them enclosed (penned up) at all times.</p> 	<p><u>Demo:</u> Adult men and women from families who raise chickens. all have children U 2 yr. or a pregnant or lactating woman at program start-up. They live in rural villages , Men and women are somewhat literate;</p> <p><u>Common Desires:</u> They all want food security, well-being and education for their children.</p> <p><u>Current Practices:</u> Chickens wander freely and sleep in trees. They think chickens will not have enough to eat if they are penned up; they do not know affordable ways to make chicken coops.</p> <p><u>Stage of Change:</u> awareness stage.</p>	<p><u>Negative Consequences:</u></p> <ul style="list-style-type: none"> • chickens will stop laying • it will be more effort and more expensive to give chickens food and water <p><u>Positive Consequences:</u></p> <ul style="list-style-type: none"> • They will not lose chickens to wild animals • Less loss due to illness • Chickens will not damage crops and gardens • It is easy to • vaccinate them • can use manure for fertilizer <p><u>Access:</u></p> <ul style="list-style-type: none"> • Lack of materials to 	<ol style="list-style-type: none"> 1. Reduce the perception that chickens will stop laying eggs if they are penned up. 2. Reduce the perception that it takes more effort/expense to care for penned up chickens. 3. Increase the perception that it will be economically beneficial to keep chickens penned up. 4. Increase access to low-cost fencing materials and skills for adapting local materials. 	<ol style="list-style-type: none"> 1. Create 1 demonstration site per village where families can observe the survival of penned chickens and the ability of chickens to adapt to the enclosed environment with cost-benefits displayed. 2. Provide improved feed, clean water and vaccine to all poultry. <p>1 and 2. Train agriculture volunteer promoters in poultry care (feed, water, vaccine) and construction of pens and cages using locally available materials. Monitor and reinforce their ability to transmit skills to others.</p> <ol style="list-style-type: none"> 2. Reinforce the benefits of enclosing poultry by distributing a calendar with one benefit shown per month. 3. Provide technical assistance

Behavior	Priority Group or Influencing Groups	Determinants	Bridges to Activities	Activities
		build a fence or cage • Cost of chicken feed		and a small loan to one entrepreneur per village to produce and sell quality, affordable chicken feed, and water and feed containers made of local or recycled materials. 3. As demand increases, program agronomists will work with local vendors to sell wire mesh.
Indicator: Percentage of households that raise chickens and keep them enclosed at all times		Indicators: <ul style="list-style-type: none"> • Number of successful demonstration sites implemented • Number of visitors to demonstration sites • Number of families adopting one or more improved poultry care practices aside from enclosing poultry • Number of entrepreneurs selling chicken feed 		

Example 2 for Agriculture and Natural Resource Management (ANRM) Programs: Reforestation

Behavior	Priority Group Or Influencing Group	Determinants	Bridges To Activities	Activities
<p>Targeted farmers farming on sloped land plant trees on the hillsides of their land.</p>  <p>A61</p>	<p>Demo: Adult farmers, men and women, who farm on hilly land</p> <p>Minimal literacy</p> <p>Make their living from subsistence farming and seasonal migration to labor</p> <p>Own less than 4 hectares of land, but some of it is hilly and some of the land is eroded</p> <p>Common Desires:</p> <p>Want their children to have a better life and work off the farm</p> <p>Want to end the seasonal migration</p> <p>Want stable supply of staple foods</p> <p>Common Practices:</p> <p>Believe that it will take too long to see the fruits of their labor if they spend the time to plant trees now that their farms are providing fewer harvest results each year</p> <p>Some have planted trees,</p>	<p><u>Positive consequence:</u></p> <ul style="list-style-type: none"> Believe that planting trees leads to future firewood and building material, controls erosion and landslides, prevents climate change, and can increase fruit production <p><u>Negative consequences:</u></p> <ul style="list-style-type: none"> Believe they will lose investment of time and effort because saplings die Believe tree planting diverts time from planting food crops Believe the trees will hinder crop production by making shade and taking water 	<ol style="list-style-type: none"> Reinforce the perception that the eventual benefits of planting trees are worth the effort today. Increase the perception that if they know how to properly plant and care for trees that they will not die. Decrease the individual time needed to plant trees Reduce the threat to crop production by identifying other places to plant trees. 	<ol style="list-style-type: none"> Municipal officials promote fruit trees rather than Neem trees; provide awards to families who plant/maintain a certain number of trees until they are well-established (also could be done at the community level); and assure there is a long-range plan for financing and maintaining the municipal tree nurseries that provide free or low-cost seedlings, including those for fruit trees. Conduct short demonstrations on tree planting in each sector, including appropriate technology containers for drip irrigation. Repeat the demonstrations in the schools when they plant trees. Mobilize families to spend one day a year planting on communal mountainside land as a social event. Organize families to take

Behavior	Priority Group Or Influencing Group	Determinants	Bridges To Activities	Activities
	<p>but most feel it is a waste of time, effort and resources</p> <p>Most are aware o the problem of erosion</p> <p>Some have learned about tree planting</p> <p><u>Influencing Group:</u></p> <ul style="list-style-type: none"> • Municipal authorities 			<p>turns watering and maintaining the plantings (could use Food for Work as an incentive for this).</p>
<p>Indicator: Percentage of households planting at least ___ trees per year</p>	<p>Indicators:</p> <ul style="list-style-type: none"> • Number of demonstrations conducted in each sector and school in the target area before planting time each year (training session held at a regional teacher training institute) • Number of seedlings that survive the dry season 			

Example 3 for Maternal and Child Health and Nutrition (MCHN) Programs: Exclusive Breastfeeding (EBF)

Behavior	Priority Group or Influencing Groups	Determinants	Bridges To Activities	Activities
<p>Mothers only give breast milk to their children from birth to 6 months of age.</p> 	<p>Demo: Burundian mothers with children 0–6 months of age; Live in rural setting; Majority are illiterate</p> <p>Daily Routine: Go to church on Sunday morning; Are busy with daily chores</p> <p>Common Desire: Want to be perceived as good mothers and wives</p> <p>Common Practices: After 3 months, they think they do not have enough milk to breastfeed</p> <p>Exclusively breastfeed until 4 months, but give other foods at that time</p> <p>Stage of Change: Majority are in partial action stage</p> <p>Influencing Groups:</p> <ul style="list-style-type: none"> Mothers-in-law 	<p><u>Negative consequences:</u> don't know the relationship between EBF and malnutrition</p> <p><u>Divine will:</u> question whether their religious leaders/ traditions support this behavior</p> <p><u>Social norms:</u> believe that their mothers, mothers-in-law and husbands do not approve of EBF)</p> <p><u>Action efficacy:</u> believe that the child will be hungry if not fed other foods at 4 months of age</p>	<ol style="list-style-type: none"> Increase the perception that a child who is not exclusively breastfed can become malnourished. Increase the perception that religious leaders and religious traditions approve of EBF. Increase the perception that their mothers-in-law approve of EBF. Decrease the perception that a child will be hungry or lacking in nutrition if they are exclusively breastfed. 	<ol style="list-style-type: none"> Invite mothers with children with good health/weight who do EBF to give testimonials on EBF at meetings in the community/ health facilities (following postnatal care and growth monitoring and promotion sessions). In household meetings, use growth charts to show the difference between several children growing well who are exclusively breastfeeding and contrast them to other children who are losing weight who are not EBF. Give pastors/priests/imams sermon guides on EBF and train them in their use. Ask Care Group Volunteers (CGVs) to include mothers-in-law when teaching mothers of young children about EBF. Explain to mothers (via CGVs and household visits) that children cry for many reasons, and crying does not always mean the child is hungry. Use growth charts to show mothers that many children who cry a lot (identify cases ahead of time) are still growing well and therefore are not lacking adequate nutrition. Teach mothers a step-by-step process for comforting a crying baby (http://www.hugyourbaby.org/).

Behavior	Priority Group or Influencing Groups	Determinants	Bridges To Activities	Activities
<p>Outcome Indicator: Percentage of targeted mothers who only give breast milk to their infants from birth to 6 months of age</p>		<p>Process Indicators:</p> <ul style="list-style-type: none"> • Number of women who heard testimonials • Number of pastors trained • Number of radio spots • Number of CGV and household visits that focus on crying children and EBF • Number of mothers trained to comfort a crying child 		

Task 3 Handout 3

Planning Guide: Steps in the DBC Process

1. Define the ideal Behavior (well-written Behavior Statement).
2. Identify and describe the priority audience (demographics).
3. Select appropriate research methods (e.g., Barrier Analysis, Doer/Non-Doer Study).
4. Carry out the research (to identify the most important Determinants).
5. Analyze the findings.
6. Use your findings to add more detail to the definition of the priority audience (the six ways).
7. Identify the most powerful Determinants that facilitate or impede the change (according to Barrier Analysis or Doer/Non-Doer Study results).
8. Describe the Influencing Groups.
9. Write the Bridges to Activities that link to the Activities.
10. Choose Activities for the program that address the Bridges to Activities (follow the criteria for selecting Activities).
11. Establish indicators to monitor effectiveness (not described in this training).
12. Complete the behavior change strategy with details for implementation (e.g., time lines, budget, training plans).
13. If necessary (if communication activities are identified as part of the strategy), develop a communication plan.

Task 3 Handout 4

The Five Principles⁵

1. Action is what counts (not beliefs or knowledge).
2. Know exactly who your Priority Group is and look at everything from its point of view.
3. People take action when it benefits them; barriers keep people from acting.
4. All your Activities should maximize the most important benefits and minimize the most significant barriers.
5. Base decisions on evidence, not conjecture, and keep checking.

⁵ The Five Principals handout is adapted from materials originally developed by AED.

TASK 4: SELECTING AND DEFINING THE FEASIBLE AND EFFECTIVE BEHAVIOR: STEPS 1, 2 AND 3

Achievement-Based Objectives

By the end of this task, participants will have:

- Assessed the appropriateness of the Behaviors they mentioned on their Learning Needs and Resource Assessments (LNRAs)
- Written a well-defined Behavior Statement
- Assessed the relative difficulty of various Behaviors

Time

2 hours 20 minutes

Materials

- Task 3 Flip Chart 1: DBC Framework
- Task 3 Flip Chart 2: Definitions of the Five DBC Decisions
- Task 4 Flip Chart 1: What is a Behavior?
- Examples of indicators from Indicator Performance Tracking Tables (IPTTs) or Logical Framework, especially if participants do not have any with them

Facilitator's Notes

At some point toward the middle of this task, provide participants with a 15 minute break.

Steps

1. Introduction

- 1a. Explain that we will now begin to examine each part of the Designing for Behavior Change (DBC) Framework individually and in more detail. As we do so, we will be doing some exercises and we will be developing our own DBC Frameworks.

2. The Behavior Statement

- 2a. Point to **Task 3 Flip Chart 1: DBC Framework**, still on the wall, and explain that we are now working on the first decision: What is the Behavior we want to design a strategy for, using the DBC Framework?

- 2b. Ask participants: Why is it important that we define a Behavior clearly and in a certain way? Their response should be: So that we all agree on what change we are striving for and we will know how to plan for and monitor the change.
- 2c. Repost **Task 3 Flip Chart 2: Definitions of the Five DBC Decisions** and post **Task 4 Flip Chart 1: What is a Behavior?** and explain that in a DBC Framework the Behavior is usually formulated as:
 - 1) Audience
 - 2) Action verb in present tense
 - 3) The details (e.g., frequency, quantity, duration...)

Example: Pregnant women attend four antenatal care (ANC) consultations, the first of which is during the first trimester of pregnancy.

- 2d. Ask participants how we know which Behaviors or practices their programs are promoting. Responses should eventually lead to program indicators and the IPTT, Logical Framework or Results Framework as a list of Behaviors/practices, depending on the type of programs the participants are working on.

3. Defining Behaviors and writing Behavior Statements

- 3a. Divide participants into small groups and assign each group an equal number of indicators from their IPTTs, Design Frameworks, or monitoring and evaluation (M&E) plans. For each indicator, they must decide whether it describes a Behavior, if it is a composite of Behaviors or it needs further definition.
- 3b. Help the whole group work through this example before starting their small group work.

Example IPTT indicator: Percentage of households with adequate post-harvest storage

Ask participants: Is this a Behavior according to the definition on the flip chart? Why or Why not? What is the Behavior or are the Behaviors underlying this indicator?

Answers should include: The Behavior is building pest-proof post-harvest storage facilities or purchasing a storage silo. Ultimately, our goal is one of these options, so that is the Behavior we want to promote.

Ask participants how this could be written as a Behavior Statement that meets the criteria on the flip chart and to write the new Behavior Statement.

- 3c. The small groups continue the process of reviewing the assigned IPTT/Design Framework indicators, assessing them against the definition and writing accurate Behavior Statements on flip chart paper.

- 3d. When the groups have finished, have them present their statements to the large group. As the small groups share, compare the various responses of fellow participants with the definition of a Behavior, rewriting, if necessary.
- 3e. **Alternative:** If most people do not have an IPTT/Design Framework to work with, the Behaviors are already clearly written or you want to provide more opportunities to write clear Behavior Statements, chose one of the following options.
- List or pass out examples of poorly worded behaviors (from LNRA's perhaps) and have groups/individuals reword them correctly.
 - List/pass out categories of Behaviors and ask groups/individuals to write corresponding Behavior Statements. Examples of Behavior categories include agriculture, animal husbandry, natural resources, child nutrition, maternal nutrition, reproductive health, HIV/AIDS, malaria and hygiene.
 - Ask groups/individuals to share their Behavior Statements from these optional exercises and correct them as needed.

Task 4 Flip Chart 1

What is a Behavior?

A Behavior⁶ is...

1. An action
2. Observable
3. Specific (time, place, quantity, duration, frequency)
4. Measurable
5. Feasible

Note: Do a DBC Framework only on Behaviors that are directly linked to an improved outcome.

⁶ When a Behavior is related to someone's work (e.g., a health worker checking for danger signs in a child) or is part of the agriculture field, it can also be called a "practice". These terms can be used interchangeably.

DAY ONE EVALUATION (FLIP CHART⁷ OR HANDOUT)

Please indicate your overall satisfaction with each of the tasks you participated in today, and offer any ideas you have on how to improve these tasks.

Task 2: Introduction to Behavior Change: Our Roles and the Process of Planned Change

Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
1	2	3	4	5

Suggestions for improving this task:

Task 3: Overview of the DBC Framework

Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
1	2	3	4	5

Suggestions for improving this task:

Task 4: Defining and Selecting the Feasible and Effective Behavior: Steps 1, 2 and 3

Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
1	2	3	4	5

Suggestions for improving this task:

Most useful thing about today:

The thing I'm still confused about:

⁷ Using a flip chart is recommended since you might follow a different schedule of tasks.

WORKSHOP DAY TWO

REVIEW EXERCISE: SING IT!

Achievement-Based Objectives

By the end of this task, participants will have:

- Created and sung a song about things they learned the previous day
- Reviewed the schedule and objectives for the day

Time

40 minutes

Materials

- Schedule for the day
- Objectives for the day
- Summary of comments from Day One Evaluation



Steps

1. Arrange participants in teams of five people each. Ask the teams to compose a song that captures the ideas covered the day before.
2. Participants will have 10 minutes to compose the song. Each team will perform its song for the group.
3. Review the schedule and objectives of the day with the participants.
4. Present a summary of the participants' comments from Day One's evaluation. If necessary, make adjustments in the schedule and address participants' questions.

TASK 4: SELECTING AND DEFINING THE FEASIBLE AND EFFECTIVE BEHAVIOR STEPS 4 AND 5

Achievement-Based Objectives

By the end of this task, participants will have:

- Assessed the relative difficulty of various Behaviors

Time

30 minutes

Materials

- Task 4 Flip Chart 2: T-Chart with Easy and Hard Behaviors
- Flip chart paper and markers for small groups
- Task 4 Flip Chart 3: Task Summary Points

Steps

I. Behavior scales

- Ia. Ask the participants how many Behaviors their current program is promoting.

Ask participants: Among all of these Behaviors, how should you decide which one(s) you will use the Designing for Behavior Change (DBC) Framework to design a behavior change (BC) strategy for?

The response should be: If you cannot do one for each Behavior (which would be ideal, but difficult for most), options might be to use it for Behaviors that are particularly hard to change, that have not changed in the past despite promoting change, or for which you are unsure of which determinants are important.

- Ib. Ask the participants to name a Behavior from their program that would be easy to adopt. Then ask them to name one that would be hard to adopt. Write these on the flip chart.

Ask participants: Why is one hard and the other easier? When the participants explain, transform their response into the comparative phrases we are looking for and write those on **Task 4 Flip Chart 2: T-Chart with Easy and Hard Behaviors**, which should have two columns: one for easy Behaviors and one for hard Behaviors. Introduce the idea that some Behaviors have characteristics that make them more difficult to adopt and promote than others, and as change agents we need to keep this in mind when we are choosing the Behaviors to promote.

Ask participants: Why is this important? They should respond: The harder the Behavior, the more challenging it is to promote and the more time is needed to enact change.

- Ic. Working with the large group and continuing to use **Task 4 Flip Chart 2**, generate a list of characteristics that would make a Behavior either easier or more difficult to adopt/promote. Write these characteristics on the T-chart.
- Id. For each characteristic, ask participants to also share one example of a Behavior with that characteristic.

Prompt participants until all of the following Behavior characteristics are listed (use this list for the T-chart):

Easier to Adopt	More Difficult to Adopt
One time	Ongoing or frequent
No skill	Complex skills
Immediate positive result	Delayed result (or immediate negative result)
No cost	High cost
Little time	A lot of time
Fits with social norms	Against social norms
Resources always available	Resources seldom available
Requires one person	Requires many people
Single step	Multiple steps
Low tech	High tech

Ie. Wrap up this activity, saying that analyzing the ease or difficulty of a Behavior can help program implementers decide which Behaviors to use the DBC Framework for, if it is not possible to use the framework for them all.

- 2. Conclude with a brief discussion about ways to involve the community in identifying the best ways to promote a behavior. Occasionally during the life of a program, community input into selecting the right Behaviors to adopt may arise. Options for this may include using focus group discussions (FGDs) concerning things they want to change or data from their community from a Positive Deviance Inquiry (PDI) or Trials of Improved Practices (TIPS).

Summarize the main points of the session and write these on **Task 4 Flip Chart 3: Task Summary Points** as you go:

- People’s actions are what counts.

- The Behavior must be observable, measurable, context-specific, feasible and contribute to a positive outcome (effective).
- Use data when defining the Behavior you will promote; do not guess!
- Seek community input into identifying the best ways to promote a Behavior. Get buy-in right from the start!

Task 4 Flip Chart 2

T-Chart with Easy and Hard Behaviors

Easy Behaviors to Adopt	Hard Behaviors to Adopt

TASK 5: THE PRIORITY GROUP AND INFLUENCING GROUPS

Achievement-Based Objectives

By the end of this task, participants will have:

- Practiced identifying different points of view
- Described a Priority Group and/or Influencing Groups in six ways
- Described how Priority Group and Influencing Group characteristics influence the choice of behavior change (BC) strategy

Time

2 hours 35 minutes

Materials

- Task 3 Flip Chart 1: DBC Framework
- Task 3 Handout 2: Examples of Completed DBC Frameworks
- Task 5 Flip Chart 1: What are Priority and Influencing Groups?
- Cards indicating a Behavior and Priority Group or Influencing Groups
- Task 5 Handout 1: Six Ways to Describe Your Priority and Influencing Groups
- Task 5 Handout 2: Example of Six Ways to Describe Your Priority Group
- Task 5 Handout 3: Blank Worksheet: Six Ways to Describe Your Priority Group
- Picture(s) of some people to use in the exercise and an LCD screen or printouts of the pictures

Facilitator's Notes

At some point toward the middle of this task, provide participants with a 15 minute break.

Steps

I. Introduction

- Ia. Explain that we are continuing to work on the Designing for Behavior Change (DBC) Framework. Refer the participants back to the **Task 3 Flip Chart 1: DBC Framework** still on the wall and ask them which part of the DBC Framework we are now working on. The response should be: The Priority Group and Influencing Groups.

2. The Priority Groups and Influencing Groups

2a. Let's look more closely at the second decision of the DBC Framework.

Ask participants: Who are the Priority Groups and Influencing Groups?

Refer participants to **Task 5 Flip Chart 1: What are Priority and Influencing Groups** and review the meanings of both terms. Also refer them to the **Task 3 Handout 2: Examples of Completed DBC Frameworks**.

2b. Explain that the Priority Group is made up of the individuals responsible for doing the Behavior. Sometimes there is confusion when the Behavior is done to a child (e.g., breastfeeding, vaccination, sleeping under a mosquito net). In this case the mother or caregiver is the Priority Group.

2c. The Influencing Group is the group that most directly influences or controls the action of the Priority Group with regard to the Behavior. There may be many people we would like to influence the Priority Group, such as extension agents or health workers, but we need to prioritize the people that are currently having the most direct influence on the Priority Group with regard to our key Behavior (e.g., fellow farmers, mothers-in-law). You can identify the Influencing Group by conducting research among the Priority Group.

3. Priority and Influencing Group characteristics and the implications

3a. Explain that to design an effective BC strategy, you need to know your Priority Group very well and take into consideration the context in which the Behavior will be practiced. We use the Priority Group column of the DBC Framework to describe the target audience in as much detail as we can so we can use this information when we design or select the most effective Activities to promote the Behavior.

3b. Ask participants to look at the **Task 3 Handout 2: Examples of Completed DBC Frameworks** and read the descriptions of the Priority Groups. Ask participants what they notice about the descriptions.

3c. Distribute **Task 5 Handout 1: Six Ways to Describe Your Priority and Influencing Groups**. Explain that the more specifically you can describe your Priority Group and Influencing Groups the more effectively you will be able to design your intervention. There are six categories of description as shown on this handout. Explain each of the six categories, giving the definition. Explain that the first three categories are NOT related to the Behavior directly, whereas the last three categories are related to the Behavior.

3d. Ask one volunteer to read **Task 5 Handout 2: Example of Six Ways to Describe Your Priority Group**. While reviewing the example, ask the group how the BC strategy designer would take the information into consideration

when designing a BC strategy. For example, if the Priority Group is not literate, then written materials should not be used. If they do not listen to the radio, then this channel of communication will not be most effective. If the group is primarily Muslim, then no activities should be conducted on Friday afternoon. Remind participants that the first three categories are independent of the Behavior being promoted, whereas the last three categories are related to the Behavior being promoted.

Also, discuss how the program planner would find this information. Information to inform the six ways can be found in the following sources:

- Demographics: Demographic and Health Surveys, reliable government statistics
- Common practices: observations
- Common desires: Barrier Analysis, key informant interviews
- Common barriers: Barrier Analysis
- What the group knows, feels and practices regarding the Behavior: in-depth interviews, Barrier Analysis
- Stages of Change: Knowledge, Practice and Coverage (KPC) survey results

3e. Distribute **Task 5 Handout 3: Blank Worksheet: Six Ways to Describe Your Priority Group**. Assign pairs and ask them to think of a Behavior and a Priority Group they work within their programs. Each pair will describe this group in as much detail as possible using all of the six categories. Remind them that they may not have all the information until they conduct some research.

3f. Ask some participants to report on their decisions, responding to the questions: What are the characteristics of the Priority Group? What are some of the implications that these characteristics have on the design of a BC strategy?

3g. There are some situations in which it may be more useful to create a DBC Framework for the Influencing Group rather than the Priority Group. Discuss the circumstances under which this would be the case; for example, if the Influencing Group's Behavior is most important to BC.

4. Whose point of view?

4a. Explain that it is not enough just to be able to describe your Priority and Influencing Groups in detail. You also need to look at everything from the perspective/point of view of the Priority Group.

Ask participants: Why is this important? What will happen if we do not consider things from the Priority Group's perspective? Responses should include: We will not be able to motivate them toward the desired Behavior.

Discuss the fact that we often mistakenly assume that just because program staff come from the target country they know the perspectives of the Priority Group and Influencing Groups. Ask participants: Why is this not true? Answer any questions.

4b. Explain that we will now practice “seeing things” from another’s point of view.

If you are doing a regional training: Ask each participant to select a partner with whom they believe they have many things in common (e.g., gender, age, education, nationality, language, ethnic group, race, interests, or marital status).

- Once paired up, ask the participants to share information and make one list of all the things they have in common.
- Project by LCD or post several pictures (fairly large, from the participants’ culture, of people, with no or few words) around the room and assign a picture to each pair (several pairs can use one picture).
- Working individually, ask each participant to answer the following questions about the picture: What is the person in the picture doing? What is the person in the picture thinking about? How is the person feeling? Each participant should write down how he or she thinks the other person in the pair answered the same questions.
- When the time is up, each pair will share what they thought the other wrote/thought and compare with the actual response given by each participant. The pairs should discuss how easy or difficult it was to guess each other’s point of view, even if they have a lot in common.
- Ask participants what lesson they learned from this exercise as it pertains to designing a BC strategy. Point out that because it is so difficult to accurately know what someone feels about something, you cannot guess. Rather, you have to ask them. This is one reason we recommend conducting formative research.

- Close this activity by asking the participants: Is it okay for us to presume that we know the priority audience's perspective? The response should be: No.

Ask the participants: Why? How do we get to know our audiences' perspectives? The responses should be: By conducting research studies on the Priority Group and Influencing Groups.

5. Summary of main points

- 5a. Describe your Priority Group with as much specificity as possible (use the six ways).
- 5b. Design your BC strategy, taking into consideration the Priority Group's characteristics.
- 5c. Look at everything from the Priority Group's point of view.
- 5d. All decisions about the Priority Group should be based on research with the group, not just on program staff assumptions.
- 5e. Maximize your resources by reaching the largest number of people through the same message, materials or activities.

Task 5 Flip Chart 1

How do we define Priority and Influencing Groups?

Priority Group

The Priority Group is the people who performs the Behavior (e.g. farmers, mothers of children under 5, village youth). It can also be the group who ensure that another group practices the behavior – such as babies, or students. The Priority Group can be a community member (e.g., mother, farmer) or a provider of a service (e.g., agriculture extension agent, microloan provider, community health worker).

Influencing Group

The Influencing Group(s) is the group of people the Priority Group thinks approves or disapproves of the behavior. The Influencing Group can either support or prevent the Priority Group from adopting positive Behaviors. They are usually very close to the Priority Group. The group is identified by conducting research among the Priority Group.

Task 5 Handout 1

Six Ways to Describe Your Priority Group⁸

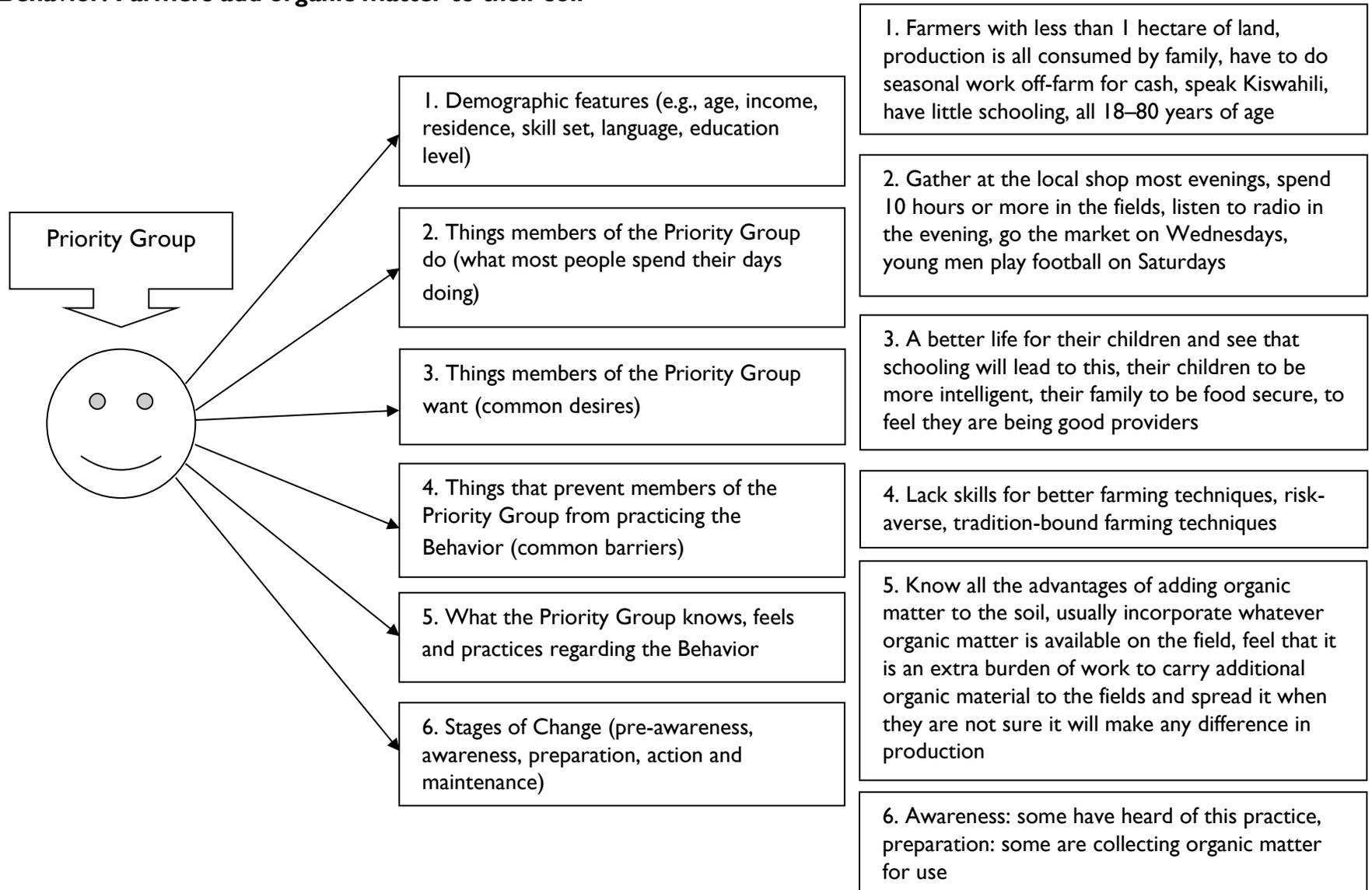
1. Demographic features
2. Daily Routine: How most people spend their time during the day
3. Something most group members want
4. Something that keeps the group from practicing the Behavior (barriers)
5. What the Priority Group knows, feels and practices regarding the Behavior
6. Readiness of most group members to adopt the new Behavior (stage of change)

⁸ This handout is adapted from materials originally developed by AED.

Task 5 Handout 2

Example of Six Ways to Describe Your Priority Group

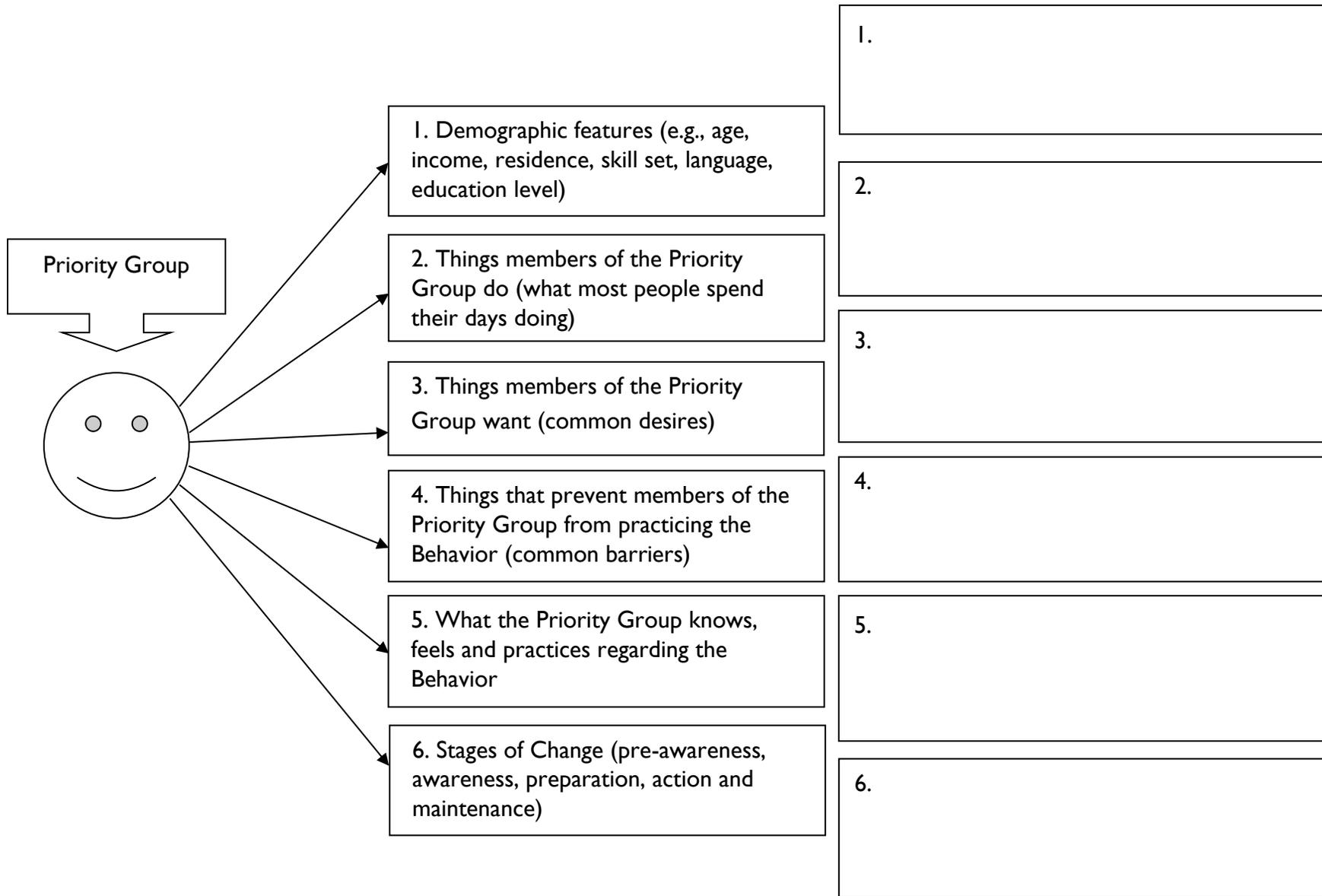
Behavior: Farmers add organic matter to their soil



Task 5 Handout 3

Blank Worksheet: Six Ways to Describe the Priority Group

Write the Behavior and the Priority Group/country.



TASK 6: OUR DBC FRAMEWORKS PART I: DESCRIBING THE BEHAVIOR AND PRIORITY GROUP

Achievement-Based Objectives

By the end of this task, participants will have:

- Described their assigned Priority Group in detail
- Considered which Behaviors relate to the assigned intervention
- Written a complete Behavior Statement that conforms to the guidance provided previously

Time

1 hour 30 minutes

Materials

- List of Designing for Behavior Change (DBC) groups with assigned technical topic
- Task 6 Flip Chart 1: Instructions for Group Work: Defining the Behavior and Your Priority Group
- Task 3 Handout 1: Blank DBC Frameworks (one copy per participant)
- Task 5 Handout 1: Six Ways to Describe Your Priority Group
- Task 6 Flip Chart 2: DBC Frameworks with Behavior and Priority Group Columns Only (one copy on a flip chart per group if task is conducted by hand)
- Paper for comment sheets and markers

Facilitator's Notes

If your training group contains two-to-three participants per program from each of several different countries or regions, group them according to their programs and select interventions according to what they have written on their Learning Needs and Resource Assessments (LNRA's).

If participants are all from different countries, select four-to-five interventions and geographic areas according to the programs listed on the LNRA's (select those that represent interventions in which the majority of the group may be interested). Let participants join their own groups (approximately five people per case study group).

If all participants come from the same country or the same program, group them according to different sub-topics of the intervention. For example, if the key intervention area is agriculture and natural resource management, you may want to group people in the following way: group 1: poultry management; group 2: reforestation; group 3: protection of endangered species; group 4: protection of coastal areas; etc.

Steps

1. Introduction
 - 1a. Ask participants to sit in their assigned DBC groups. Explain that in this session we will start to develop our own DBC Frameworks, which we will complete by the end of the workshop.
2. Starting Our DBC Frameworks: Behaviors and Priority Groups
 - 2a. Display **Task 6 Flip Chart 1: Instructions for Group Work: Defining the Behavior and Your Priority Group** and communicate the assigned Priority Group and intervention to each group. Hand out copies of **Task 3 Handout 1: Blank DBC Framework**.
 - 2b. Explain that each group will discuss the intervention provided and formulate a Behavior Statement. Suggest that they may want to take 5 minutes to review the components of a strong Behavior Statement from **Task 4** on Day One. Facilitators may want to approve the group's selected Behavior to make sure it allows for the best learning experience. Ask groups to write this statement on their individual DBC Frameworks, after the facilitators have reviewed it.
 - 2c. Ask each group to describe their Priority Group using the six descriptors discussed in **Task 5 Handout 1: Six Ways to Describe Your Priority Group** and write this on their individual DBC Frameworks.
 - 2d. Pass out **Task 6 Flip Chart 2: DBC Frameworks with Behavior and Priority Group Columns Only** to each group and ask groups to write their results on the flip chart and post them on the wall. Ask each group to post a comment sheet next to their flip charts.
3. Gallery Walk
 - 3a. Invite all participants to do a gallery walk. Ask participants to write their comments on the comment sheet for each group. Give them guidance on how to provide feedback. For example, it is not sufficient to say “the Behavior Statement is not complete”; the comment should be more specific, along the lines of “you may want to consider completing the description by adding the common desires and the Stages of Change”. In each case, encourage participants to provide suggestions for improving the framework.
 - 3b. As participants circulate, encourage the group to determine whether or not the Behavior Statements meet the criteria for a well-written Behavior Statement and if the Priority Group is described according to the six ways.

Task 6 Flip Chart 1

Instructions for Group Work: Defining the Behavior and Your Priority Group

1. Discuss the intervention and write the Behavior Statement according to the definition of a well-written Behavior Statement: action, observable, specific, measurable, feasible, direct link to improved outcomes.
2. Describe your Priority Group in six ways.
3. Write the Priority Group's description on your group's DBC Framework.
4. Write these on a flip chart sheet/blank DBC Framework.

Task 6 Flip Chart 2

DBC Frameworks with Behavior and Priority Group Only

Behavior ^A	Priority Group or Influencing Groups ^B
To promote this Behavior...	...among this audience... (circle one) Priority Group: Influencing Groups:

A. What is the specific, feasible and effective **Behavior** to promote?

B. Who is the **Priority Group**(Describe in six ways.) and the **Influencing Group**?

TASK 7: IDENTIFYING DETERMINANTS THAT INFLUENCE BEHAVIOR

Achievement-Based Objectives

By the end of this task, participants will have:

- Reviewed a list of key Determinants
- Named three powerful Determinants
- Matched a determinant to a formative research statement from a Priority Group
- Identified Determinants in a case study
- Optional: Identified universal motivators used by advertisers

Time

2 hours

Materials

- Task 3 Flip Chart 2: The Five DBC Decisions
- Task 7 Handout 1: Important Determinants that Influence Behavior
- Task 7 Handout 2: Match the Determinant
- Answer Key to Task 7 Handout 2 (found in Appendix 3)
- Task 7 Handout 3: Practice Identifying Determinants (Facilitator's Version): Story 1: The Fisherman Who Ran Out of Excuses Before He Ran Out of Time
- Task 7 Handout 3: Practice Identifying Determinants (Participant's Version): Story 1: The Fisherman Who Ran Out of Excuses Before He Ran Out of Time
- Task 7 Handout 4: Practice Identifying Determinants (Facilitator's Version): Story 2: Why Oumar Built the Silo
- Task 7 Handout 4: Practice Identifying Determinants (Participant's Version): Story 2: Why Oumar Built the Silo
- Task 7 Handout 5: Universal Motivators
- Advertisements from magazines or newspapers (that you asked participants to bring ahead of time)

Facilitator's Notes

At some point toward the middle of this task, provide participants with a 15-minute break.

Steps

I. Introduction

- 1a. Ask participants: Which decision are we on in the DBC Framework? The response should be: Determinants.

Explain that we are now going to discuss discovering the Determinants of a given Behavior, a step in the design process that is easy to overlook, but that is central to knowing which Activities we need to use to change behavior.

2. What is a Determinant of Behavior?

- 2a. Ask participants: How do you usually decide how to promote (or bring about) a change in behavior? They will have various answers.

Explain that many programs jump from the Behavior and Priority Group straight to the Activities without giving much thought to why people do what they do currently and what may be preventing them from adopting the positive Behavior.

- 2b. Review the definition of Determinant of Behavior on **Task 3 Flip Chart 2: The Five DBC Decisions**.

Ask participants to read the definitions in **Task 7 Handout 1: Important Determinants that Influence Behavior** and circle one Determinant that strikes them as having the greatest influence on behavior change (BC). Have some participants share their choices. Make sure to tell the participants that while we have a good idea that this list of Determinants applies to health and nutrition behaviors, we do not have enough data yet to say to what extent they all apply or which ones apply to agriculture and natural resources management (ANRM) behaviors.

Alternative activity for people who do not learn well through reading or are not working in their first language: Ask a participant to read the determinant description, then provide a brief explanation and example for each.

- 2c. Explain that social scientists have discovered that among all of the Determinants, there are four that are more common and more powerful influencers of BC for most health Behaviors. These are:

- Perceived self-efficacy/skills
- Perceived social norms
- Perceived positive consequences
- Perceived negative consequences

- 2d. In addition to these four most powerful Determinants, there are several other determinants that social scientists have discovered are important for health and nutrition Behaviors. The importance of these Determinants related to non-health Behaviors/practices has not yet been confirmed, however. Further study is required. These Determinants are:

- Access

- Perceived susceptibility
- Perceived severity
- Perceived action efficacy
- Perceived divine will
- Cues for action/reminders
- Policy
- Culture

Keep in mind that we are talking about perceptions. What is most important for BC is not whether someone *actually* has access to something, but their *perception* of their access. For that reason, most of the Determinants are preceded by the word “perceived.”

- 2e. Distribute **Task 7 Handout 2: Match the Determinant** to each participant and have them work in a group (easier) or individually (harder). Ask participants to read the statement in the left column and, while referring to **Task 7 Handout 1**, decide which Determinant best matches the statement. Review the results, explaining that sometimes more than one Determinant seems to apply to the same statement. In cases like these, the Bridges to Activities will play an important role in determining which Activities will best address the issue.
- 2f. If participants need additional learning opportunities with Determinants, use either **Task 7 Handout 3: Practice Identifying Determinants: Story 1: The Fisherman Who Ran Out of Excuses Before He Ran Out of Time** or **Task 7 Handout 4: Practice Identifying Determinants: Story 2: Why Oumar Built the Silo**. Instructions for analyzing the story are included in the facilitator’s versions of the handouts. (These are best used with participants who learn well through reading.) The stories can also be assigned as homework, which gives the participants the opportunity to read and work at their own pace.

3. **Optional:** Universal motivators activity

Note: The following activity is most appropriate for programs that will work with mass media or will make information, education and communication (IEC) materials for large, diverse audiences, such as bill boards, pamphlets or posters.

- 3a. Read **Task 7 Handout 5: Universal Motivators**. Ask participants: Do you think most people everywhere yearn for many of the items on this list?
- 3b. Explain that we need to consider these “universal motivators” when we think about the factors that influence BC when we work with large and diverse populations with whom we cannot do formative research. We will now do an activity to help us understand how universal motivators are used by advertisers to sell their products.

- 3c. Ask participants to get out the magazine or newspaper advertisements you had asked them to bring to the workshop. Working individually or in small groups, ask participants to examine the advertisements and decide which ONE universal motivator the ad relates to the most.
- 3d. Ask different participants to show you one example for each of the universal motivators, holding up the advertisement for all to see.
- 3e. Summarize by saying: These are examples of how you can use universal motivators to be more effective in your mass media campaigns or other messaging to diverse groups.

Note: Sometimes motivators in one culture may actually be important barriers in other cultures. For example, some women complained that when they used soap their husbands beat them, thinking that they were using soap to be more attractive to the opposite sex and that this meant they were cheating on them. In another country, however, women mentioned that they used soap because their husbands liked the way they smelled.

- 3f. Explain that we need to keep our eyes open for these universal motivators as we learn how to identify the most powerful Determinants for our Priority Group. Keep in mind that these are important motivators that can help people to change their behavior. They may be revealed especially when you learn what your Priority Group sees as the advantages (perceived positive consequences) and who would approve (perceived social norms) of the behavior. However, most of the time these universal motivators will not be discovered in your Barrier Analysis since both those doing and those not doing the practice may mention them in relationship to a given practice. You can still use these universal motivators in your messaging, however, if you can successfully link the desires of the group with which you are working (e.g., farmers) with a universal motivator that they value (e.g., respect).

Task 7 Handout 1

Important Determinants that Influence Behavior^{9,10}

The Four Most Powerful Determinants

These Determinants should always be explored by conducting formative research (e.g., Barrier Analysis, Doer-Non-Doer Studies). They are more commonly found to be the most powerful for health and nutrition Behaviors.

1. Perceived self-efficacy/skills

- An individual's belief that he or she can do a particular Behavior given his or her current knowledge and skills
- The set of knowledge, skills, abilities and confidence necessary to perform a particular Behavior

2. Perceived social norms

- The perception that people important to an individual think that he or she should do the Behavior
- There are two parts: who matters most to the person on a particular issue, and what he or she perceives those people think he or she should do

3. Perceived positive consequences

- What positive things a person thinks will happen as a result of performing a Behavior (Positive consequences can be related to a healthy or improved production outcome or something unrelated to the anticipated benefit. When the positive consequence is related to the anticipated benefit it is also correlated to the Determinant “perceived action efficacy”.)

4. Perceived negative consequences

- What negative things a person thinks will happen as a result of performing a Behavior

Note: Answers to questions about perceived positive consequences or perceived negative consequences in a Barrier Analysis or Doer/Non-Doer Study may reveal advantages (benefits) and disadvantages of, attitudes about, and perceived positive and negative attributes of the Behavior.

⁹ This handout is adapted from materials originally developed by AED and for the Food for the Hungry Barrier Analysis manual.

¹⁰ This list of Determinants has been reworked since publication of the 2008 DBC Curriculum to better fit agriculture and natural resource management (ANRM) Behaviors and is somewhat different from the list of Determinants used in the 2008 health and nutrition-focused Barrier Analysis manual.

Other Key Determinants

5. Access

- The degree of availability (to a particular audience) of the needed products (e.g., fertilizer, insecticide-treated bed nets, condoms) or services (e.g., veterinary services, immunization posts) required to adopt a given Behavior
- Includes an audience's comfort in accessing desired types of products or using a service
- Includes issues related to cost, gender, culture, language, etc.

6. Cues for action/reminders

- The presence of reminders that help a person remember to do a particular Behavior or remember the steps involved in doing the Behavior
- Includes key powerful events that triggered a behavior change in a person (e.g., a family member acquiring HIV, a drought occurring)
- Examples: Pictorial instructions on an oral rehydration solution (ORS) packet showing how to correctly prepare it, a sticker with the steps on how to plant a particular type of seed

7. Perceived susceptibility/risk

- A person's perception of how vulnerable they feel to the problem
- Examples: Do people feel that it is possible that their crops could have cassava wilt? Is it possible for people to become HIV-positive?

8. Perceived severity

- Belief that the problem (which the Behavior can prevent) is serious
- Examples: A farmer may be more likely to take steps to prevent growth of mold on stored harvest if he perceives it to be a serious problem that could cause harm; a mother may be more likely to take her child for immunizations if she believes that measles is a serious disease

9. Perceived action efficacy

- The belief that by practicing the Behavior one will avoid the problem, that the Behavior is effective in avoiding the problem
- Example: If a person sleeps under a mosquito net, he or she will not get malaria

Note: Perceived susceptibility, perceived severity and perceived action efficacy relate to the problem, NOT to the Behavior.

10. Perceived divine will

- A person's belief that it is God's will (or the gods' will) for him or her to have the problem and/or to overcome it;
- A person's belief that God (or the gods) is responsible for the problem.
- Needs more study in other topic areas (e.g., agriculture, natural resource management, gender)

11. Policy

- Laws and regulations that affect Behaviors and access to products and services
- Examples: The presence of good land title laws (and a clear title) may make it more likely for a person to take steps to improve his or her farm land; a policy of automatic HIV testing during antenatal visits may make it more likely for women to have HIV testing
- Often affects enablers and barriers (the things that make it easier or more difficult to do a Behavior)

12. Culture

- The set of history, customs, lifestyles, values and practices within a self-defined group
- May be associated with ethnicity or lifestyle, such as "gay" or "youth" culture
- Often influences perceived social norms

Task 7 Handout 2

Match the Determinant

Referring to **Task 7 Handout 1**, choose the Determinant that best fits the statement.

Responses From Formative Research	Determinant
1. I don't know how to plant on the contour of the land.	
2. My father-in-law told me that using fertilizer was not worth the money and effort. I don't want him to think I am foolish.	
3. If I don't burn my fields, I will have more insect problems next year.	
4. The wind is more likely to knock down my maize if I plant in rows.	
5. They don't sell that pesticide in my village and it's a long walk to the district warehouse.	
6. I don't like to use the clinic because they were mean to me the last time I went.	
7. Working outside the house makes it difficult to exclusively breastfeed my child.	
8. I hate weeding! I can't tell one plant from another.	
9. I was going to use that new variety of cassava, but I forgot the date of the distribution at the research farm.	
10. Only children who are born small end up with malnutrition. My child was a good size, so I don't have to worry about that.	
11. I heard that if I don't terrace my land, I could lose topsoil; but there's plenty of topsoil so that's not such a big problem.	
12. The Bible says that we should not leave our feces uncovered, so my family built a latrine.	
13. I took my child to be vaccinated last week, but they said they cannot open up a vial of vaccine for just one child.	

Responses From Formative Research	Determinant
14. It's our tradition to burn fields to clear them of growth to get them ready for planting.	
15. It's too difficult to have sex only with my wife.	
16. My husband wants me to plant more cash crops than crops for household consumption this year.	
17. I don't want to plant sweet potatoes this year. Last year I planted them, but everyone else did too, and the price I got for them was very low.	
18. I would use family planning, but they stopped providing the type I like.	
19. I want to build an improved silo this year to prevent rats. They ate a lot of my maize last year.	
20. Having a good animal doctor nearby made it much easier to use animal traction to plow my fields.	
21. I have heard that it's a good idea to check my child's breathing when he has a cold, but I forget how to do it.	
22. I tried that, and it took too much time and effort.	
23. Erosion only happens on farms that are on very steep hills. My land is not that steep.	
24. Who cares if my child is underweight? He's still growing and I was small at his age, too.	
25. It's God's will whether or not I have a good harvest this year, and there's not a lot I can do about it.	
26. If my child is well-nourished, they won't give us the free food ration, so I'm no longer breastfeeding him. The ration is worth a lot to my family.	
27. People from our tribal group are not allowed to eat with people in that cultural group, so we didn't go to the meeting.	

Task 7 Handout 3 (Facilitator's Version)

Practice Identifying Determinants

Story I: The Fisherman Who Ran Out of Excuses Before He Ran Out of Time

by Tom Davis

Have one participant read the story below from the participant's version in parts (in each language by language group if multiple language groups are present).

Pause after each part to ask the questions shown. If participants have trouble answering particular questions, reread the applicable paragraph of the story, give them clues and repeat the question.

Make sure participants have their copies of **Task 7 Handout I: Important Determinants that Influence Behavior** available to consult during the question and answer sessions in this exercise.

Sometimes participants spend too much time discussing specific messages related to the topic. If this occurs, remind them that the purpose here is to concentrate on the determinants in the story, rather than on whether the methods used by the promoter were the most appropriate. This is why the example is about smoking, rather than on a topic on which participants are likely to be working in their programs.

Part I

One day in January in Hula Hula, an old fisherman walked merrily up the hill by the house of the health promoter, Raffaella. He was smoking a cigarette. Raffaella remembered her own father's painful death from cancer due to his smoking, and she resolved to do something about it in her community. Raffaella talked to the old fisherman from her yard for a while, then told him that he really should stop smoking because it could give him cancer. The old fisherman said, "I'll never get cancer. The people in my family are very hardy and healthy." So Raffaella explained to him how anyone who smokes has a higher risk of getting cancer.

In February, the old fisherman walked by Raffaella's house again. Raffaella saw that he was still smoking and mentioned to him that he could get emphysema from smoking, too. The old fisherman laughed and said, "Well, I don't even know what emphysema is, but I'm sure it won't be anything that I can't handle even if I do get it." So Raffaella explained to him what a terrible disease emphysema is. Raffaella realized that she needed to do more than just talk to the fisherman if she wanted to do something about cancer. She worked with the local community leaders to create and display several posters in local gathering places that pointed out the health hazards of smoking. She was also successful in getting community leaders to agree to not allow smoking during official community meetings.

Process this part of the story using the questions and information below. Write participant responses on a flip chart and ensure that they mention the answers provided. Refer participants to the list of Determinants in **Task 7 Handout I**.

1. **We have heard the first part of the story. At this point, what are the reasons that the old fisherman does not stop smoking?**

- He did not think he could get cancer.
- He thought that diseases caused by smoking were not that serious.

2. **Which Determinants are these two reasons associated with?**

- He did not think he could get cancer: perceived susceptibility.
- He thought that diseases caused by smoking were not that serious: perceived severity. Perceived consequences is also an acceptable answer, as perceived severity is a specific type of perceived consequence.

Read Part II of the story.

Part II

March came, and the old fisherman came puffing up the hill and puffed a “hello” to Raffaella. She asked him if the cancer had set in yet. The old fisherman said, “I don’t have it yet, but if I’m supposed to get it, I’m sure I will whether or not I quit smoking. I’ve smoked all my life!” So Raffaella explained to him how quitting smoking at any age could make him live longer.

In April, the old man slowly walked up the hill, coughing and hacking. He knew Raffaella was going to ask him, so he called out before she could ask, “No I haven’t stopped smoking, but I want to. And I did try! It’s just too hard!” So Raffaella explained to him some ways to stop smoking more easily.

In May, the old man took forever to get up the hill, since he was breathing like a mule loaded with salt. Raffaella asked him, “Are you still smoking?” “Well, I finally gave them up on Wednesday,” he said, “but over the weekend I forgot that I wasn’t smoking anymore, saw a pack on the table and lit one up! I just can’t remember that I don’t smoke!” So Raffaella explained to him that he should get rid of all the cigarettes and ashtrays to “remind him” that he doesn’t smoke.

Process this part of the story using the questions and information below. Write participant responses on a flip chart and ensure that they mention the answers provided. Refer participants to the list of determinants in **Task 7 Handout 1**.

3. **We have now heard the second part of the story. At this point, what are the reasons that the old fisherman has not stopped smoking?**

- He thought that if he quit smoking, he would get cancer anyway.
- He thought that it was too difficult to stop the habit.
- He “forgot” that he had quit smoking.

4. Which Determinants are these three reasons associated with?

- He thought that if he quit smoking, he would get cancer anyway: perceived consequences. (Perceived action efficacy is also an acceptable answer.)
- He thought that it was too difficult to stop the habit: perceived self-efficacy/skills.
- He “forgot” that he had quit smoking: cues for action/reminders.

Read the Part III of the story.

Part III

In June, the old man had to stop three times coming up the hill since he was breathing so hard. Raffaella said, “You STILL haven’t given them up?!” The old man said, “Well, it would be a lot easier if all my friends didn’t smoke! Every time I see them, it makes me start up again!” So Raffaella explained to him that he needed to either find friends that didn’t smoke or convince his smoking friends to give it up, too. Raffaella met with the old fisherman and his friends and, with Raffaella’s help, they began a support group to help each other stop smoking.

In July, the old man had to stop five times coming up the hill. He called out to Raffaella, “Don’t tell me anything else. I know that it must be God’s will for me to smoke and die of smoking since I can’t seem to stop.” Raffaella called the old man over for coffee and read to him from the Bible where it says that our bodies are temples (1 Cor 6:19-20). She explained that the Bible says it was not God’s will that he die of his habit (Isa 65:20). She agreed that he probably could not stop on his own, though, and that he did indeed need God’s help to do it. She suggested that he pray to God for strength to quit and for more ideas on how to do it.

In August, the old fisherman climbed the mountain very happily as if he were a young man again! He called to Raffaella, “I’m no longer a smoker and neither are my friends! I convinced them that with the money we would save by giving up smoking, we could form a fishing cooperative. Now, none of us are smokers. Thanks a lot, Raffaella!! I thank God that I ran out of excuses before I ran out of time!” The fisherman regained his energy and died at the age of 95.

Process this part of the story using the questions and information below. Write participant responses on a flip chart and ensure that they mention the answers provided. Refer participants to the list of determinants in **Task 7 Handout 1**.

5. We have now heard the last part of the story. At this point, what are the two reasons that the old fisherman has not stopped smoking?

- All his friends smoked.
- He believed that it was God’s will that he smoke and get cancer.

6. Which Determinants are these two reasons associated with?

- All his friends smoked: perceived social norms.
- He believed that it was God's will that he smoke and get cancer: perceived divine will.

7. What did the old fisherman do to finally stop smoking?

- He convinced his friends that the money they would save by quitting smoking could be used to form a fishing cooperative.

8. What Determinant is associated with this?

- Perceived positive consequences (it also may have been associated with some big benefits like success and status)

9. In addition to using appropriate behavior change messages, what other activities did Raffaella and the fisherman initiate that may have helped the old fisherman to stop smoking?

- February: Raffaella engaged in consciousness raising and changing community norms by getting community leaders to agree to not allow smoking during official community meetings.
- February/May: Raffaella used "environmental controls" by having the fisherman get rid of old packs of cigarettes and ashtrays to remove cues that make him want to smoke.
- June: Raffaella started a stop smoking support group for the fisherman and his friends.
- August: The old fisherman and his friends started a fishing cooperative (an alternative activity) using the money they saved on cigarettes.

10. Explain: We need to explore whether each of these possible Determinants ("barriers" and "enablers") are affecting Behaviors that we are promoting. Any one of them (or a combination) can either help or hinder a person in adopting a given Behavior.

Task 7 Handout 3 (Participant's Version)

Practice Identifying Determinants

Story I: The Fisherman Who Ran Out of Excuses Before He Ran Out of Time

By Tom Davis

Read the story in three parts and respond to the questions your facilitator asks, referencing **Task 7 Handout I: Important Determinants that Influence Behavior**.

Part I

One day in January in Hula Hula, an old fisherman walked merrily up the hill by the house of the Health Promoter, Raffaella. He was smoking a cigarette. Raffaella remembered her own father's painful death from cancer due to his smoking, and she resolved to do something about it in her community. Raffaella talked to the old fisherman from her yard for a while, then told him that he really should stop smoking because it could give him cancer. The old fisherman said, "I'll never get cancer. The people in my family are very hardy and healthy." So Raffaella explained to him how anyone who smokes has a higher risk of getting cancer.

In February, the old fisherman walked by Raffaella's house again. Raffaella saw that he was still smoking and mentioned to him that he could get emphysema from smoking, too. The old fisherman laughed and said, "Well, I don't even know what emphysema is, but I'm sure it won't be anything that I can't handle even if I do get it." So Raffaella explained to him what a terrible disease emphysema is. Raffaella realized that she needed to do more than just talk to the fisherman if she wanted to do something about cancer. She worked with the local community leaders to create and display several posters in local gathering places that pointed out the health hazards of smoking. She was also successful in getting community leaders to agree to not allow smoking during official community meetings.

Part II

March came, and the old fisherman came puffing up the hill and puffed a "hello" to Raffaella. She asked him if the cancer had set in yet. The old fisherman said, "I don't have it yet, but if I'm supposed to get it, I'm sure I will whether or not I quit smoking. I've smoked all my life!" So Raffaella explained to him how quitting smoking at any age could make him live longer.

In April, the old man slowly walked up the hill, coughing and hacking. He knew Raffaella was going to ask him, so he called out before she could ask, "No I haven't stopped smoking, but I want to. And I did try! It's just too hard!" So Raffaella explained to him some ways to stop smoking more easily.

In May, the old man took forever to get up the hill since he was breathing like a mule loaded with salt. Raffaella asked him, "Are you still smoking?" "Well, I finally gave them up on Wednesday," he said, "but over the weekend I forgot that I wasn't smoking anymore, saw a pack on the table and lit one up! I just can't remember that I don't smoke!" So Raffaella

explained to him that he should get rid of all the cigarettes and ashtrays to “remind him” that he doesn’t smoke.

Part III

In June, the old man had to stop three times coming up the hill since he was breathing so hard. Raffaella said, “You STILL haven’t given them up?!” The old man said, “Well, it would be a lot easier if all my friends didn’t smoke! Every time I see them, it makes me start up again!” So Raffaella explained to him that he needed to either find friends that didn’t smoke or convince his smoking friends to give it up, too. Raffaella met with the old fisherman and his friends and, with Raffaella’s help, they began a support group to help each other stop smoking.

In July, the old man had to stop five times coming up the hill. He called out to Raffaella, “Don’t tell me anything else. I know that it must be God’s will for me to smoke and die of smoking since I can’t seem to stop.” Raffaella called the old man over for coffee and read to him from the Bible where it says that our bodies are temples (1 Cor 6:19-20). She explained that the Bible says it was not God’s will that he die of his habit (Isa 65:20). She agreed that he probably could not stop on his own, though, and that he did indeed need God’s help to do it. She suggested that he pray to God for strength to quit and for more ideas on how to do it.

In August, the old fisherman climbed the mountain very happily as if he were a young man again! He called to Raffaella, “I’m no longer a smoker and neither are my friends! I convinced them that with the money we would save by giving up smoking, we could form a fishing cooperative. Now, none of us are smokers. Thanks a lot, Raffaella!! I thank God that I ran out of excuses before I ran out of time!” The fisherman regained his energy and died at 95 years old.

Task 7 Handout 4 (Facilitator's Version)

Practice Identifying Determinants

Story 2: Why Oumar Built the Silo

By Carolyn Wetzel

Have one participant read the story below from the participant's version in parts (in each language by language group if multiple language groups are present).

Pause after each part to ask the questions shown. If participants have trouble answering particular questions, reread the applicable paragraph of the story, give them clues and repeat the question.

Make sure participants have their copies of **Task 7 Handout 1: Important Determinants that Influence Behavior** available to consult during the question-and-answer sessions in this exercise.

Sometimes participants spend too much time discussing specific messages related to the topic. If this occurs, remind them that the purpose here is to concentrate on the determinants in the story rather than on whether the methods used by the promoter were the most appropriate. This is why the example is about smoking, rather than on a topic that participants are likely to be working on in their programs.

Part I

One evening, about three weeks after Oumar had finished planting his maize crop (when the maize was about shin high), his neighbor Ali came to visit. Last year Oumar had planted maize, but unfortunately had lost about one-third of his entire harvest to rats and insects. The two men sat by the fire, drank tea and talked about what was happening in the village. Ali was a younger man and the leader of Oumar's farmer field group. Ali had just returned from a training led by a government extension worker in the nearby town. Ali spoke excitedly about new ways he had learned to reduce post-harvest losses by treating and drying grains and then storing them in mud silos. Ali told Oumar that he could retain about 25-to-50 percent more of his maize crop to consume and sell if he started practicing these new ways of drying, treating and storing grain. Oumar didn't want to be rude to his visiting neighbor, so he offered him another cup of tea and smiled skeptically.

Even though Oumar had lost about a third of his harvest last year, he thought it was because he had not taken precautions, such as giving offerings to the gods and not harvesting at exactly the right time of the month.

The following week, Oumar attended Ali's farmer field group meeting. Ali explained to Oumar that the rat and insect situation in this community was not due to the lack of offerings or the time of the month he harvested. The other farmers in the meeting agreed. Ali told the group that despite the rat and insect problem, it was possible that not one head of maize would be

lost after harvest if proper storage techniques were adopted. He said that losing maize after harvest was a post-harvest loss and it could be prevented with special treatment and silos.

It had never occurred to Oumar that there were other reasons for the loss and that there were other ways to prevent rats or pests from destroying part of his crop.

Still, Oumar was doubtful that an old farmer like himself, who had stored grain the same way since some of these other farmers were at their mothers' breasts, could ever prevent rats or insects from eating his maize after harvest. He wasn't young like Ali, he had never learned how to make these special silos, he didn't know how to read, and he didn't get to go to fancy trainings and learn from educated government extension workers.

Process this part of the story using the questions and information below. Write participant responses on a flip chart and ensure that they mention the answers provided. Refer participants to the list of determinants in **Task 7 Handout 1**.

1. **We have heard the first part of the story. At this point, what are the reasons that Oumar would not try the new Behaviors to prevent post-harvest losses?**
 - He did not think that post-harvest loss could be prevented by building silos or treatment of crops.
 - He thought that he was too old to learn the new Behavior.
 - He believed he could only do the Behavior if he knew how to read or was taught by the government extension worker.

2. **With which Determinants are these two reasons associated?**
 - He did not think that post-harvest loss could be prevented by building silos or treatment of crops: perceived consequences (perceived action efficacy is also an acceptable answer).
 - He thought he was too old to learn the new Behavior: perceived self-efficacy/skills.
 - He thought he could only do the Behavior if he knew how to read or was taught by the government extension worker: perceived self-efficacy/skills.

Read the Part II of the story.

Part II

Six weeks later, Oumar's maize had grown up to his chest and it was time for another farmer field group meeting. Ali demonstrated to all the group members how to dry maize and treat it with ash made from dead mango limbs. Then he showed the group members how to build a storage silo made out of mud. For homework, he asked each of the group members to make a

mud storage silo and to scavenge dead mango limbs to make ash so that each farmer could apply it to his or her dried maize at harvest time.

Oumar chuckled to himself imagining what his neighbors would do if he tried to build a strange looking mud silo in front of his house. He knew his neighbors would bewitch him for trying to get ahead and considering himself so fancy and educated. He also knew he would never hear the end of it from his dear wife if he spent half the day scavenging mango limbs to make ash that promised to magically prevent insects from eating his maize. He decided not to build a silo or use the mango ash.

Then one day, a few months later, Oumar found that half of the sweet potatoes he was storing in a sack in his straw barn had been eaten by rats. He was so upset he decided to go back to the farmer field group and listen to Ali's advice.

This time the group was meeting at the house of Oumar's neighbor, Hamidou. Much to Oumar's surprise, Hamidou had built a mud silo. As Oumar approached the mud silo, he couldn't tell what was inside or if Hamidou had enough food or not. How he envied such privacy. No one was laughing at Hamidou for losing half his sweet potatoes! Another neighbor, Enoch, shared with the group that one of the best things about the mud silo was that he could just put the grain, tubers or vegetables in the silo and no longer had to buy gunny sacks. Oumar looked inside the silo and saw it was full of sweet potatoes! All the potatoes were dry and untouched by rats or pests.

Process this part of the story using the questions and information below. Write participant responses on a flip chart and ensure that they mention the answers provided. Refer participants to the list of determinants in **Task 7 Handout 1**.

3. We have now heard the second part of the story. At this point, what are the reasons that Oumar would not try the new Behaviors to prevent post-harvest losses?

- He thought his wife and neighbors would speak badly of him and bewitch him.
- He thought his wife would complain.
- He did not believe the mango ash could prevent insects from eating his maize.

4. Which Determinants are these three reasons associated with?

- He thought his neighbors would speak badly of him and bewitch him: perceived negative consequences.

Note: Participants may mention perceived social norms. If so, point out that social norms refer to a specific person (the Influencing Group) and not a group of people in general so it is best to categorize this as a perceived negative consequences.

- He thought his dear wife would complain: perceived social norms. (He was afraid that someone important to him would think poorly of him and let him know it. The wife is the influencing group.)
 - He did not believe the mango ash would prevent insects from eating his maize: perceived action efficacy.
5. **What happened that helped Oumar dry and treat his grain and store it in a mud silo to prevent post-harvest losses? Which Determinants are associated with these reasons?**
- He was reminded of the need for the behavior change when half his sweet potato crop was eaten by rats: cues for action/reminders.
 - Oumar saw that mud silos allowed for privacy, saved money by eliminating the need to buy gunny sacks, and the mud silo and mango ash kept stored food dry and free of pests: perceived positive consequences.

Read the Part III of the story.

Part III

After the meeting, Ali asked Oumar if he would be willing to try building a silo and drying and treating his maize crop before putting it in the silo. Oumar told Ali that he could see the mud silo worked for sweet potatoes, but he didn't believe it could keep mold, mice and rats out of stored maize since they could still enter through the top of the silo. He complained that the clay needed to make the silo was a day's walk away and he couldn't afford to be away from his farm that long. Even if he could get the clay, how would an old man like him know how to fashion a mud silo? And last but not least, Oumar knew he couldn't do it because he had forgotten to scavenge the dead mango limbs to make the ash needed to treat the maize, and there were no mango trees near his land.

Ali had ideas for how to solve all these barriers. He convinced Oumar to send his donkey along with a neighbor to the place where clay is collected. For a small fee, the neighbor loaded Oumar's donkey with the special clay needed to make the silo. Then Ali spent an afternoon teaching Oumar how to fashion the silo. And last but not least, Ali gave Oumar some of his mango ash needed to treat the maize, on the condition that Oumar would make mango ash for him next season. Oumar was still angry enough about all the sweet potatoes he lost to try something as crazy and risky as these strange new ideas that Ali was promoting.

Seven months later, Oumar had more maize in his mud silo than he'd ever had so many months after the harvest. He hadn't lost a single ear of maize to pests or rodents! Seeing this made Oumar realize that he had been losing more grain to insects and rats than he'd thought. By maintaining more of his harvest, Oumar and his wife were able to sell more and could finally send their daughters to school, something that they had always wanted to do.

Process this part of the story using the questions and information below. Write participant responses on a flip chart and ensure that they mention the answers provided. Refer participants to the list of determinants in **Task 7 Handout 1**.

6. We have now heard the third part of the story. At this point, what are the reasons that Oumar would not try the new Behaviors to prevent post-harvest losses?

- He did not think the mud silo would keep pests or mold from destroying maize.
- He did not have easy access to the clay to make the mud silo.
- He did not have access to the mango limbs needed to make ash to treat the maize.

7. With which Determinants are these three reasons associated?

- He did not think the mud silo would keep pests or mold from destroying maize: perceived negative consequences. (perceived action efficacy is also an acceptable answer.)
- He did not have easy access to the clay to make the mud silo: access.
- He did not have access to the mango limbs needed to make ash: access.

8. What happened that helped Oumar dry and treat his grain and store it in a mud silo to prevent post-harvest losses?

- Another man helped Oumar collect the clay.
- Ali taught Oumar to fashion the silo.
- Ali lent Oumar the ash he needed.

9. Which Determinants are the reasons associated with?

- Another man helped Oumar collect the clay: access.
- Ali taught Oumar to fashion the silo: perceived self-efficacy/skills.
- Ali lent Oumar the ash he needed: access.

10. What happened as a consequence of adopting the new Behaviors that will probably help Oumar continue to practice them?

- He retained a lot more of his harvest, realized just how much maize he was losing to rats and insects, and was able to sell more maize. By doing that, he was able to send his daughters to school, something that he had always wanted to

do. This is a perceived positive consequence that was valuable to him and should help him to maintain the new Behaviors.

Task 7 Handout 4 (Participant's Version)

Practice Identifying Determinants

Story 2: Why Oumar Built the Silo

By Carolyn Wetzel

Read the story in three parts and respond to the questions your facilitator asks, referencing **Task 7 Handout 1: Important Determinants that Influence Behavior**.

Part I

One evening, about three weeks after Oumar had finished planting his maize crop (when the maize was about shin high), his neighbor Ali came to visit. Last year Oumar had planted maize, but unfortunately had lost about one-third of his entire harvest to rats and insects. The two men sat by the fire, drank tea and talked about what was happening in the village. Ali was a younger man and the leader of Oumar's farmer field group. Ali had just returned from a training led by a government extension worker in the nearby town. Ali spoke excitedly about new ways he had learned to reduce post-harvest losses by treating and drying grains and then storing them in mud silos. Ali told Oumar that he could retain about 25-to-50 percent more of his maize crop to consume and sell if he started practicing these new ways of drying, treating and storing grain. Oumar didn't want to be rude to his visiting neighbor, so he offered him another cup of tea and smiled skeptically.

Even though Oumar had lost about a third of his harvest last year, he thought it was because he had not taken precautions, such as giving offerings to the gods and not harvesting at exactly the right time of the month.

The following week, Oumar attended Ali's farmer field group meeting. Ali explained to Oumar that the rat and insect situation in this community was not due to the lack of offerings or the time of the month he harvested. The other farmers in the meeting agreed. Ali told the group that despite the rat and insect problem, it was possible that not one head of maize would be lost after harvest if proper storage techniques were adopted. He said that losing maize after harvest was a post-harvest loss and it could be prevented with special treatment and silos.

It had never occurred to Oumar that there were other reasons for the loss and that there were other ways to prevent rats or pests from destroying part of his crop.

Still, Oumar was doubtful that an old farmer like himself, who had stored grain the same way since some of these other farmers were at their mothers' breasts, could ever prevent rats or insects from eating his maize after harvest. He wasn't young like Ali, he had never learned how to make these special silos, he didn't know how to read, and he didn't get to go to fancy trainings and learn from educated government extension workers.

Part II

Six weeks later, Oumar's maize had grown up to his chest and it was time for another farmer field group meeting. Ali demonstrated to all the group members how to dry maize and treat it with ash made from dead mango limbs. Then he showed the group members how to build a storage silo made out of mud. For homework, he asked each of the group members to make a mud storage silo and to scavenge dead mango limbs to make ash so that each farmer could apply it to his or her dried maize at harvest time.

Oumar chuckled to himself imagining what his neighbors would do if he tried to build a strange looking mud silo in front of his house. He knew his neighbors would bewitch him for trying to get ahead and considering himself so fancy and educated. He also knew he would never hear the end of it from his dear wife if he spent half the day scavenging mango limbs to make ash that promised to magically prevent insects from eating his maize. He decided not to build a silo or use the mango ash.

Then one day, a few months later, Oumar found that half of the sweet potatoes he was storing in a sack in his straw barn had been eaten by rats. He was so upset he decided to go back to the farmer field group and listen to Ali's advice.

This time the group was meeting at the house of Oumar's neighbor, Hamidou. Much to Oumar's surprise, Hamidou had built a mud silo. As Oumar approached the mud silo, he couldn't tell what was inside or if Hamidou had enough food or not. How he envied such privacy. No one was laughing at Hamidou for losing half his sweet potatoes! Another neighbor, Enoch, shared with the group that one of the best things about the mud silo was that he could just put the grain, tubers or vegetables in the silo and no longer had to buy gunny sacks. Oumar looked inside the silo and saw it was full of sweet potatoes! All the potatoes were dry and untouched by rats or pests.

Part III

After the meeting, Ali asked Oumar if he would be willing to try building a silo and drying and treating his maize crop before putting it in the silo. Oumar told Ali that he could see the mud silo worked for sweet potatoes, but he didn't believe it could keep mold, mice and rats out of stored maize since they could still enter through the top of the silo. He complained that the clay needed to make the silo was a day's walk away and he couldn't afford to be away from his farm that long. Even if he could get the clay, how would an old man like him know how to fashion a mud silo? And last but not least, Oumar knew he couldn't do it because he had forgotten to scavenge the dead mango limbs to make the ash needed to treat the maize, and there were no mango trees near his land.

Ali had ideas for how to solve all these barriers. He convinced Oumar to send his donkey along with a neighbor to the place where clay is collected. For a small fee, the neighbor loaded Oumar's donkey with the special clay needed to make the silo. Then Ali spent an afternoon teaching Oumar how to fashion the silo. And last but not least, Ali gave Oumar some of his mango ash needed to treat the maize, on the condition that Oumar would make mango ash for

him next season. Oumar was still angry enough about all the sweet potatoes he lost to try something as crazy and risky as these strange new ideas that Ali was promoting.

Seven months later, Oumar had more maize in his mud silo than he'd ever had so many months after the harvest. He hadn't lost a single ear of maize to pests or rodents! Seeing this made Oumar realize that he had been losing more grain to insects and rats than he'd thought. By maintaining more of his harvest, Oumar and his wife were able to sell more and could finally send their daughters to school, something that they had always wanted to do.

Task 7 Handout 5 Universal Motivators¹¹

1. Love
2. Recognition
3. Pleasure
4. Freedom
5. Success
6. Security
7. Positive self-image
8. Social acceptance
9. Comfort
10. Peace of mind
11. Status
12. Power

¹¹ This handout is adapted from materials originally developed by AED.

DAY TWO EVALUATION (FLIP CHART OR HANDOUT)

Please indicate below your overall satisfaction with each of the tasks you participated in today, and offer any ideas you have on how to improve these tasks.

Review Exercise: Sing It!

Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied
1	2	3	4	5

Suggestions for improving this task:

Task 4: Selecting and Defining the Feasible and Effective Behavior Steps 4 and 5

Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied
1	2	3	4	5

Suggestions for improving this session:

Task 5: The Priority Group and Influencing Groups

Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied
1	2	3	4	5

Suggestions for improving this session:

Task 6: Our DBC Frameworks Part I: Describing the Behavior and the Priority Group

Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied
1	2	3	4	5

Suggestions for improving this session:

Task 7: Identifying Determinants that Influence Behavior

Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied
1	2	3	4	5

Suggestions for improving this session:

Most useful thing about today:

The thing I'm still confused about:

WORKSHOP DAY THREE

REVIEW EXERCISE: UNRAVELING THE BALL

Achievement-Based Objectives

By the end of this task, participants will have:

- Reviewed key concepts from Day Two
- Reviewed the program and objectives for Day Three

Time

30 minutes

Materials

- Strips of paper with review questions written on them ahead of time, then attached one on top of the other and taped to form a secure ball: See Sample Review Questions or ask participants to make up their own questions the previous day
- Schedule for the day
- Objectives for the day

Steps

1. Ask participants to form a circle (or this can be done in two circles if there are many participants).
2. Explain to participants: As the ball is thrown to you, you must each pull off one strip of paper and answer the question written on it. After you respond, please throw the ball to someone else. You can ask others for help in answering the question if necessary.
3. Begin the game with a lively toss to a participant and continue the game until all of the questions have been unraveled and answered. If incorrect or incomplete responses are given, ask participants to help their team mate.
4. Review the schedule and objectives of the day with the participants.
5. Go over the evaluation of Day Two. If necessary, address any difficult concepts and/or questions.

Sample Review Questions

1. Name the five columns in the DBC Framework.
2. What does DBC stand for?
3. Name five characteristics of a Behavior.
4. Name three ways to describe your Priority Group.
5. What is the Priority Group?
6. Why do you need to add the 'details/specifics' to the Behavior Statement?
7. What do we mean by "Know exactly who your group is and look at everything from their point of view?"
8. Why is it necessary to describe the Priority Group in detail?
9. Why do we need to identify the Determinants of a Behavior?
10. What do we mean by "perceived positive consequences"?
11. What do we mean by "Action is what counts?"
12. Which four Determinants are the most powerful?
13. What is the difference between action efficacy and self-efficacy?
14. Why can't we guess what the Priority Group feels and thinks?
15. Name four Determinants that haven't been mentioned yet.
16. Who are the Priority Groups in your program?
17. Which three Determinants relate to the problem not the Behavior?
18. Why do we need to identify the stage of change when we describe our Priority Group?
19. What do we mean when we say that a Behavior (for which you do a DBC Framework) needs to be directly linked to the problem of the program?
20. What do we mean by perceived susceptibility? Give an example.
21. What do we mean by perceived severity? Give an example.
22. What are the three elements of a well-written Behavior Statement?
23. Why isn't it a good idea to use words like "appropriate" and "correct" in your Behavior Statement?
24. In what ways will the description of the Priority Group help us choose Activities?
25. Please list 3 action verbs that would be useful in writing a Behavior statement.

TASK 8: THE “EXERCISE” EXERCISE

Achievement-Based Objectives

By the end of this task, participants will have:

- Demonstrated that one’s Behaviors do not always match what is known or believed
- Analyzed the fact that raising awareness or increasing knowledge is often not sufficient to bring about behavior change (BC)
- Discussed new ways of describing or defining the target audience
- Deduced the importance of targets of opportunity and the necessity of conducting research studies (especially Barrier Analyses and Doer/Non-Doer Studies)

Time

1 hour

Materials

- Masking tape
- Task 8 Flip Charts 1–10: The “Exercise” Exercise

Note: Before the session, tape the three sets of prepared flip charts around the room, along with the project objective statement

Steps

I. Introduction

- 1a. Explain that program implementers need to conduct in-depth audience research in each community as part of the baseline data survey and continuously throughout the life of the program. If used during program design, the research studies can be useful in helping program designers narrow down the list of behaviors to target once the research has been completed.
- 1b. Tape all the parts of **Task 8 Flip Charts 1–10: The “Exercise” Exercise** to the wall and make sure they are each covered with a blank flip chart page.
- 1c. Explain that for this exercise, participants will each play two different roles: a community health promoter and a community member. Point out the behavioral objective (all adults will engage in at least 30 minutes of moderate physical exercise four to six times per week) written on the **Task 8 Flip Chart 1**.

2. Participant research on knowledge statements
 - 2a. Tell the participants that before we decide what behavior change strategies would work best, we need to carry out some audience research involving trainees as research participants.
 - 2b. Ask someone to remove the blank top sheet from each of the three sets of flip charts taped to the wall. Explain that three different knowledge statements are now posted on the walls. Have participants read them out loud.
 - 2c. Ask the participants to stand near the statement that most approximates their knowledge levels. When participants have settled next to a statement, ask: What do you notice about the groups? How many are in each group? Do you have any other observations, such as about demographics, profession, gender, age, nationality, language group, region or others?
 - 2d. Tell participants: You have just divided yourselves into segments (or subgroups) of the community according to your stated level of knowledge about exercise. We will now see what happens when we look at your beliefs.
3. Participant research on belief statements
 - 3a. Ask someone to remove the knowledge statement from each of the three sets of flip charts to reveal the belief statements. Have a participant read them out loud.
 - 3b. Ask the participants to stand near the statement that most approximates their belief levels. When participants have settled next to a statement, ask: What do you notice about the groups? What differences do you see? Any other observations?
4. Participant research on Behaviors
 - 4a. Tell participants: We will now see what happens when we look at your behaviors.
 - 4b. Ask a participant to remove the belief statements from each of the three sets of flip charts to reveal the action statements. Ask participants to read the action statements and reposition themselves according to the Behavior that most closely describes their own.
 - 4c. Ask participants: What differences do you see? Do you have any observations about demographics, professions, gender or age? To what extent did your knowledge and belief predict your behavior?
 - 4d. Stress that what we know and believe is often quite different from what we do. Introduce the terms **Doer** and **Non-Doer**. Explain that identifying Doers and Non-Doers is an important part of this type of research.

5. Target audience(s)

5a. While participants are still standing in their groups next to the flip charts, ask: If you had to pick one sub-group of your target audience to work with first, which group would you pick?

5b. Introduce the term **target of opportunity**, that is, looking at sub-groups that may initially be more prone to change (known as “low-hanging fruit”). This may be people with the greatest desire to change due to vulnerability or those for whom the transition would not be difficult.

5c. Ask participants: How else might you use this information in a BC program? Responses should include: identification of a positive deviant.

5d. Ask participants: What did you learn about prioritizing?

Suggest that it is not always necessary or practical to divide the intended participants by socio-demographic characteristics, such as gender or age. It may be more important to work with people based on their stage of change, especially with those who are most ready to adopt the new Behavior.

6. Task wrap-up

6a. Ask participants: What have we learned from this exercise?

6b. Help to draw out the following themes:

- What people know or believe is not usually an accurate predictor of what they do. That is obvious to all of us when we think about our own actions, but sometimes when we are planning health promotion, we forget this basic tenet.
- This reminds us that just giving people information is generally not enough. Even convincing them of a new belief may not move people to take a beneficial action.
- It is helpful for us to identify the competing Behaviors that are making appeals to our audience.
- Look for new ways of segmenting community members that have become apparent from this exercise (targets of opportunity and the various stages of readiness to change).
- Marketers look for targets of opportunity, that is, where they can have the greatest impact from their investments. Consider that we may be more successful at moving the “sometimes exercise” people to the objectives than getting the “almost never exercise” people all the way there.

- This activity points us toward the value of doing research studies.

Task 8 Flip Charts I–10

The “Exercise” Exercise

Behavior Change Goal (Flip Chart 1): Targeted adults engage in at least 30 minutes of moderate physical exercise four or more times per week.

Trainer Instructions: Three sets of flip charts are needed for this game, and each set should be taped to the wall, along with Flip Chart 1, above, so it is easy to remove each page as the next is revealed. Each set has three flip charts as follows, and each flip chart should be stacked on top of the others in the order they appear below. A blank flip chart page should be taped on top of each set so all pages are hidden.

Set 1

Flip Chart 2. I know that getting exercise is very important. I have read multiple studies that prove it. I have also heard many advertisements promoting good health through exercise.

Flip Chart 3. I believe that getting exercise is very important. I think that everyone should exercise regularly, at least four times a week.

Flip Chart 4. Last week I exercised four or more times for at least 30 minutes at a time.

Set 2

Flip Chart 5. I have only heard that exercising can reduce your chance of heart disease.

Flip Chart 6. I believe exercise is somewhat important. Most people should exercise one to two times per week.

Flip Chart 7. I exercised 2-3 times last week.

Set 3

Flip Chart 8. I know that many people are in shape because they exercise, but I’m not sure how they do it.

Flip Chart 9. I think that we get enough exercise with the routine activities of the day.

Flip Chart 10. I did not do any exercise last week beyond routine activities.

TASK 9: FORMATIVE RESEARCH TO FIND KEY DETERMINANTS: BARRIER ANALYSIS AND DOER/NON-DOER STUDIES

Achievement-Based Objectives

By the end of this task, participants will have:

- Studied the different aspects of a Doer/Non-Doer Study or Barrier Analysis
- Examined the seven steps involved in conducting a Barrier Analysis
- Practiced developing questions for use in a Barrier Analysis
- Discussed the Doer/Non-Doer Study as a shorter form of the Barrier Analysis

Time

3 hours (lunch is provided after about 2 hours, then the task is completed after lunch)

Materials

- Task 7 Handout 1: Important Determinants that Influence Behavior
- Task 9 Handout 1: The Five Tenets of the Barrier Analysis
- Task 9 Handout 2: Barrier Analysis Game Study Guide
- Post-its or index cards and tape for the Barrier Analysis Game, one for each question
- Barrier Analysis Game Questions
- Task 9 Handout 3: The Seven Steps of The Barrier Analysis
- Task 9 Handout 4: Sample Questions for a Barrier Analysis
- If conducting a country-specific training:
Task 9 Handout 5: Example Barrier Analysis Questionnaire for Use with Farmers
Or
Task 9 Handout 6: Example Barrier Analysis Questionnaire for Use with Mothers of Infants
- If conducting a regional training: Task 9 Handout 7: Mock Doer/Non-Doer Questionnaire for Use during the Workshop
- Task 9 Handout 8: Doer/Non-Doer Study Questionnaire Development Worksheet
- The questionnaire developed during Step 7 (multiple copies per participant or interview team)

Facilitator's Notes

If this is a regional training, with participants coming from many different countries, it probably will not be possible to conduct a real Doer/Non-Doer Study because the participants will not know the local language and the training may not be held in a

location near enough to a program's target audience. In this case, plan to develop a questionnaire based on a Behavior that is common to most people in that location (e.g., brushing teeth) and arrange for participants to each interview two to three people in the vicinity of the training venue (e.g., nongovernmental organization [NGO] staff, hotel staff, shop keepers, pedestrians). In this way, participants will get an idea of how interviewing is done and how the data are coded, tabulated and analyzed.

Advanced preparation for Step 6: The Behavior(s) included in the group work during this exercise should be selected directly from the programs that participants are working on, for example from the Learning Needs and Resources Assessment (LNRA). Facilitators should also consult with in-country staff and conference organizers in advance to determine which Behavior to use to ensure that participants will be able to find both Doers and Non-Doers and that the field work will be the most beneficial for the widest range of participants.

Steps

I. Introduction to Barrier Analysis

- Ia. Ask participants: In the earlier example you gave of your efforts to change, what obstacles or barriers to behavior change (BC) did you encounter? Did you always know in advance that these would be barriers?

Also ask: How does knowing the barriers/obstacles to BC help us to promote change? Responses should include: This allows us to work on removing the barriers.

Then ask participants: What about motivators/enablers? Did you always know in advance what things would make it easier to make a change?

Also ask: How does knowing the enablers to BC help us to promote change? Responses should include: It allows us to promote enablers to make it easier for more people to make the change.

- Ib. Ask participants: Have you ever done a survey to identify barriers and motivators/enablers? If the response is yes, ask one or two participants to share their experiences and focus on the steps they used in conducting the research and analyzing the data.

- Ic. Explain the Barrier Analysis. If participants shared experiences in **Step Ib**, as you explain the process, mention where the participants' experiences with discovering barriers and enablers fits in.

- A Barrier Analysis is a survey that uses the Doer/Non-Doer methodology to identify what is preventing the Priority Group from adopting the Behavior and what the enablers of the Behavior are.

- To identify the key barriers and enablers, the Priority Group is asked a series of questions to identify up to 12 potential Determinants (most of which are barriers) that can block people from taking action. There are four Determinants that should always be explored and eight others that may be useful to explore for many Behaviors in some contexts. See **Task 7 Handout 1: Important Determinants that Influence Behavior** for the list and explanations of Determinants.
 - The questions also identify what the respondent feels are the key benefits, or perceived positive consequences, of an action. These can then be used as “promoters” to “sell” a Behavior during behavior promotion activities and messaging.
 - The results of the questions are compared amongst groups of people who practice the new Behavior—we call these people Doers—and people who have not yet adopted the new Behavior—we call these people Non-Doers. By comparing these two groups, we can see which Determinants of Behavior seem to be the most important.
 - All too often, program planners focus on increasing knowledge about the benefits, but lack of knowledge is not usually the biggest barrier. Barrier Analysis enable us to break out of our default mode to consider what factors really make the difference between those who do the Behavior and those who do not.
 - Program implementers have learned over the years that helping people overcome key barriers to BC may be one of the most effective ways to help them change their behaviors. Some examples of barriers are: poor transportation, an unsupportive spouse or mother-in-law, and fear of negative consequences or cultural taboos.
2. Five tenets of Barrier Analysis
 - 2a. Ask participants to take a few moments to silently read **Task 9 Handout 1: The Five Tenets of the Barrier Analysis**. Ask participants to underline points that seem important or particularly relevant to them. Ask a few participants to comment. Respond to questions and let participants know that you will be discussing Barrier Analysis in more detail.
 3. The Barrier Analysis game
 - 3a. Divide participants into small groups of five or six and give each small group some Post-its or index cards and tape, one for each question of the game. Ask group members to put the number of their group on the Post-its/cards, or use different colored Post-its or cards for each group.

- 3b. Tell each group that we are going to play a game. To play, all participants should study **Task 9 Handout 2: Barrier Analysis Game Study Guide**. Small group members may assign certain sections to each person in the group, because there is a lot to read. Give the participants ample time to study the handout, since they will not be able to use it as a reference during the game.
- 3c. While the participants read **Task 9 Handout 2**, the facilitator should select some of the BA questions found in **Barrier Analysis Game Questions**, write them on flip charts (3 per flip chart) and post them around the room. The questions should be hidden until the game starts. Space should be left between the questions for small groups to post responses.
- 3d. At the signal of the facilitator, each small group will write responses to the questions on the **BACK** of the Post-its/cards, one response per Post-it/card, and stick the post-it next to the corresponding question so that other groups cannot see the answer. You might want to demonstrate this so all participants understand.
- 3e. When each small group finishes answering all the questions, they should quickly sit down so their completion order and points gained can be noted by the facilitator. The team that answers all questions first earns five points, and the other groups each will earn one fewer point according to the order in which they finished.
- 3f. With the participants, the facilitator will review and correct the answers to the questions, giving one point to each group with a correct response. The facilitator will count how many correct answers each group earned. The group with the most points, including the extra points for finishing quickly, wins.

Note: The facilitator may want to give a prize to the winning team.

4. Identifying Doers and Non-Doers

- 4a. Explain to participants: Often one of the most difficult steps in conducting a Barrier Analysis is identifying enough Doers, so let us brainstorm for a moment.
 - Ask participants: What are some of the ways we might be able to rapidly identify Doers and Non-Doers? For example, in the case of the Behavior “chicken owners keep chickens enclosed all the time”, how would you describe a Doer?
 - Ask participants: What do we do when people are “on the borderline”? How do we decide if they are a Doer or a Non-Doer? For example, what if the person slept under an insecticide-treated bed net (ITN) four out of seven nights this week, but not last night, or planted trees last year to reforest the mountainsides, but not this year?

- Ask participants: What questions should we ask to distinguish Doers from Non-Doers?
 - Tell participants that these questions are called **behavior screening questions**. Examples of behavior screening questions include: What did you feed your baby during the last 24 hours? Did you plant any trees in the past year on the hilly land that you own?
 - Point out to participants that they need to think about quantitative aspects of the Behavior, such as the degree to which and how often it is done, when deciding who will be called a Doer for the purposes of your survey.
 - It is important to not be so strict in your definition that you cannot find any Doers, nor so loose in your definition that you cannot find any Non-Doers. Looking for people who do the Behavior at all times (the Ideal Behavior) will give different results than looking for those who do the Behavior most of the time.
 - Encourage participants to avoid vague wording (e.g., often, usually) in the behavior screening question.
 - Remind participants that the way you formulate the behavior screening questions does NOT change the definition of the Ideal Behavior that you will actually promote (on the Designing for Behavior Change [DBC] Framework).
 - Additional guidance on how to develop screening questions and the rest of the BA questionnaire can be found in *The Practical Guide to Conducting a Barrier Analysis* [<http://www.coregroup.org/resources/404-a-practical-guide-to-conducting-a-barrier-analysis>]
- 4b. Explain to participants: Often researchers must “draw a line” to divide Doers from Non-Doers, and if the question is phrased slightly differently, respondents may be categorized differently. That does not mean, necessarily, that one measure is better than another. It demonstrates, though, the care that researchers must take in consistently defining Doers and Non-Doers. For example, in a national hand-washing campaign in Senegal, it was difficult to find actual Doers (those that washed their hands with soap during each of the four critical moments), thus the team agreed to *relax* the criteria for Doers to categorize them as those who washed their hands with soap during at least two of the four critical moments.
- 4c. Give the following two examples of behavior screening questions:
- Behavior: Farmers use improved seeds to grow field crops.

Behavior screening questions: During the last planting season, which type of seeds did you use? From where did you get them?

Doers are those farmers who say they used improved seeds during the last planting season. Non-Doers are those who do not.

- Behavior: Mothers ensure that their children who are under 5 years of age sleep under an ITN each night.

Behavior screening questions: Do you have a child under age 5 in the house? Do you have any mosquito nets? Did anyone in the family sleep under a mosquito net this week? Who sleep under the mosquito net? How many nights this past week did the child sleep under the net? Is the net permanently treated or has it been dipped in the last 6 months?

Doers are those mothers of children under age 5 who have children that slept under a treated or long-lasting ITN at least four out of the last seven nights (relaxed definition in order to find enough Doers). Non-Doers are mothers of children under age 5 who either do not have nets or have nets but the children did not sleep under them at least four nights.

- 4d. Select several participants and ask each to suggest a Behavior Statement from their programs or from the following topic areas and to explain who would be the Doer and Non-Doer: animal husbandry, agriculture practices, child nutrition or maternal nutrition.
5. Introduction to the process: Seven steps to conducting a Barrier Analysis
 - 5a. Refer participants to **Task 9 Handout 3: The Seven Steps of the Barrier Analysis**. Explain each step and respond to questions.
 - 5b. Ask participants: When during the process of doing a DBC Framework should the Barrier Analysis be conducted?
6. Designing the questionnaire
 - 6a. If you will conduct a Doer/Non-Doer Study at the program site (country-specific workshop), explain to participants: In preparation for our field work tomorrow we will now develop the Doer/Non-Doer Study questionnaire. Divide participants into small groups of three or four people.

If you will conduct a mock Doer/Non-Doer Study around the workshop venue (regional workshop), divide the participants into their DBC Framework small groups so they can develop a questionnaire based on their framework Behavior.
 - 6b. Ask participants to refer to:
 - **Task 9 Handout 4: Sample Barrier Analysis Questions**
 - For country-specific workshops: Either **Task 9 Handout 5: Example Barrier Analysis Questionnaire for Use with Farmers** or **Task 9**

Handout 6: Example Barrier Analysis Questionnaire for Use with Mothers of Infants

- For regional workshops: **Task 9 Handout 7: Mock Doer/Non-Doer Questionnaire for Use During the Workshop**
- **Task 9 Handout 8: Doer/Non-Doer Study Questionnaire Development Worksheet**

6c. Have small groups write the following information on **Task 9 Handout 8**.

- Assign an appropriate Behavior from the participants' program to all the small groups.

Note: It will be easier and less time-consuming for all small groups to use the same Behavior, such as “farmers plant trees in erosion-prone areas”, “mothers will feed their children foods rich in vitamin A” or “pregnant women will make at least four antenatal visits during their pregnancy”.

- Ask the small groups to identify the Priority Group related to this Behavior.
- Discuss whether the Behavior needs to be modified (relaxed) in order to find enough Doers and Non-Doers. If so, write the Modified Behavior in the space provided. Write in the Behavior Question(s) that will allow you to distinguish a Doer from a Non-Doer.
- Assign each small group two or three Determinants. Ask each small group to write two questions for their assigned Determinants.
- Tell participants: In the interest of time, for the field work/mock survey, we are focusing only on the four Determinants used in the Doer/Non-Doer Study. These are perceived self-efficacy/skills, perceived social norms, perceived positive consequences and perceived negative consequences. In your programs, time and budget permitting, it is advisable to conduct a full Barrier Analysis that uses questions from more Determinants, depending on the context and Behavior promoted. This is why we explained each of the Determinant categories.

7. Sharing questions

7a. Ask a representative from each small group to share what questions they wrote to determine if the person is a Doer or a Non-Doer.

7b. As this is done, walk participants through the process of developing the questionnaire.

Note: It will be helpful and time-saving to have a volunteer (perhaps an administrative assistant) type up the questions that the group selects during the

plenary. This person may want to use the Barrier Analysis questionnaires found in the Task 9 Handouts as a reference and should model the format of the questionnaire after **Task 9 Handout 7: Mock Doer/Non-Doer Questionnaire for Use during the Workshop**. Facilitators should ensure that this person is able to follow the discussion without difficulty. After the session, the facilitator should check the questionnaire, finalize it and make sufficient copies (including extras) for participants to use during the following day's field work. All translations of questions should be verified by the facilitators in collaboration with field staff. During the country-specific workshops, each team of participants will be asked to interview five Doers and five Non-Doers, so enough copies should be available. For regional workshops, each trainee should have two or three copies each.

8. Address participants' questions, and explain that the next session will give them a chance to practice using the questionnaire just developed before they conduct the field work/mock survey.

Task 9 Handout 1

The Five Tenets of a Barrier Analysis

1. **Just because a person knows what he or she should do, it does not mean that he or she will do it.** Other factors influence decisions. Having knowledge about the positive consequences of a Behavior is only one factor. People often learn about a Behavior long before they are willing to adopt it.
2. **Just because a person wants to do a Behavior does not mean that he or she will do it.** Sometimes we are blocked and cannot do what we truly want to do and know we need to do (e.g., because of lack of time or money). In addition, people often do not seek help from others (e.g., friends, health providers, God) to overcome a problem or change a habit.
3. **Just because a person fears a given outcome, it does not mean he or she will take action to prevent it.** Many times we try to increase the level of fear that a person has in order to get him or her to do a preventive action. However, sometimes the problem is too much, rather than too little fear of the problem or disease. For example, we may talk about the danger of cancer to get someone to get tested for cancer, or the danger of rats to convince a person to build an improved silo. However, studies have shown that sometimes too much fear can keep a person from doing something; for example, they would not want to know the outcome of the action, in the event it has negative connotations, like a positive cancer diagnosis.
4. **Many of the actions that people engage in to improve their lives are not necessarily done for the reasons that we promote.** It is possible to encourage a person to do something that improves his or her life for reasons that are not directed at improving agricultural productivity or health (e.g., building a silo so nosy neighbors do not see how much you are harvesting, washing yourself with soap in order to smell good). We need to find reasons that motivate (or would motivate) people to do something that will improve their lives or well-being.
5. **If you do not choose the right Behavior to promote, increasing adoption will not make much difference.** Barrier Analysis will only help you increase the percentage of people who adopt a Behavior you want to promote, but if the Behavior you plan to promote does not have that much effect on an outcome (e.g., agricultural productivity, child malnutrition), then do not expect Barrier Analysis to change that outcome. Changing a few of the right behaviors can often drive a lot of change. There are other tools and information that you should be using as well to ensure that you are picking the right Behaviors to promote (e.g., Positive Deviance Inquiries [PDIs], scientific effectiveness studies).

Task 9 Handout 2

Barrier Analysis Game Study Guide

1. **How is a Doer/Non-Doer Study different from a Barrier Analysis?**

A Doer/Non-Doer Study is very similar to a Barrier Analysis, as they both focus on comparing Doers and Non-Doers. The Doer/Non-Doer Study only studies four Determinants. Barrier Analysis studies those four plus up to eight additional Determinants.

Typically the Doer/Non-Doer Study has six questions. The original Doer/Non-Doer Study methodology recommended a smaller sample size and a different form of analysis, but now we recommend using the same sample size and type of analysis as used with Barrier Analysis. A Doer/Non-Doer Study can take a bit less time than a Barrier Analysis, given that it involves fewer questions, but it is important to ensure that you are not leaving out potentially important Determinants of the Behavior being studied. When in doubt, use a Barrier Analysis and explore the full set of Determinants that you think may influence the Behavior you are studying.

2. **How many Determinants are explored in a Barrier Analysis?**

A Barrier Analysis examines up to 12 potential Determinants of Behavior, as listed in **Task 7 Handout 1: Important Determinants that Influence Behavior**. Among them are the four most powerful Determinants: perceived self-efficacy/skills, perceived social norms, perceived positive consequences and perceived negative consequences. It is best to measure as many of the Determinants as possible so as not to miss important Determinants that may be driving the Behavior. It is difficult to know ahead of time which Determinants will turn out to be important ones.

Note: It is possible that a Doer/Non-Doer Study will provide you with the information you need, but you can reduce the risk of missing important Determinants by doing the full Barrier Analysis.

3. **Who is interviewed?**

In a Barrier Analysis, interviewers ask individuals from the Priority Group questions. Respondents are categorized as Doers or Non-Doers and their responses are compared in those categories.

4. **Who interviews Doers and Non-Doers?**

All interviewers should be trained to carry out the full Barrier Analysis. It is best to have all interviewers interview some Doers and some Non-Doers, rather than having a given interviewer interview only Doers or only Non-Doers. This helps to avoid trends that emerge purely because of how a particular interviewer asked the question or recorded the responses. If you have one person interviewing and one

person recording the responses, be sure to have the two swap roles during the survey.

5. Can the same person be interviewed about more than one Behavior?

If you are conducting more than one Barrier Analysis at the same time, it is best to avoid asking the same person about multiple Behaviors. Doing so can lead to over-taxing the respondent and to that person providing incomplete or not well-thought-out responses as they grow weary of being interviewed.

6. What sample size should be used?

A sample size of at least 90 individual interviews, 45 Doers and 45 Non-Doers, usually gives the best results in a Barrier Analysis. If you interview fewer than 45 individuals each you run the risk of not identifying truly important differences between Doers and Non-Doers on which to base your Activities and messaging. On the other hand, if you interview more than 45 individuals each, you will be able to identify very small differences between the Doers and Non-Doers. However, when there are very small differences between how Doers and Non-Doers answer a question related to a Determinant, even if there is a statistically significant difference between the two groups, the Determinant will have a very small effect on the Behavior, and should thus be ignored.

7. What type of sampling should be used?

A Barrier Analysis is similar to a case-control study, so it is not necessary to have as rigorous a sampling method or to use population-based sampling as you would for other types of surveys (e.g., Knowledge, Practice and Coverage [KPC] surveys). However, in order for your results to be representative of most of the people in the area, it is good to draw your respondents from different communities. For example, in order to obtain 45 Doers and 45 Non-Doers, it would be good to interview five Doers and five Non-Doers from each of nine different communities, rather than selecting them all from the same community.

8. How long does a typical Barrier Analysis take?

Compared to some other qualitative investigation methods (e.g., focus groups), a Barrier Analysis requires more human and financial resources to conduct since it requires a larger sample size. Compared to some other quantitative investigation methods (e.g., KPC surveys), a Barrier Analysis should require less human and financial resources. Nonetheless, if the target population is accessible (and both Doers and Non-Doers can easily be identified), surveying to investigate one Behavior can be done with two teams of three people in about two days (visiting two or three communities per day per team with about 10 interviews per community). This is in addition to the training time and one or two days for tabulation, analysis, and planning activities and messages.

9. **When in the program life cycle should a Barrier Analysis be conducted?**

A Barrier Analysis can be carried out at program start-up, for example, prior to detailed implementation planning, which is the ideal time to plan a behavior change (BC) strategy, or at midterm, if the program needs adjustment. It may also be carried out upon final evaluation of a program that will have follow-on funding and a BC strategy adjustment is needed. In addition, some organizations conduct a Barrier Analysis periodically during a longer program to research many Behaviors. For example, Food for the Hungry sometimes conducts a Barrier Analysis on one key Behavior they intend to promote through Care Groups (e.g., exclusive breastfeeding [EBF]) before each four-month behavior promotion module.

10. **How reliable are the findings?**

Because a Barrier Analysis identifies statistically significant differences between Doers and Non-Doers, it is very probable that the Determinants found to be different between the two groups are true differences and not just due to chance. The Determinants identified have less than a 5 percent probability of being due to chance ($p < 0.05$).

11. **How are results analyzed?**

A questionnaire is developed and administered to usually equal numbers of both Doers and Non-Doers. The results are tabulated manually on newsprint, using a coding guide, and the percentage is calculated using a simple calculator. Those responses with a 15 point difference or higher indicate the most significant Determinants and Bridges to Activities. It is important to note that the percentages of Doers or Non-Doers giving a particular response alone (or even the total combined) are not meaningful: the difference between the two groups is what matters most. Also, sometimes a minority of both Doers and Non-Doers will give a particular response, but the difference between them is large enough to indicate an important Determinant.

The results can also be entered into a Barrier Analysis Tabulation Sheet, a Microsoft Excel table specially created for finding differences between Doers and Non-Doers. The spreadsheet calculates the percentages of Doers and Non-Doers that gave each response and identifies differences that are statistically significant. Using the spreadsheet makes program staff more likely to find more statistically significant differences between Doers and Non-Doers (as compared with just looking for 15-point differences between Doers and Non-Doers). It also shows the magnitude of each Determinant (e.g., “Doers were seven times more likely than Non-Doers to say that their husbands approved of the Behavior”).

The Barrier Analysis Tabulation Sheet can be downloaded from http://www.caregroupinfo.org/docs/BA_Tab_Table_Latest.xlsx

A document explaining how to use the Barrier Analysis Tabulation Sheet can be found at

http://www.caregroupinfo.org/docs/BA_Analysis_Excel_Sheet_Tab_Sheet_Explanation_Latest.doc

Future updates to the Barrier Analysis Tabulation Sheet and instructions will be posted on the Food Security and Nutrition Network website

(www.foodsecuritynetwork.org) and on

<http://www.caregroupinfo.org/blog/narrated-presentations-on-care-groups-and-care-group-tools/planning-m-e-tools>.

12. Are qualitative methods sometimes used after a Barrier Analysis?

Yes, qualitative methods can be useful to follow up after a Barrier Analysis. For example, if we learn from a question about perceived negative consequences that farmers perceive the promoted Behavior will actually make their harvest smaller, we need to do follow-up focus groups to find out where that belief comes from, why they think that happens and how they think that happens. (“How” and “why” questions are often best explored using qualitative rather than quantitative methods.) Similarly, if many people answer that it is more difficult to eat protein-rich foods because of the cost, it might be helpful to do a Positive Deviance Inquiry (PDI) or local Determinants of malnutrition study to see if there are some lesser-known alternative protein sources available—namely acceptable, low-cost, high-protein foods—that could be promoted.

While a Barrier Analysis should help you identify the most important barriers and enablers, it may not be enough to find what truly motivates people, including the “big benefits”. Therefore, it can be useful to follow up this approach with focus group discussions (FGDs) or a participatory learning and action (PLA) activity. (When we learn about questionnaire development, however, we will mention a question that you can put at the end of your questionnaire to look into “big benefits.”)

Using trials of improved practices (TIPS), FGDs, PLA and other qualitative methods can also be useful for studying enablers and barriers when a Barrier Analysis is not possible, because there are not enough Doers to interview. For example, when you are introducing a Behavior that is new to an area (e.g., solar water disinfection, use of zinc during and after diarrhea) or the program is just beginning, you may not find any Doers.

13. Is Barrier Analysis a quantitative method, qualitative method or both?

Barrier Analysis is both qualitative and quantitative. It has open-ended elements that help us explore and describe how both Doers and Non-Doers think (which makes them qualitative in nature) and allows us to say which differences are important using quantitative elements (e.g., the statistical comparison of Doers and Non-

Doers). Since a Barrier Analysis does not measure prevalence of a particular belief, most people do not think of it as quantitative; however, quantitative information is being collected and analyzed (e.g., which group gave a particular response more often).

Barrier Analysis Game Questions (select 9 -10 from this list)

1. How is a Doer/Non-Doer Study different from a Barrier Analysis?
2. How many Determinants are explored in a Doer/Non-Doer Study?
3. How many Determinants are explored in a Barrier Analysis?
4. Which Determinants are explored by both a Doer/Non-Doer Study and Barrier Analysis?
5. Who is interviewed in a Barrier Analysis?
6. Who interviews Doers and Non-Doers (in both a Doer/Non-Doer Study and a Barrier Analysis)?
7. Can the same person be interviewed about more than one Behavior?
8. How many interviews should be conducted with Doers and Non-Doers?
9. How many Doers should be interviewed?
10. Is it acceptable to take your entire sample from the same community?
11. When in the program life cycle should the Barrier Analysis be conducted?
12. How reliable are Barrier Analysis findings?
13. To be considered significant, what should the minimum point difference be between Doers and Non-Doers?
14. Can the results only be analyzed manually?
15. Are qualitative methods sometimes used after a Barrier Analysis?
16. Does a Barrier Analysis use quantitative or qualitative research methods?

Task 9 Handout 3

The Seven Steps of Conducting a Barrier Analysis

1. Define the objective, Behavior and Priority Group.

Define what you want to happen as a result of your behavior change (BC) strategy, for example, “increase the percentage of maize farmers who use organic fertilizer” or “increase the number of women of reproductive age who receive prenatal care during the first trimester”.

2. Develop the behavior screening questions.

This non-leading question (or set of questions) will help you determine if a respondent is a Doer or a Non-Doer. Examples include: “During the last planting season, which types of seeds did you use? From where did you get them?” Program staff must be consistent in how they define Doers and Non-Doers during a study.

3. Develop questions about Determinants and a pre-test questionnaire.

Identify one or two questions for each of the Determinants being studied and prepare the questionnaire and coding guide with potential responses. Take care: this is one of the most difficult steps! Test the questionnaire on a few members of the Priority Group to ensure that the questions can be understood by respondents.

4. Organize the field work.

Decide in which sites (e.g., community gardens, clinics) you may find Doers and Non-Doers in or in which communities you will conduct interviews. Seek permission from appropriate authorities (e.g., village chief, clinic managers). Practice interviewing using the questionnaire. Make sufficient copies of the questionnaires. Arrange transportation to interviewing locales.

5. Collect field data for the Barrier Analysis.

Conduct at least 45 interviews of Priority Group members who are Doers and at least 45 interviews with Non-Doers. Record the responses on the questionnaire. Specify any other responses not directly related to the questionnaire and write them in the respondent’s own words.

6. Code the Barrier Analysis questionnaire responses, and tabulate and analyze the results.

Prepare the coding sheets. Work in a group to tabulate on flip chart pages the results from each interviewer. Enter the tabulated results in a table or in the Microsoft Excel Barrier Analysis Tabulation Sheet. Compare the answers of the Doers and Non-Doers for each question/response. Look for large (15+ percentage points) differences if tabulating manually or statistically significant differences

between the Doers and Non-Doers if using the spreadsheet. For statistically significant differences, note the level of association (in the odds ratio column) between the response and the Behavior.

7. Use the results to write Bridges to Activities in the DBC Framework.

After analyzing your data, use the information to write Bridges to Activities. Which Determinants must be addressed through your Activities? Which messages should be used? How will you address the Influencing Groups? Decide how to monitor changes in the Bridges to Activities during the life of your program.

Task 9 Handout 4

Sample Questions for a Barrier Analysis

Determinant	Sample Barrier Analysis Questions to Use
Perceived self-efficacy/ skills	<ul style="list-style-type: none"> ➤ Do you have the knowledge and skills necessary to use organic fertilizer on your maize crop given your current knowledge, skills, time and money? ➤ What makes it easier (or would make it easier) for you to use organic fertilizer on your maize crop? What makes it difficult (or would make it difficult)? • Are you able to exclusively breastfeed your infant under 6 months of age given your current knowledge, skills and time? • What does (or would) make it easier for you to give only breast milk to your infant under 6 months of age? What makes or would make it difficult?
Perceived social norms	<ul style="list-style-type: none"> ➤ Do (or would) most of the people you know approve of your decision to use organic fertilizer on your maize crop? ➤ Who approves of/supports (or would approve of/support) your decision to use organic fertilizer on your maize crop? ➤ Who would disapprove of your decision to use organic fertilizer on your maize crop? • Do (or would) most of the people you know approve of you exclusively breastfeeding your infant under 6 months of age? • Who approves of/supports (or would approve of/support) your decision to exclusively breastfeed your infant under 6 months of age? • Who would disapprove of your decision to exclusively breastfeed your infant under 6 months of age?
Perceived positive consequences	<ul style="list-style-type: none"> • What are (or would be) the advantages/benefits of using organic fertilizer on your maize crop? • What are (or would be) the advantages/benefits of exclusively breastfeeding your child under 6 months of age?
Perceived negative consequences	<ul style="list-style-type: none"> • What are (or would be) the disadvantages of using organic fertilizer on your maize crop? • What are (or would be) the disadvantages of exclusively breastfeeding under 6 months of age?
Access	<ul style="list-style-type: none"> • How difficult is it for you to get the materials needed to use organic fertilizer on your maize crop? • How difficult is it for you to get to the local clinic when your child has diarrhea? • How well are you treated when you visit that clinic?
Perceived action efficacy	<ul style="list-style-type: none"> • Would giving only breast milk to your child help him or her avoid getting diarrhea? • How likely are you to get cholera if you wash your hands with soap after defecating and before eating?

Determinant	Sample Barrier Analysis Questions to Use
Perceived cues for action/reminders	<ul style="list-style-type: none"> • How easy is it to remember the date and location of the monthly seedling distribution? • How difficult is it to remember the date of the immunization post where you need to take your child for vaccines?
Perceived susceptibility/risk	<ul style="list-style-type: none"> • Do you think you may lose a good portion of crop during the coming year due to rats or insects? • How likely is it that your child will become malnourished in the next year?
Perceived severity	<ul style="list-style-type: none"> • How serious a problem is it if your crops become contaminated with aflatoxin? • How serious a problem is malnutrition in children compared to other problems that they could get?
Perceived divine will	<ul style="list-style-type: none"> • Do you think that God (or the gods) want(s) you to burn your fields after the harvest? • Is it God's will that infants get diarrhea and other illnesses?
Policy	<ul style="list-style-type: none"> • Are there any laws or policies that make it more likely that you will burn your fields after the harvest? • Are there any laws or policies that make it more likely that you will get your child immunized?
Culture	<ul style="list-style-type: none"> • Are there any cultural rules/taboo against use of organic fertilizer? • Are there any cultural rules/taboo against early initiation of breastfeeding?

Task 9 Handout 5

Example Barrier Analysis Questionnaire for Use with Farmers

Group: Doer Non-Doer

Barrier Analysis Questionnaire: Planting Orange-Fleshed Sweet Potatoes for Use with Targeted Farmers

Behavior Statement

Targeted farmers plant orange-fleshed sweet potatoes

Demographic Data

Interviewer's Name: _____ Questionnaire No.: _____

Date: ____/____/____ Community: _____

Scripted Introduction

Hi, my name is _____; and I am part of a study team looking into the crops farmers plant. The study will take about 15 minutes. We are interested in your views on this topic, but if you decide not to participate in the study no services will be withheld nor will it be held against you if you don't want to participate. If you decide to be interviewed you won't receive any gifts or remuneration of any kind. Everything you say will be kept confidential. I would like to hear your views; would you like to participate in the study? *If not, thank the potential interviewee for his or her time and find another person.*

Section A – Doer/Non-Doer Screening Questions

1. Have you ever planted sweet potatoes?
 A. Yes
 B. No → *End interview and look for another respondent*
 C. Do not know / no response → *End interview and look for another respondent*
2. Have you ever planted any sweet potatoes of the orange flesh variety? [show the respondent an orange-fleshed sweet potatoe]
 A. Yes
 B. No → *Mark as Non-doer and continue to Section B*
 C. Do not know / no response → *End interview and look for another interviewee*

Doer /Non-Doer Classification Table

Doer (all of the following)	Non-Doer (any one of the following)	Do Not Interview (any one of the following)
Question 1 = A		Question 1 = B or C
Question 2 = A	Question 2 = B	Question 2 = C

Group: Doer Non-Doer

Behavior Explanation

In the following questions I am going to be talking about planting a new type of sweet potato that has orange-colored flesh. (You could show an example of the orange-fleshed sweet potato.)

Section B – Research Questions

(Perceived Self Efficacy/Skills)

1. **Doers/Non-Doers:** With your present knowledge, resources and skills, do you think that you could plant the orange flesh variety of sweet potato?
- a. Yes
 - b. Possibly
 - c. No
 - d. Do not know

(Perceived Positive Consequences)

- 2a. **Doers:** What are the advantages of planting the orange flesh variety of sweet potato?
- 2b. **Non-Doers:** What would be the advantages of planting the orange flesh variety of sweet potato?

Write all responses below. Probe with “What else?”

(Perceived Negative Consequences)

- 3a. **Doers:** What are the disadvantages of planting the orange flesh variety of sweet potato?
- 3b. **Non-Doers:** What would be the disadvantages of planting the orange flesh variety of sweet potato?

Write all responses below. Probe with “What else?”

(Perceived Self-Efficacy)

- 4a. **Doers:** What makes it easier for you to plant the orange flesh variety of sweet potato?
4b. **Non-Doers:** What would make it easier for you to plant the orange flesh variety of sweet potato?

Write all responses below. Probe with “What else?”

(Perceived Self-Efficacy)

- 5a. **Doers:** What makes it difficult for you to plant the orange flesh variety of sweet potato?
5b. **Non-Doers:** What would make it difficult for you to plant the orange flesh variety of sweet potato?

Write all responses below. Probe with “What else?”

(Perceived Social Norms)

- 6a. **Doers:** Do most of the people that you know approve of you planting the orange flesh variety of sweet potato?
6b. **Non-Doers:** Would most of the people that you know approve of you planting the orange flesh variety of sweet potato?

- a. Yes
 b. Possibly
 c. No
 d. Do not know / Will not say

(Perceived Social Norms)

- 7a. **Doers:** Who are the people that approve of you planting the orange flesh variety of sweet potato?
7b. **Non-Doers:** Who are the people that would approve of you planting the orange flesh variety of sweet potato?

Write all responses below. Probe with “Who else?”

(Perceived Social Norms)

- 8a. **Doers:** Who are the people that disapprove of you planting the orange flesh variety of sweet potato?
- 8b. **Non-Doers:** Who are the people that would disapprove of you planting the orange flesh variety of sweet potato?

Write all responses below. Probe with “Who else?”

(Access)

- 9a. **Doers:** How difficult is it to get the materials and services you need to plant the orange flesh variety of sweet potato? Very difficult, Somewhat difficult, not difficult at all.
- 9b. **Non-Doers:** How difficult would it be to get the materials and services you need to plant the orange flesh variety of sweet potato? Very difficult, Somewhat difficult, not difficult at all.
- a. Very difficult
- b. Somewhat difficult
- c. Not difficult at all.

(Perceived Cues for Action/Reminders)

- 10a. **Doers:** How difficult is it to remember when to plant the orange flesh variety of sweet potato? Very difficult, somewhat difficult or not difficult at all?
- 10b. **Non-Doers:** How difficult do you think it would be to remember when to plant the orange flesh variety of sweet potato? Very difficult, somewhat difficult or not difficult at all?
- a. Very difficult
- b. Somewhat difficult
- c. Not difficult at all.

(Perceived Susceptibility/Risk)

11. **Doers and Non-Doers:** How likely is it that you or your child would get night blindness in the next year? Very likely, somewhat likely or not likely at all?
- a. Very likely

- b. Somewhat likely
- c. Not likely at all

(Perceived Susceptibility/Risk)

12. **Doers and Non-Doers:** How likely is it that you or your child would get night measles in the next year? Very likely, somewhat likely or not likely at all?

- a. Very likely
- b. Somewhat likely
- c. Not likely at all

(Perceived Severity)

13. **Doers and Non-Doers:** How serious would it be if you or your child got night blindness? A very serious, somewhat serious or not serious at all?

- a. Very serious
- b. Somewhat serious
- c. Not serious at all

(Perceived Severity)

14. **Doers and Non-Doers:** How serious would it be if you or your child got night measles? A very serious, somewhat serious or not serious at all?

- a. Very serious
- b. Somewhat serious
- c. Not serious at all

(Perceived Action Efficacy)

15. **Doers and Non-Doers:** How likely is it that you or your child would get night blindness or measles if you planted and ate the orange flesh variety of sweet potato?

- a. Very likely
- b. Somewhat likely
- c. Not likely at all.

(Perceived Divine Will)

16a. **Doers:** Do you think that God (or the gods) approves of you planting the orange flesh variety of sweet potato?

16b. **Non-Doers:** Do you think that God (or the gods) would approve of you planting the orange-flesh variety of sweet potato?

- a. Yes
- b. No
- c. Do not know / won't say

(Policy)

17a. **Doers:** Are there any community laws or rules in place that made it more likely that you plant the orange flesh variety of sweet potato?

17b. **Non-Doers:** Are there any community laws or rules in place that would make it more likely that you will plant the orange-flesh variety of sweet potato?

a. Yes

b. No

c. Do not know / won't say

(Culture)

18a. **Doers and Non-Doers:** Are there any cultural rules or taboos that make it less likely that you would plant the orange-flesh variety of sweet potato?

a. Yes

b. No

c. Do not know / Won't say

Now I'm going to ask you a question unrelated to orange-fleshed sweet potatoes

(Universal Motivators)

19. **Doers and Non-Doers:** What is the one thing you desire most in life?

THANK THE RESPONDENT FOR HIS OR HER TIME!

Task 9 Handout 6

Example Barrier Analysis Questionnaire for Use with Mothers of Infants

Group: Doer Non-Doer

Barrier Analysis Questionnaire on Seeking Four or More Antenatal Consultations for Use with Mothers of Infants 6 months or younger

Behavior Statement

Targeted pregnant women seek four or more antenatal consultations

Demographic Data

Interviewer's Name: _____ Questionnaire No.: _____

Date: ____/____/____ Community: _____

Scripted Introduction

Hi, my name is _____, and I am part of a study team looking into the topic of what pregnant women do to stay healthy. Our questionnaire will take 15 to 20 minutes. Participation in the study is completely voluntary; you can decide to participate or not. No services will be withheld if you decide not to participate nor will it be held against you if you don't want to participate. If you decide to be interviewed you won't receive any gifts or remuneration of any kind and everything you say will be kept confidential. I would like to hear your views; would you like to participate in the study? *If not, thank the potential interviewee for his or her time and find another person.*

Section A – Behavior Screening Questions

1. How old is your youngest child? _____ <-- write age in months here
 - a. 1 day - 6 months
 - b. 6 months and 1 day or older → *End interview and look for another interviewee.*
 - c. Do not know / Will not say → *End interview and look for another interviewee.*

What is the name of your baby? _____

2. While you were pregnant with [NAME OF INFANT] did you go to a health facility for any antenatal consultations?

- a. Yes → ask the next question
- b. No → Mark as Non-doer and continue to *Section B*.
- c. Do not know / Will not say → *End interview and look for another interviewee.*

3. How many antenatal consultations did you have in total?

- a. Four or more consultations
- b. Three or fewer consultations → Mark as Non-doer and continue to *Section B*.
- c. Do not know / Will not say → *End interview and look for another interviewee.*

Doer /Non-Doer Classification Table

Doer (all of the following)	Non-Doer (Any one of the following)	Do Not Interview (any one of the following)
Question 1 = A		Question 1 = B or C
Question 2 = A	Question 2 = B	Question 2 = C
Question 3 = A	Question 3 = B	Question 3 = C

Group: Doer Non-Doer

Section B. Research Questions

(Perceived Self-Efficacy/Skills)

- I. With your present knowledge, money and skills, do you think you could get four or more antenatal consultations during a pregnancy?
 - a. Yes
 - b. Possibly
 - c. No
 - d. Do not know

(Perceived Positive Consequences)

2a. **Doers:** What are the advantages of getting four or more antenatal consultations during a pregnancy?

2b. **Non-Doers:** What would be the advantages of getting four or more antenatal consultations during a pregnancy?

Write all responses below. Probe with “What else?”

(Perceived Negative Consequences)

3a. **Doers:** What are the disadvantages of getting four or more antenatal consultations during a pregnancy?

3b. **Non-Doers:** What would be the disadvantages of getting four or more antenatal consultations during a pregnancy?

Write all responses below. Probe with “What else?”

(Perceived Self-Efficacy/Skills)

4a. **Doers:** What makes it easier for you to get four or more antenatal consultations during a pregnancy?

4b. **Non-Doers:** What would make it easier for you to get four or more antenatal consultations during a pregnancy?

Write all responses below. Probe with “What else?”

(Perceived Self-Efficacy/Skills)

5a. **Doers:** What makes it more difficult for you to get four or more antenatal consultations during a pregnancy?

5b. **Non-Doers:** What would make it more difficult for you to get four or more antenatal consultations during a pregnancy?

Write all responses below. Probe with “What else?”

(Perceived Social Norms)

- 6a. **Doers:** Do most of the people that you know approve of your getting four or more antenatal consultations during a pregnancy?
- 6b. **Non-Doers:** Would most of the people that you know approve of your getting four or more antenatal consultations during a pregnancy?
- a. Yes
 - b. Possibly
 - c. No
 - d. Do not know / Will not say

(Perceived Social Norms)

- 7a. **Doers:** Who are the people that approve of you getting four or more antenatal consultations during a pregnancy?
- 7b. **Non-Doers:** Who are the people that would approve of you getting four or more antenatal consultations during a pregnancy?

Write all responses below. Probe with “Who else?”

(Perceived Social Norms)

- 8a. **Doers:** Who are the people that disapprove of you getting four or more antenatal consultations during a pregnancy?
- 8b. **Non-Doers:** Who are the people that would disapprove of you getting four or more antenatal consultations during a pregnancy?

Write all responses below. Probe with “Who else?”

(Access)

- 9a. **Doers:** How difficult was it to get antenatal services during a pregnancy?
- 9b. **Non-Doers:** How difficult would it be to get antenatal services during a pregnancy?
- a. Very difficult
 - b. Somewhat difficult
 - c. Not difficult at all
 - d. Do not know / Will not say

(Perceived Cues for Action/Reminders)

- 10a. **Doers:** How difficult is/was it to remember to get four or more antenatal consultations during a pregnancy?

10b. **Non-Doers:** How difficult do you think it would be to remember to get four or more antenatal consultations during a pregnancy?

- a. Very difficult
- b. Somewhat difficult
- c. Not difficult at all
- d. Do not know / Will not say

(Perceived Divine Will)

11a. **Doers:** Do you think that God (or the gods) approve(s) of your getting four or more antenatal consultations during a pregnancy?

11b. **Non-Doers:** Do you think that God (or the gods) would approve of your getting four or more antenatal consultations during a pregnancy?

- a. Yes
- b. No
- c. Do not know / Will not say

(Policy)

12a. **Doers:** Were there any community laws or rules in place that you know of that made it more likely that you got four or more antenatal consultations during your last pregnancy?

12b. **Non-Doers:** Are there any community laws or rules in place that you know of that make it more likely that you will get four or more antenatal consultations during your next pregnancy?

- a. Yes
- b. No
- c. Do not know / Will not say / Does not plan to become pregnant again

(Culture)

13. **Doers/Non-Doers:** Are there any cultural rules or taboos that you know of for or against getting four or more antenatal consultations during a pregnancy?

- a. Yes
- b. No
- c. Do not know / Will not say

(Perceived Susceptibility/Risk)

14. **Doers/Non-Doers:** How likely is it that you would have a problem during pregnancy or delivery?
- a. Very likely
 - b. Somewhat likely
 - c. Not likely at all
 - d. Do not know / Will not say

(Perceived Severity)

15. **Doers/Non-Doers:** How bad of a problem would it be for you if you had a problem during pregnancy or delivery?
- a. Very bad problem
 - b. Somewhat bad problem
 - c. Not a bad problem at all
 - d. Do not know / Will not say

(Perceived Action Efficacy)

16. **Doers/Non-Doers:** In your opinion, are women who have 4 or more antenatal consultations less likely to have problems during pregnancy and delivery?
- a. Yes
 - b. Possibly
 - c. No
 - d. Do not know / Will not say

Now I'm going to ask you a question unrelated to antenatal consultations.

(Universal Motivators)

17. **Doers/Non-Doers:** What is the one thing you desire most in life?

THANK THE RESPONDENT FOR HIS OR HER TIME!

Task 9 Handout 7

Mock Doer/Non-Doer Questionnaire for Use during the Workshop

Group: Doer Non-Doer

Doer/Non-Doer Questionnaire : Dental Hygiene Among Adults

Behavior Statement

Targeted adults brush their teeth with a toothbrush and tooth paste two or more times each day.

Demographic Data

Name of interviewer: _____ Questionnaire no.: _____

Date: ____/____/____

Scripted introduction

Hi, my name is _____, and I am part of a study team looking into the topic of dental hygiene practices. Our questionnaire will take 5 to 10 minutes. Participation in the study is completely voluntary; you can decide to participate or not. If you decide not to participate, no services will be withheld nor will it be held against you. If you decide to be interviewed you will not receive any gifts or remuneration. Everything you say will be kept confidential. I would like to hear your views. Would you like to participate in the study? *If not, thank the person for his or her time and find another person.*

Section A. Behavior Screening Questions

1. Do you have a toothbrush?
 - a. Yes
 - b. No → *End interview and look for another respondent.*
 - c. Do not know / won't say → *End interview and look for another respondent.*

2. Yesterday during the day and night, how many times did you brush your teeth with a toothbrush?
 - a. 2 times or more
 - b. Once or not at all → *Mark interviewee as "Non-Doer" and go to Section B.*
 - c. Do not know / won't say → *End interview and look for another respondent.*

3. When you brushed your teeth yesterday, did you use anything in addition to the toothbrush?
 - a. Yes
 - b. No → Mark interviewee as “Non-Doer” and go to Section B.
 - c. Do not know / won’t say → End interview and look for another respondent.

4. What else did you use to clean your teeth?
 - a. Toothpaste
 - b. Nothing or anything other than toothpaste → Mark as “Non-Doer” and go to Section B.
 - c. Do not know / won’t say → End interview and look for another respondent

Doer/Non-Doer Classification Table

Doer (all of the following)	Non-Doer (any one of the following)	Do Not Interview (any one of the following)
Question 1 = A		Question 1 = B or C
Question 2 = A	Question 2 = B	Question 2 = C
Question 3 = A	Question 3 = B	Question 3 = C
Question 4. = A	Question 4 = B	Question 4 = C

Group: Doer Non-Doer

Section B. Research Questions

(Perceived Self-Efficacy/Skills)

1. **Doers/Non-Doers:** With your current knowledge, money and skills, are you/would you be able to brush your teeth at least twice every day with a toothbrush and toothpaste?
 - a. Yes
 - b. Probably
 - c. No
 - d. Do not know / Will not say

(Perceived Positive Consequences)

- 2a. **Doers:** What are the advantages of brushing your teeth with a toothbrush and toothpaste at least twice per day every day?
- 2b. **Non-Doers:** What would be the advantages of brushing your teeth with a toothbrush and toothpaste at least twice per day every day?

Write all responses below. Probe with “What else?”

(Perceived Negative Consequences)

- 3a. **Doers:** What are the disadvantages of brushing your teeth with a toothbrush and toothpaste at least twice per day every day?
- 3b. **Non-Doers:** What would be the disadvantages of brushing your teeth with toothpaste at least twice per day every day?

Write all responses below. Probe with “What else?”

(Perceived Self-Efficacy/Skills)

- 4a. **Doers:** What makes it easy for you to brush your teeth with a toothbrush and toothpaste at least twice per day every day?
- 4b. **Non-Doers:** What would make it easy for you to brush your teeth with a toothbrush and toothpaste at least twice per day every day?

Write all responses below. Probe with “What else?”

(Perceived Self-Efficacy/Skills)

- 5a. **Doers:** What makes it more difficult to brush your teeth with a toothbrush and toothpaste at least twice per day every day?
- 5b. **Non-Doers:** What would make it more difficult for you to brush your teeth with a toothbrush and toothpaste at least twice per day every day?

Write all responses below. Probe with “What else?”

(Perceived Social Norms)

- 6a. **Doers:** Do most of the people you know approve of you brushing your teeth with a toothbrush and toothpaste at least twice per day every day?
- 6b. **Non-Doers:** Would most of the people you know approve of you brushing your teeth with a toothbrush and toothpaste at least twice per day every day?
- a. Yes
 - b. No
 - c. Do not know / Will not say

(Perceived Social Norms)

- 7a. **Doers:** Who are the people who approve of you brushing your teeth with a toothbrush and toothpaste at least twice per day every day?
- 7b. **Non-Doers:** Who are the people who would approve of you brushing your teeth with a toothbrush and toothpaste at least twice per day every day?

Write all responses below. Probe with “What else?”

(Perceived Social Norms)

- 8a. **Doers:** Who are the people who disapprove of you brushing your teeth with a toothbrush and toothpaste at least twice per day every day?
- 8b. **Non-Doers:** Who are the people who would disapprove of you brushing your teeth with a toothbrush and toothpaste at least twice per day every day?

Write all responses below. Probe with “What else?”

THANK THE RESPONDENT FOR HIS OR HER TIME!

Task 9 Handout 8 Doer/Non-Doer Questionnaire Development Worksheet

Desired Behavior: _____

Priority Group: _____

Modified Behavior (if applicable): _____

Behavior Screening Question(s):

- 1.
- 2.
- 3.

Determinant	Doer/Non-Doer Questions
Perceived self-efficacy/skills	
Perceived social norms	
Perceived positive consequences	
Perceived negative consequences	

TASK 10: PREPARATION AND PRACTICUM¹²: CONDUCTING FORMATIVE RESEARCH

Achievement-Based Objectives

By the end of this task, participants will have:

- Finalized the Doer/Non-Doer Study questions
- Critiqued a role play on interviewing techniques
- Listed dos and don'ts of interviewing
- Practiced posing the survey questions
- Discussed logistics and details of the field work
- Conducted field work

Time

- 1 hour 45 minutes
- Task includes 5–6 hours for field work conducted the next day (depending on actual travel time to and from the field worksite)

Materials

- If conducting a regional training: Task 9 Handout 7: Mock Doer/Non-Doer Questionnaire for Use during Training
- Task 10 Flip Chart 1: Field Work Team Members
- Task 10 Flip Chart 2: Interviewing “Dos”
- Task 10 Flip Chart 3: Interviewing “Don'ts”
- List of interviewing techniques for the role play in Step 3b
- Computer, printer and paper, and stapler to make sufficient copies of the questionnaire

Facilitator's Notes

At some point toward the middle of the task, provide participants with a 15-minute break.

¹² If the training is regional and there is no project to visit, the survey practicum can be done among the staff of the training venue using a generic Behavior, such as brushing one's teeth using a tooth brush and toothpaste at least twice a day.

If you are conducting a country-specific training, facilitators should consult with in-country staff to establish strategic teams of two participants each for the field work. Write the teams on **Task 10 Flip Chart 1: Field Work Team Members**.

Advanced preparation for Step 3b: If you finish the questionnaire the previous day or before lunch today, ask two or three volunteers if they will help present a role play. Provide them with a copy of the questionnaire as soon as it is available. Explain that you would like them to demonstrate some interviewing techniques, including making sure they probe several times for each of the open-ended questions, since active probing is a key difference between most other types of interviewing and Doer/Non-Doer Studies or Barrier Analyses.

Provide the role play volunteers with a list of proper interviewing techniques, which are also available in **Step 3d**. Ask the volunteers to do nearly everything correctly, but to demonstrate three or four techniques that could be improved upon and which participants cannot easily identify, such as leading, putting the question into your own words or failing to establish eye contact. If the questionnaire is not ready by lunch today, then use the **Alternative** to help participants brainstorm good and bad interviewing techniques.

Steps

1. Introduction

For a country-specific training: Explain to participants: Now that we have developed our Doer/Non-Doer Study questionnaire, we need to review it with the entire group. Then, we need to translate it into the local language so we are all asking the same questions using the same exact words.

For a regional training: Distribute copies of **Task 9 Handout 7: Mock Doer/Non-Doer Questionnaire for Use during Training**. Follow the steps below, but skip the translation part since presumably the questions will be posed in the international language being used for the training and on the questionnaire.

2. Reviewing the questionnaire

2a. Divide participants into pairs according to **Task 10 Flip Chart 1: Field Work Team Members**. Distribute the draft questionnaire in the international language to each team.

2b. With all participants, read each question aloud and ask participants: Is the question clear? Are there any terms that might be confusing? Is there a simpler, clearer way to pose the same question?

Ask participants to share any terms or wording they feel should be improved, come to a consensus among the group, and ask everyone to make these changes on their own copies of the questionnaires.

- 2c. Emphasize to participants: When you conduct the real Barrier Analysis or Doer/Non-Doer Study in your program zone, you should first pretest the questionnaire with people who are similar to those in your Priority Group. This will help avoid any unnecessary confusion. In the interest of time, we will not do that during our workshop; however, it is a very important step.
 - 2d. Question by question, ask the participants how they will ask the question in the local language and come to a consensus about the translation. If possible, have someone who is fluent in the agreed-upon local language and can write it accurately, type the translations on the master questionnaire. As soon as the questionnaire is completed in both the international and local languages, print out enough copies for field work.
3. Interviewing techniques
 - 3a. Tell participants: It isn't enough for the questionnaire to be correct; the interview techniques must also be appropriate.
 - 3b. Invite the role play volunteers to demonstrate interviewing techniques (see the **Facilitator's Notes**). Tell participants that the role play will help them identify positive techniques of interviewing. Stress the importance of probing to get multiple responses to the open-ended questions. Thank the volunteers after the role play. Then ask a few participants to think about what they saw as examples of effective and ineffective interviewing techniques. Also ask participants to name common mistakes an interviewer might make.

Alternative: If the questionnaire is not ready for the role play, ask if anyone has had experience in conducting surveys. If so, ask them to offer some "dos" and "don'ts" for interviewing.
 - 3c. Note the effective interviewing techniques, or interviewing "dos", on **Task 10 Flip Chart 2: Interviewing "Dos"**. Be sure to emphasize that for this type of survey, the interviewer should probe a number of times for each open-ended question to get more than just one response. Explain that one response to each question will not help us identify the key Determinants. Note the ineffective interviewing techniques, or interviewing "don'ts", on **Task 10 Flip Chart 3: Interviewing "Don'ts"**.
 - 3d. Offer the following tips, if they are not mentioned by participants.
 - Introduce yourself to the respondent appropriately, using customary greetings.
 - Determine early on if the person is a Priority Group member. If not, thank him or her and move on.
 - Ask the respondent if he or she is willing to participate in the survey.

- Try to find a quiet place to conduct the survey, where you will not be disturbed or overheard.
 - Speak loudly and clearly.
 - Make appropriate eye contact.
 - Encourage responses and thank interviewees for their responses. Show respect for every answer participants provide.
 - Use the child's name when asking questions about children under 5.
 - Be faithful to the question. Repeat it slowly if the respondent does not answer. Do not interpret or reword the question.
 - Be sure you understand the response and that it clearly relates to the question asked. If not, ask the respondent to clarify her answer for you.
 - Be sure to ask "What else?" several times or until the respondent has no more responses if the question may have more than one response.
- 3e. Explain to participants: We will now practice incorporating these techniques into our own interviewing practices by conducting our own role plays. In your same pairs, role-play a conversation between an interviewer and the respondent. Please make sure that both of you get a chance to role play the interviewer.
- 3f. As role plays are being conducted, the facilitator should circulate and help ensure that effective techniques are reinforced and inappropriate ones are improved upon. Stress the importance of probing for multiple responses.
4. Instructions for field work and questions
- 4a. Show **Task 10 Flip Chart I: Field Work Team Members** again.
- 4b. With all participants, review the location of the survey and explain why this site was chosen. Explain what the participants can expect when they arrive at the site, including if the interviews will be conducted going from door to door or if participants will be gathered in one place. Explain how the participants will get there and when they will leave. Discuss the roles and responsibilities of each of the team members, what materials they will each have, and any other logistical information they need to know. Answer any questions that come up.
- 4c. Remind participants of the following:
- Because this is a practice Doer/Non-Doer Study, we will not focus on the appropriate numbers for our sample size, but instead try to better understand and practice the methodology.

- For our field work purposes, each team should try to interview at least five Doers and five Non-Doers. If you finish before the scheduled time for pick-up and have checked and organized your notes, please try to interview more people.
- Please rotate roles so that each person gets an opportunity to practice being the interviewer and the note taker.
- Both team members should review the questionnaires for accuracy and legibility after each interview.
- When you have completed your interviews and organized and reviewed your questionnaires, please return to the pick-up location on time.

DAY THREE EVALUATION (FLIP CHART OR FORM)

Please indicate below your overall satisfaction with each of the tasks completed today, and offer any ideas you have on how to improve these tasks.

Review Exercise: Unraveling the Ball

Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
1	2	3	4	5

Suggestions for improving this task:

Task 8: The “Exercise” Exercise

Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

Task 9: Formative Research to Find Key Determinants: Barrier Analysis and Doer/Non-Doer Studies

Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

Task 10: Preparation and Practicum: Conducting Formative Research

Very
Dissatisfied

1

Somewhat
Dissatisfied

2

Neutral

3

Somewhat
Satisfied

4

Very
Satisfied

5

Suggestions for improving this session:

Most useful thing about today

The thing I'm still confused about:

WORKSHOP DAY FOUR

FIELD WORK ACTIVITIES

If you are conducting a **country-specific training**, participants will conduct field work all morning.

If you are conducting a **regional training**, participants will conduct a mock survey for part of the morning.

Make sure all participants have enough questionnaires so that each person can do at least five surveys each and paper and pens/pencils to take notes.

TASK II: COMPILING AND ANALYZING THE DATA

Achievement-Based Objectives

By the end of this task, participants will have:

- Reviewed and organized the results from their field work
- Developed a coding guide based on responses given during the field work
- Compiled their responses onto a summary tally sheet
- Entered summarized data on the Barrier Analysis Tabulation Worksheet (in Microsoft Excel)
- Analyzed the biggest differences between Doers and Non-Doers using the Barrier Analysis Tabulation Worksheet

Time

1 hour 30 minutes

Materials

- Task II Handout 1 and Flip Chart 1: Example Tally Sheets of Results for a Doer/Non-Doer Study (previously prepared flip charts sheets, one for each question, and handout copies for participants)
- Completed questionnaires from that morning's field work
- 1 hand calculator
- Optional: Task II Handout 2: Sample Barrier Analysis Data Sets
- Optional: Barrier Analysis Tabulation Sheet (Microsoft Excel) downloaded from http://www.caregroupinfo.org/docs/BA_Tab_Table_Latest.xlsx
- Optional: Computer (for using the Barrier Analysis Tabulation Sheet)
- Optional: Task II Handout 3: Optional Activity: Computerized Data Entry and Analysis of Results

Facilitator's Notes

Have the participants sit at tables that are placed in a "U" so that everyone can see everyone else and the facilitator can be easily seen by all.

Steps

- I. Introduction

- 1a. Remind participants of where we are among the seven steps of the Barrier Analysis: Step 6: Code the Barrier Analysis questionnaire responses and tabulate and analyze the results.
- 1b. Ask participants to review their questionnaires and ensure that their notes are legible.
2. Organizing the questionnaires for tabulation
 - 2a. Ask the participants to clear everything off their table tops to make room for the questionnaires.
 - 2b. Give participants copies of **Task II Handout I: Example Tally Sheets of Results for a Doer/Non-Doer Study**. Also post the flip charts with the tables. Tell participants that they may write the information on the handout if they wish, but it will be recorded on the flip chart. Explain the tables on the flip chart to the participants.
 - 2c. Record the Ideal Behavior that participants used during the Doer/Non-Doer Study at the top of the flip chart.
 - 2d. Ask participants to separate the Doer questionnaires from the Non-Doer questionnaires and put them in separate piles.
 - 2e. Collect the piles of Doer and Non-Doer Studies. Count and record the total number of Doers and Non-Doers on the Flip Chart.
 - 2f. Put the Non-doer questionnaires aside and return the Doer questionnaires to the persons who conducted the interview (their name should be in the demographic information section on the questionnaire.) Everyone should have at least one questionnaire. If some people have more than four, redistribute the questionnaires more or less evenly among the interviewers. Participants should stagger the questionnaires in front of them so that it is easy to read the responses from each questionnaire at the same time.

Note: Since it may be difficult for one participant to work on more than four questionnaires at a time, facilitators may want to do this part in rounds (two for the Doers and two for the Non-Doers, depending on the total number of people coding and tabulating).
3. Building the coding guide and tabulating the study results
 - 3a. Tell participants: We will now jointly tabulate by hand all of the results of the survey you conducted this morning, first for the Doers, then for the Non-Doers.
 - 3b. Start with the first question. Ask the participants to look at the questionnaires in front of them and read (silently) the responses, looking for similar responses.

Start with the first person in the circle. Ask him or her to say out loud all of the responses that respondents mentioned for that question. Record these on **Flip Chart I**. Then ask the second participant to mention any other responses on their questionnaires that are not already recorded and record those on the flip chart. Repeat this with each participant until all responses are listed for that particular question.

For example, for the Behavior “pregnant women will make at least four prenatal visits during their pregnancies,” potential responses for the question “What are the disadvantages of doing the Behavior?” might be:

- Health center too far / distance to clinic / too far
- Husband would hit me if I went / Husband thinks I will be tested without my consent
- No money to go / cost / expensive

For responses that are very similar, you may list several of the similar responses in the same row (e.g., it’s too hot / heat / too warm). Only do this for responses where you are reasonably certain the respondents were referring to the same thing.

3c. Now you are ready to tabulate the results of the first question.

Refer to the first response to the first question on the flip chart. Ask each participant to read the responses on the questionnaires in front of him or her and to show you, by holding up fingers, how many Doers responded with the same or very similar response. If there were no such responses, they should hold up a closed fist (so you have confirmation of zero responses). Ask all participants to look at you while they are holding up their fingers. (This avoids having people holding up fingers while they are still counting.) Once everyone is looking up and holding up their fingers, count the fingers and record the number on the flip chart under the Doers column.

3d. Read the second response, and have participants indicate how many people gave that response by holding up fingers (or a closed fist for zero). Repeat this process for each response on the tally sheet until all are tabulated.

3e. Based on the total number of Doers and Non-Doers calculated at the beginning of the session, calculate on the flip chart the percentages given for each of the more common responses. Record this in the appropriate columns on the flip chart before going on to the next determinant question.

3f. Repeat **Steps 3b, 3c, 3d** and **3e** with the second and subsequent questions. Use a new flip chart sheet for each question. (If you are doing a full Barrier Analysis, there will be some closed-ended questions. For those, you can copy the

response categories from the questionnaire onto **Task II Handout I and Flip Chart I: Example Tally Sheets of Results for a Doer/Non-Doer Study**, then count fingers.)

- 3g. Once all questions have been tabulated for Doers, have participants put them aside and turn to the Non-Doers questionnaires, staggering them across the table so that the questionnaires can be read simultaneously.
- 3h. For the Non-Doers, the process should be easier. Put up **Flip Chart I** for the first question. Ask the first participant to add any responses to the tally sheet that are not already listed. Do this with all participants until all responses are listed.
- 3i. Tabulate the responses for the first question for Non-Doers, having participants indicate the number of responses by holding up fingers (or a fist) and putting tallies into the Non-Doers column.
- 3j. Repeat this process until all questions have been tallied for Non-Doers.

Note: Since errors in tallying are common, especially at first, facilitators can also do the tally in a notebook (where corrections are easier) rather than on the flip chart. The final tally for each response can then be written on the flip chart for all to see and the percentage calculated.

4. Quick manual analysis of results

- 4a. Once the tally sheet is complete and percentages have been calculated, explain that the responses showing the biggest gaps between the percentage of Doers and the percentage of Non-Doers reveal areas where the program probably needs to work; these are considered the most significant Determinants. Explain that most important Determinants, as well as their degree of importance, can also be identified using the Barrier Analysis Tabulation Sheet (a Microsoft Excel workbook). At this point, however, we can look for responses where the difference between the percentage of Doers and percentage of Non-Doers giving the same response was 15 percentage points or more.
- 4b. Ask participants to identify the gaps between Doers and Non-Doers that are more than 15 percentage points.

Note: If results show many responses with a 15 point difference or more, participants should focus on those with the largest gaps.

Ask if any participants can say what one of the results means. Give examples from the data, if necessary. Discuss what programmatic decisions program staff might take based on the data.

- 4c. Point out any barriers mentioned by Doers that did not really keep them from adopting the practice. Ask participants: Why do you think Doers mentioned this barrier more than Non-Doers? What would we need to do about this one?

Explain that when Doers mention a barrier more than Non-Doers, they may have only discovered that barrier once they began practicing the Behavior. This is helpful for us to know, not for how we promote the Behavior, but for the counseling given to people who are recent adopters of the Behavior.

For example, a farmer may not give “perceived time commitment” as an initial barrier to adopting integrated pest management (IPM), but after doing it for a while, he perceives that to be a negative aspect of IPM (e.g., frequent re-application of bio-pesticides during the rainy season). Program staff would then focus on encouraging recent adopters of IPM, helping them see the future benefit of continuing to use IPM and helping them mitigate any common and time-consuming problems that arise from using IPM. For example, extensionists may promote the addition of soap to the bio-pesticide so that re-application does not need to be done as frequently.

- 4d. Point out any enablers that the Non-Doers mentioned more than Doers. Ask participants: Why do you think Non-Doers mentioned this enabler more than Doers? What would we need to do about this one?

Explain that sometimes Non-Doers *imagine* benefits of a Behavior that they have not yet adopted, but which *do not* materialize once they adopt the Behavior.

For example, concerning sexual abstinence, Non-Doer youth have sometimes mentioned “gaining the respect of their parents” more than Doers. This may reflect the fact that some parents do not support their children in abstinence (or delaying becoming sexually active) as much as the youth imagine. In reality, some parents express concern if their children postpone seeking partners or acting on romantic interests. In this case, it is best to not use those advantages when promoting the Behavior, as people will quickly learn that those expected advantages will not materialize.

- 4e. Wrap up by explaining to participants: Not all 15 point differences between Doers and Non-Doers are true differences; some are due to chance, while some differences of fewer than 15 points are true differences. There is a more valid way of identifying which responses are most significant: using a Microsoft Excel worksheet that allows you to look for statistically significant differences between the Doers and Non-Doers and tells you how much more likely a Doer or Non-Doer is to give a particular response. Knowing that, it will be easier to decide which Determinants deserve more attention. We will talk about that process in the next step.

Note: If the number of Doers and Non-Doers interviewed during the practicum is small (fewer than 20), it may be difficult to see any large (15 point or more) differences between Doers and Non-Doers. In this case, after completing **Step 4a**, facilitators can use **Task II Handout 2: Sample Barrier Analysis Data Sets** to help participants learn to analyze the data. To use this dataset, ask participants to look for differences between Doers and Non-Doers of 15 or more percentage points, then review and discuss the data and decide what the data mean (refer to **Steps 4b, 4c** and **4d**). Discuss what programmatic decisions program staff might take based on the data.

5. For teaching computerized data entry and analysis (which is more precise and may identify more significant differences), see instructions in **Task II Handout 3: Optional Activity: Computerized Data Entry and Analysis of Results**. You can distribute this handout to participants. At the end of the activity, make sure to ask participants if they have any questions.

Task II Handout 2

Sample Barrier Analysis Datasets

Note: The example dataset below is planting orange-fleshed sweet potatoes (OFSP). Facilitators will need to create their own datasets for this training if real data from a Barrier Analysis or Doer/Non-Doer Study do not already exist. Datasets will be most useful if they are based on the Behaviors the program is promoting (for example, see the Learning Needs and Resource Assessment [LNRA] conducted for this workshop).

Orange Flesh Sweet Potato Dataset

Behavior: Farmers plant Orange-Flesh Sweet Potatoes (45 Doers / 45 Non-Doers)

Responses	# Doers	% Doers	# Non-Doers	% Non-Doers
1. Perceived self-efficacy/skills: Ability to plant OFSP with the current knowledge, money and skills				
Yes	36	80	29	64
No	9	20	16	36
2. Perceived positive consequences: Advantages				
Increased access to nutritious food	28	62	18	40
Improved income	18	40	30	67
Earlier harvest	9	20	9	20
3. Perceived negative consequences: Disadvantages				
People might not buy this type of SP	13	29	24	53
My family might not like to eat OFSP	9	20	26	58
4. Perceived self-efficacy: Makes it easier				
Having the seeds	36	80	21	47
Having someone to answer my questions	37	82	31	69
If more people were interested in buying/eating OFSP	5	11	7	16
5. Perceived self-efficacy: Makes it more difficult				
Difficult access to the seeds	17	38	12	27
Not being sure if they will grow	2	4	6	13
Not being sure about the planting process	25	56	34	76
Not being sure if people will buy/eat them	17	38	23	51
6. Perceived social norms: Who approves/supports				
The Ag extension Agent	27	60	33	73
Farmers who are innovative	9	20	15	33
No one I know	9	20	15	33

Responses	# Doers	% Doers	# Non-Doers	% Non-Doers
7. Perceived social norms: Who disapproves/does not support				
My spouse / wife / husband (not familiar with OFSP)	9	20	27	60
People who don't know about OFSP	18	40	20	33
My spouse / wife / husband (more work for him or her)	21	47	9	20
8. Perceived social norms: If most people approve				
Yes	37	82	33	73
No	8	18	12	27
9. Access: How difficult it is to get the materials or services needed to plant OFSP				
Very difficult	5	11	9	20
Somewhat difficult	6	13	9	20
Not difficult at all	34	76	27	60
10. Perceived cues for action/reminders: How difficult is it to remember when to plant OFSP				
Very difficult	5	11	9	20
Somewhat difficult	6	13	9	20
Not difficult at all	34	76	27	60
11. Perceived susceptibility/perceived risk: How likely it is to get night blindness or measles in the next year				
Very likely	39	87	31	69
Somewhat likely	5	11	9	20
Not likely at all	1	2	5	11
12. Perceived severity: How big of a problem it would be to get night blindness or measles				
Very bad problem	31	69	25	56
Somewhat bad problem	8	18	11	24
Not a problem at all	6	13	9	20
13. Perceived divine will: If God approves of planting OFSP				
Yes	38	84	31	69
No	7	16	14	31
14. Policy: Any community laws or rules in place that make it more likely plant OFSP				
Yes	4	9	7	16
No	41	91	38	84
15. Culture: Any cultural rules or taboos against planting OFSP				
Yes	20	44	26	58
No	25	56	19	42

TASK 12: WRITING THE BRIDGES TO ACTIVITIES¹³

Achievement-Based Objectives

By the end of this task, participants will have:

- Matched Bridges to Activities with Determinants
- Written Bridges to Activities for a list of Determinants related to a Behavior

Time

1 hour 30 minutes

Materials

- Task 12 Handout 1: Definition of Bridge to Activity
- The definition of Bridge to Activity from Task 3 Flip Chart 2: The Five DBC Decisions
- Task 3 Handout 2: Examples of Completed DBC Frameworks, Example 1 for Agriculture and Natural Resources (ANR) Programs: Poultry Management
- Task 12 Handout 2: Example Bridges to Activities
- Task 12 Handout 3: Writing Bridges to Activities from Determinants
- Answer Key to Task 12 Handout 3 (found in Appendix 3)

Steps

1. Introduction

1a. Ask the participants to identify where we are in the Designing for Behavior Change (DBC) Framework. [They should answer “Bridges to Activities”]. Explain that we are now going to learn about Bridges to Activities, how to write them and how to use them.

2. What is a Bridge to Activity?

2a. Review **Task 12 Handout 1: Definition of Bridge to Activity** .

2b. Explain: The details needed to write a Bridge to Activity come from the formative research (Barrier Analysis or Doer/Non-Doer Study) results. Without formative research you cannot write Bridges to Activities. They are both a link between the Determinant and an Activity and a planned change in a

¹³ Bridges to Activities were called Key Factors in the 2008 version of the DBC Curriculum. This term was changed in the 2011 manual to help learners better understand the meaning of this term.

Determinant. There is usually one Bridge to Activity for each Determinant found to be important to the chosen Behavior.

3. Ask participants: Why isn't it possible to just write Activities based on knowledge of the Determinants and skip writing Bridges to Activities? Answer should include: Because you don't know yet what do about the Determinants, specifically what aspect of the Determinants you need to develop Activities around.

For example, if your formative research said that access was an important Determinant, without looking further at the results of your research you might develop an Activity for the wrong type of access.

4. Give participants **Task 12 Handout 2: Example Bridges to Activities** and ask them to look at Example 1 on poultry management in **Task 3 Handout 2: Examples of Completed DBC Frameworks**. Read together the Determinants and matching Bridges to Activities. Emphasize that the Bridge to Activity often tells us if we will "increase, improve, reduce, decrease or reinforce" something, as mentioned in **Handout 1**. It tells us in what direction we want to affect the Determinant.
5. Explain that Bridges to Activities are often written using the word "perception" since all of the Determinants are the Priority Group's perception of something. An exception would be for perceived self-efficacy, where the Bridge to Activity would be written as "increase the ability to... and Cue for Action where the Bridge to Activity would be to "increase the ability to remember to... or remember how to...."
6. Explain that some people are tempted to write Activities in the place of Bridges to Activities, but they are not the same thing. Activities usually begin with an action verb. Bridges to Activities are more general and allow the designer to select among many possible Activities. Bridges to Activities should not be written with an Activity already in mind. Doing that limits the number of options you have to address the issue.
7. Divide the participants into small groups and ask them to look at **Task 12 Handout 3: Writing Bridges to Activities from Determinants**. Explain that the statements in the left column are results of formative research for which Bridges to Activities need to be written and the middle column gives the Determinant associated with the statement. Assign specific statements to each small group (or individual) and ask them to write a Bridge to Activity for each assigned statement. Once small groups have written all their Bridges to Activities, review the answers with the rest of participants. Check and correct the answers against the **Answer Key to Task 12 Handout 3**, found in **Appendix 3**. Answer any questions.
8. Close the task by emphasizing that while writing Bridges to Activities can seem challenging at first, once you have conducted your formative research, which guides

the writing of Bridges to Activities, it becomes easier. Keep in mind, however, that Bridges to Activities are the links between Determinants and Activities; they are not the Activities themselves.

Task 12 Handout 1

Definition of Bridge to Activity

Based on the responses given by the Priority Group during the formative research (Barrier Analysis or Doer/Non-Doer Study), Bridges to Activities are more specific descriptions of what one should do to address the issue revealed by the research. A Bridge to Activity usually begins with a directional verb (e.g., increase, decrease, improve, reinforce) and often proposes to change the perception of the Priority Group. It is not expressed in percentages.

Formulation of a Bridge to Activity

Directional verb (increase, decrease, improve, reduce, reinforce)

+ the perception that...

or the ability to... (Self-efficacy or Cue for Action)

or the availability of...(Access)

Task 12 Handout 2

Example Bridges to Activities

Behavior: Targeted adult men and women who raise chickens keep chickens enclosed (penned up) at all times.

Determinants	Bridges to Activities
Perceived negative consequences	<ul style="list-style-type: none"> • <u>Increase</u> the perception that hens will have as good/better laying if penned up. • <u>Increase</u> the perception that any added expense/effort for penning will result in higher income (cost effective)
Self-Efficacy	<ul style="list-style-type: none"> • <u>Improve</u> the knowledge and skills of farmers to give chickens adequate feedstuffs and water so they continue laying.
Perceived positive consequences	<ul style="list-style-type: none"> • <u>Increase</u> the perception that enclosing chickens: 1 - decreases losses due to illness and wild animals, 2-decreases crop/garden losses due to chickens, 3- makes vaccinating them easier and 4- provides useful manure.
Access	<ul style="list-style-type: none"> • <u>Increase</u> the availability of low-cost fencing materials and chicken feed.

Task 12 Handout 3

Writing Bridges to Activities from Determinants

For each Determinant write at least one Bridge to Activity related to the selected Behavior.

Responses from Formative Research	Determinant	Bridge to Activity
1. I don't know how to plant on the contour of the land.	Perceived self-efficacy/skills	
2. My father-in-law told me that using fertilizer was not worth the money and effort. I don't want to look foolish by doing that.	Perceived social norms	
3. If I don't burn my fields I will have more insect problems next year.	Perceived negative consequences	
4. The wind is more likely to knock down my maize if I plant in rows.	Perceived negative consequences	
5. I don't like to use the clinic because they were mean to me the last time I went.	Access or Perceived negative consequences	
6. Working outside the house makes it difficult to exclusively breastfeed my child.	Perceived self-efficacy/skills	
7. I hate weeding! I can't tell one plant from another.	Perceived self-efficacy/skills	
8. I was going to use that new variety of cassava, but I forgot the date of the distribution at the research farm.	Cue to action/reminders	
9. Only children who are born small become mal-nourished. My child was a good size, so I don't have to worry	Perceived susceptibility	

Responses from Formative Research	Determinant	Bridge to Activity
about that.		
10. My land has a lot of topsoil; so if I lose some topsoil, it wouldn't be so bad; .	Perceived severity	
11. The Bible says that we should not leave our feces uncovered so my family built a latrine.	Perceived divine will	
12. I took my child to be vaccinated last week, but they said they cannot open up a vial of vaccine for just one child.	Policy	
13. It's our tradition to burn our field to clear them of growth to get them ready for planting.	Culture	
14. It's too difficult to only have sex with my wife.	Perceived self-efficacy/skills	
15. My husband wants me to plant more cash crops than crops for household consumption this year.	Perceived social norms	
16. I would use family planning, but they stopped providing the type I like.	Access	
17. I want to build an improved silo this year to prevent rats. They ate a lot of my maize last year.	Perceived positive consequences	
18. Having a good animal doctor nearby made it much easier to use animal traction to plow my fields.	Access	

Responses from Formative Research	Determinant	Bridge to Activity
19. I have heard that it's a good idea to check my child's breathing when he has a cold, but I forget.	Cues to action/ reminders	
20. I tried that, and it took too much time and effort.	Perceived negative consequence	
21. Who cares if my child is underweight? He's still growing and I was small at his age, too.	Perceived severity	
22. It's God's will whether or not I have a good harvest this year, and there's not a lot I can do about it.	Perceived divine will	
23. If my child is well nourished, they won't give us the free food ration, so I'm no longer breastfeeding him. The ration is worth a lot to my family.	Policy Perceived negative consequences	
24. People from our tribal group are not allowed to eat with people in that cultural group, so we didn't go to the meeting.	Culture	

DAY FOUR EVALUATION (FLIP CHART OR FORM)

Please indicate below your overall satisfaction with each of the tasks that you attended today, and offer any ideas you have on how to improve these tasks.

Field Work Activities

Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
1	2	3	4	5

Suggestions for improving this task:

Task I I: Compiling and Analyzing the Data

Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

Task I2: Writing the Bridges to Activities

Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

Most useful thing about today:

The thing I'm still confused about:

WORKSHOP DAY FIVE

REVIEW EXERCISE: MUSICAL CHAIRS

Achievement-Based Objectives

By the end of this task, participants will have:

- Reviewed key concepts from Days Three and Four
- Reviewed the schedule and objectives for Day Five

Time

30 minutes

Materials

- Review Questions
- Stereo and good dancing music
- Optional: Blank index cards for writing review questions
- Schedule and objectives for the day

Steps

1. **Option 1:** Ask each participant to write one review question on an index card and return it to the facilitator.
Option 2: Use the Review Questions at the end of this task.
2. Ask participants to form a circle (or double row) with their chairs and stand outside the circle with each person in front of a chair. Remove one or two chairs so there are fewer chairs than the number of participants.
3. Explain to participants: We are going to play some music. You should march/dance around the outside of the circle/row of chairs. When the music stops, sit in the chair nearest to you or find an empty chair to sit in. Because there are one or two chairs too few, one or two of you will remain standing. When this happens, the facilitator will ask those people standing to answer a review question. The last participant(s) to answer a question will ask questions of the next person who doesn't have a chair to sit in when the music stops.
4. Begin the game. Stop the music after a short interlude. Whoever remains standing must answer the question.
5. Take away two or three more chairs each time and shorten the intervals between the music until all the questions have been answered. If incorrect or incomplete responses are given, ask participants to help their fellow participant.

6. If done at the beginning of the day, review the schedule and objectives of the day with the participants. Provide a brief summary of the results from the Day Four evaluation. Ask participants for additional information or clarification, if necessary. Address any confusion, concerns or suggestions by the participants, and thank them for completing their daily evaluations.

Review Questions

1. What words do we use to formulate Bridges to Activities?
2. Give an example of someone who is in the preparation stage of behavior change for a Behavior of your choice.
3. What is the difference between perceived action efficacy and perceived self-efficacy? Give an example.
4. What does perceived susceptibility mean?
5. What does perceived severity mean?
6. Why is it not possible to just write Activities based on knowledge of the Determinants and skip writing Bridges to Activities?
7. How do you identify the Influencing Group(s)?
8. How do you know which Determinants are the most important for a Priority Group and Behavior?
9. Why do we do a Barrier Analysis?
10. How do you make sure that your Bridges to Activities are directly related to the Determinants you identified in your Doer/Non-Doer Study?
11. What is the main purpose for writing a Bridge to Activities for each important Determinant?
12. What percentage do you consider significant while analyzing the results of your Barrier Analysis?
13. Name the two Determinants that are related to the problem, not the Behavior.
14. What is the biggest difference between Determinants and Bridges to Activities?
15. List three steps related to implementing a Barrier Analysis or Doer/Non-Doer Study.
16. What is the definition of Bridge to Activities?
17. Why is it important for the interviewers to be involved in tabulating the data gathered during the Barrier Analysis or Doer/Non-Doer Study?
18. What skills are needed to be effective interviewers during a Barrier Analysis or Doer/Non-Doer Study?
19. What skills are needed to be effective at tabulating Barrier Analysis or Doer/Non-Doer Study results?

20. What questions do you ask in a Doer/Non-Doer Study to assess perceived self-efficacy?
21. What questions do you ask in a Doer/Non-Doer Study to assess perceived positive consequences?
22. What questions do you ask in a Doer/Non-Doer Study to assess perceived social norms?
23. What are the main benefits of tabulating data immediately after the interviews?
24. What do we mean by coding?
25. True or False: The Barrier Analysis helps you understand how many people are practicing a Behavior in your intervention area.
26. What is the role of the Barrier Analysis in promoting behavior change?
27. In what three ways are a Barrier Analysis and Doer/Non-Doer Study similar?
28. Can there be more than one Bridge to Activities for one determinant? If so, give an example.
29. How can we distinguish an Activity description from a Bridge to Activity?
30. During a Doer/Non-Doer Study, what can you do to help find enough Doers (when you think there won't be the ideal 45)? Give an example.

TASK 13: OUR DBC FRAMEWORKS PART 2: IDENTIFYING THE DETERMINANTS AND BRIDGES TO ACTIVITIES

Achievement-Based Objectives

By the end of this task, participants will have:

- Reviewed a data set from a Barrier Analysis or Doer/Non-Doer Study
- Identified the most important Determinants for their Behavior and their Priority Group
- Identified the Influencing Group(s)
- Written three or four priority Bridges to Activities for their Designing for Behavior Change (DBC) Framework related to the Determinants identified
- Reviewed fellow participants' DBC Frameworks and provided constructive feedback

Time

1 hour

Materials

- Each small group's partially completed DBC Framework, as written on Task 3 Handout 1: Blank DBC Framework, plus extra blank copies
- Datasets for each small group (see Facilitator's Notes), e.g., Task 11 Handout 2: Sample Barrier Analysis Data Sets
- Task 13 Handout 1: Instructions on Identifying Determinants and Bridges to Activities
- Task 7 Handout 1: Important Determinants that Influence Behavior
- Task 13 Flip Chart 1: How to Give Constructive Feedback
- Flip chart version of each group's DBC Framework taped to the wall
- Task 13 Handout 2: Review Questions for Providing Constructive Feedback
- Paper and markers for providing constructive feedback

Facilitator's Notes

For small groups to identify Determinants and Bridges to Activities, you will have to develop mock datasets, one for each small group, using the Behavior they selected in **Task 6**. See **Task 11 Handout 2: Sample Barrier Analysis Datasets** for an example of how this can be done, keep in mind that it is not imperative that you include the number of respondents; percentages will suffice.

Steps

1. Ask participants to sit with the small groups that were assigned previously in **Task 6** to create their DBC Frameworks.
2. Pass out the data you have prepared in advance. Explain to participants: These are the data from your Priority Group and show the results from a Doer/Non-Doer Study or Barrier Analysis.

Note: If workshop participants collected data through a Doer/Non-Doer Study during the practicum and the Behavior corresponds to one of the group's frameworks, this group should use these real data to continue to develop their framework.

3. Distribute **Task 13 Handout 1: Instructions on Identifying Determinants and Bridges to Activities**. The handout contains instructions for this task; read it aloud and answer any questions. Emphasize that each small group should use the dataset provided to identify the Determinants and Bridges to Activities.
4. Allow the small groups to work on their DBC Frameworks. Circulate to provide assistance when needed.

After about 50 minutes, pass out flip chart paper and markers to each small group. Ask them to create a flip chart version of their DBC Frameworks and to post on the wall their frameworks and the dataset used to identify the Determinants.

Ask each small group to also post a feedback/suggestion sheet (with their group's number or name) next to their DBC Framework or on the table next to the group's master framework. The suggestion sheets will remain next to the flip charts or on the tables as groups move around the room.

5. Providing constructive feedback and feedback questions
 - 5a. Explain to participants: We are now going to benefit from our colleagues' review and feedback of our DBC Frameworks. This is a good way to improve our DBC strategies and make sure that we are being clear. But, before we get started, we want to introduce a new way of giving constructive feedback and provide you with some feedback questions.
 - 5b. Review the process to be followed for giving constructive feedback (written and oral) with the large group referencing **Task 13 Flip Chart 1: How to Give Constructive Feedback**. Respond to questions.
 - 5c. Emphasize that when giving suggestions, the participants should start their sentences with "How about...?" or "What if...?" In order to focus on the positive and avoid unnecessarily long explanations, those receiving feedback

should not justify what they did or defend their choices; they should just say “thank you”.

5d. Distribute **Task 13 Handout 2: Review Questions for Providing Constructive Feedback** and ask volunteers to read. Tell participants that they should consider these questions when thinking of feedback they should provide. Answer participants’ questions.

6. Reviewing the DBC Frameworks

6a. Ask each small group to examine the posted DBC Frameworks of every other group in 4–5 minute intervals, considering the review questions in **Flip Chart 2**, and providing written feedback in response following the guidelines in **Flip Chart 1**.

6b. Facilitators should keep track of time and tell the groups when to move on to the next small group’s framework, making sure that each group reviews every framework.

6c. Once the groups have finished providing written feedback to each other, invite them to return to their frameworks and read their colleagues’ comments. Ask a couple of volunteers from different groups to share their most helpful suggestions or to ask for clarification on any comments.

Task 13 Handout 1

Instructions on Identifying Determinants and Bridges to Activities

Your small group has written a single Behavior to promote among a single Priority Group. You will now work together to:

- Identify the most important Determinants related to this Behavior and this Priority Group from the datasets provided (or from the real data you collected during the practicum)
- Write several Bridges to Activities that you believe are the most important in helping this group to adopt this Behavior
- If Social Norms was a significant determinant, identify the Influencing Group(s)

The following steps will help you organize your time:

1. Review the data for your Behavior and Priority Group from **Task 11 Handout 1 and Flip Chart 1: Example Tally Sheets of Results for a Doer/Non-Doer Study**.
2. Identify the responses where the gaps between the Doers and Non-Doers are more than 15 percentage points. For the small group(s) using the real data from the workshop practicum, confirm the results by checking the **Barrier Analysis Tabulation Sheet**, if available.
3. Identify two or three Determinants that are the most important and write these on your DBC Framework in the appropriate column. Refer to **Task 7 Handout 1: Important Determinants that Influence Behavior**.
4. Referring back to what you learned from **Task 12** on how to write Bridges to Activities, write at least one Bridge to Activities for each of the most important Determinants in the Bridges to Activities column of your small group's DBC Framework.



Task 13 Flip Chart 1

How to Give Constructive Feedback

Feedback providers phrase their feedback as questions starting with:

How about...?

Or

What if...?

Receivers respond with:

Thank you!

Task 13 Handout 2

Review Questions for Providing Constructive Feedback

Look over the Designing for Behavior Change (DBC) Framework and answer these two questions.

1. What's good about the framework?
2. How could the team improve the framework?

To answer these questions, consider the following dimensions of each decision.

Behavior

- How well defined is the Behavior?
- Is the Behavior clear enough and detailed enough to measure?

Priority Group

- How detailed and pertinent is the Priority Group description?
- Does this information help inform the behavior change strategy?

Determinants

- Have the most important Determinants been correctly selected?
- Does the data support the selection of Determinants?

Bridges to Activities

- How closely do selected Bridges to Activities relate to the Determinants?
- Are the Bridges to Activities different from Activities?
- Do the Bridges to Activities tell you what should be done about the Determinant?

TASK 14: SELECTING PROGRAM ACTIVITIES

Achievement-Based Objectives

By the end of this task, participants will have:

- Listed Activities that participants are currently using to promote behavior change
- Correlated the activities with Determinants and Bridges to Activities
- Examine Activity selection criteria
- Critiqued their activity selection using tools provided.

Time

1 hour 20 minutes

Materials

- Task 3 Flip Chart 1: DBC Framework
- Task 3 Flip Chart 2: The Five DBC Decisions (highlighting the definition of Activity)
- Task 14 Flip Chart 1: Example Model for Selecting Program Activities
- Task 14 Flip Chart 2: Questions for Small Group Discussion: How to Select the Right Activities
- Task 14 Handout 1: Criteria to Assist in the Selection of Appropriate Activities
- Task 14 Handout 2: Linking Determinants with Activities

Steps

1. Introduction

- a. Refer to **Task 3 Flip Chart 1: DBC Framework**. Explain that we will now be learning how to select the most effective Activities to address the Bridges to Activities identified in the Barrier Analysis or Doer/Non-Doer Study (formative research).
- b. Ask participants for a definition of “an Activity” in the context of a BC strategy. Hear responses.
- c. Show the explanation of “Activity” from **Task 3 Flip Chart 2: The Five DBC Decisions**. Explain that an Activity is a set of tasks that, when implemented together, will address the Bridges to Activities. Activities typically start with an action verb.

2. Expanding the list of Activities

- 2a. Explain to participants: Now we are beginning to develop the element of the framework requiring us to be creative: the Activities. Many of you have a great deal of experience in developing and implementing various Activities, so let's begin by brainstorming in small groups. Of course, most of our programs require training and some type of education sessions with our Priority Groups. But let's think of other Activities that we use besides these common ones. What are some of the Activities you have used in the past or have heard about besides training or education? Now, please work with the people at your table and list Activities other than training or education.
- 2b. Show participants **Task 14 Flip Chart 1: Example Model for Selecting Program Activities**. Small groups should write down the different Activities they came up with on a blank flip chart paper. Avoid mentioning training or other Activities that only increase knowledge. Ask small groups to also identify and write on the flip chart what Determinant and Bridges to Activities each Activity addresses.
- 2c. Ask participants to place their flip charts on the wall. Then ask them to do a "gallery walk" (circulate around the room) to observe the different groups' work. After 10 minutes, ask participants what questions they have and if they would like to add brief explanations to their Activities.
3. Why choose these types of Activities? Small group discussion
 - 3a. Ask participants: What are some of the criteria you use when choosing Activities?
 - 3b. Tell participants: Now we are going to distribute a couple of job aids that may include some of the same criteria you just mentioned (if not, we might want to add them). You may see some criteria that you had not previously considered.
 - 3c. Distribute **Task 14 Handout 1: Criteria to Assist in the Selection of Appropriate Activities** and **Task 14 Handout 2: Linking Determinants with Activities**. Ask for volunteers to read the instructions and the questions on **Task 14 Flip Chart 2: Questions for Small Group Discussion: How to Select the Right Activities**. Address participants' questions.
 - 3d. The participants will work for about 25 minutes in the same sub-groups. Afterwards, ask a volunteer from each small group to share her or his observations about the utility of the handouts and how they responded to the questions on **Flip Chart 2**. Address participants' questions.
4. Wrap-up
 - 4a. Close the task by pointing out that we are often tempted to design Activities that focus on increasing knowledge or simply listing advantages of a Behavior, but we need to keep in mind that other Activities may be more appropriate and

more effective as catalysts for long-term BC. This would depend on where individuals are in the Stages of Change and on the Bridges to Activities.

- 4b. Encourage participants to use their handouts when they are deciding on the Activities in the future. This to ensure they will be most appropriate for addressing the factors influencing BC.

Task 14 Flip Chart 2

Questions for Small Group Discussion: How to Select the Right Activities

Instructions

- In your small group, review **Task 14 Handout 1: Criteria to Assist in the Selection of Appropriate Activities** and **Task 14 Handout 2: Linking Determinants with Activities**.
- Select an Activity mentioned by a group member or that is currently being conducted in one of your programs.
- Using the following questions, analyze the selection of this activity according to the criteria listed in the two handouts.

Questions

1. Which Determinant(s) do(es) the Activity address(es)?
2. How does the activity respond to the “must have” list? How many of the “must have” categories does the Activity respond to?
3. How does the Activity respond to the “good to have” list? How many of the “good to have” categories does the Activity respond to?
4. Based on your discussion with your small group members, would you select the same Activity again? Why or why not?

Task 14 Handout 1

Criteria to Assist in the Selection of Appropriate Activities

The following criteria are designed to help you come to consensus on the Activities that best address the Bridges to Activities you have selected. Depending on the context of your behavior change (BC) intervention, you may want to add criteria to this list.

Must Have

You must have these three criteria for an activity to succeed. If the Activity you have proposed meets all three of the following criteria, then you should move forward with that Activity. However, if one of the three criteria is absent, then you should consider a different Activity.

1. Relevance to the Bridges to Activities

The Activity directly addresses the Bridges to Activities of BC.

For example, if the Bridge to Activity is “Increase availability of quality seeds” but the focus is on an increase in knowledge about fertilizers, BC may not occur because the Bridge to Activity was not addressed by the Activity.

2. Feasibility

The Activity is capable of being implemented within the ecological and geographical context by most of the people in the Priority Group.

For example, daily meetings for farmers and their families may be inappropriate in areas with highly dispersed populations. Monthly meetings might be more feasible.

3. Receptivity of Priority Group

The Activity is appropriate within the cultural and social context.

For example, working with young extension agents to deliver improved farming technique messages in an area where most people seek agriculture advice from village elders may not result in reaching the Priority Group.

Good to Have

It would be good to have the following criteria for an Activity to succeed. You do not need to address all of them. Simply choose the ones that are most important to your context.

4. Cost effectiveness

The Activity produces optimum results for the amount of money spent.

When choosing between multiple Activities, select the Activity that will achieve the desired results for the least amount of money.

5. Reach, equity, coverage

The Activity reaches a high proportion of beneficiaries in an equitable way.

Choose an Activity that has the potential to reach large numbers of beneficiaries, including the most vulnerable.

6. Delivery systems

The Activity utilizes a functional infrastructure.

For example, conservation extension workers who have experience and have gained the community's trust in delivering messages on improved farming and resource management might be a valuable delivery system for promoting improved seeds and improved farming tools.

7. Ministry policy

The Activity is coordinated with the current ministry policy in the area.

If the Activity is not favorable within the current policy environment, it may be important to advocate for policy change before implementation.

8. Multiple Bridges to Activities addressed

One Activity addresses multiple Determinants of BC.

For example, a demonstration of how to make charcoal from solid waste (cow dung, soil, papers, pieces of wood, sawdust, cereal husks) can give mothers the skills and self-efficacy to prepare affordable charcoal to use for fuel. It also presents possible additional Activities that can be done in the time saved from fetching firewood from the national park (e.g., income-generating activities). The Determinants thus addressed would be access, perceived positive consequences, perceived self-efficacy and perceived action efficacy. (Solid-waste charcoal is a viable source of fuel for those who cannot afford fuel-efficient stoves or traditional charcoal.)

9. Organizational capacity

The nongovernmental organization (NGO) or the community has the capacity to implement the Activity.

For example, building hand-washing stations next to latrines to ensure hand washing after defecation might not be effective if the community or NGO does not have the capacity to maintain the water supply.

10. Resources available

The specific human or material resources that are necessary to be effective are available in the program area.

For example, using radio messages to inform people about where they can trade in their old nets for the 3-inch mesh gill nets, would not be advisable in areas where few people have access to radios.

11. Scalability

The Activity can be scaled up cost-effectively.

For example, if a NGO has a cadre of wildlife rangers and the government is committed to staffing national parks and conducting group discussions with traditional leaders about wildlife protection and alternative livelihood options, they can work together to preserve wildlife corridors.

If a NGO has a cadre of coastal management workers and the local hotels want to protect the beach for tourism, they might team together to protect the sea turtles during mating season. Since the hotel represents the business sector, this type of joint partnership has the potential for being scaled up. Sister hotels in other areas could engage in this business venture to ensure the wildlife attractions their clients want to see are protected.

12. Sustainability

The Activity will contribute to sustaining BC.

For example, distributing sapling fruit trees without informing the Priority Group about the maintenance of saplings and/or without addressing the perceived negative consequences of planting trees will not lead to sustained long-term care of the saplings.

Task 14 Handout 2

Linking Determinants with Activities¹⁴

Determinant of Behavior Change	Sample Activities: Nutrition	Example Activities: Agriculture and Natural Resource Management (ANRM)
<p>Access (how difficult it is to get the materials or services needed for the Behavior)</p>	<ul style="list-style-type: none"> • Distribute gardening tools. • Conduct outreach for growth monitoring and promotion activities. 	<ul style="list-style-type: none"> • Distribute improved seeds / fertilizer / gardening and farming implements. • Persuade local shops to sell seeds and implements. • Agriculture volunteers buy quality seed in bulk to repackage and sell to farmers in affordable quantities. • Repair roads to improve access to markets.
<p>Perceived social norms (the perception that people important to an individual think that he or she should do the Behavior)</p>	<ul style="list-style-type: none"> • Recruit and train well-respected traditional healers to screen for malnutrition and provide nutrition counseling to mothers. • Recruit grandmothers to become advocates for the Essential Nutrition Actions (ENA). 	<ul style="list-style-type: none"> • Form modern farmer groups, where groups of farmers agree to try out new techniques. • Orient village elders and farmers' wives to the benefits of adopting the new practices. • Organize award ceremonies by local authorities for increased production, successful new crops, or best produce or livestock.
<p>Perceived positive consequences / perceived negative consequences (what a person thinks will happen, either positive or negative, as a result of performing a Behavior)</p>	<ul style="list-style-type: none"> • Show examples of exclusively breastfed infants in communities to show that no harm comes and infants indeed have less illness and better weight gain. • Give cooking demonstrations with high-fortified protein ingredients, for example eggs, to show mothers that children 6–11 months of age can digest animal-source food, contrary to local beliefs. 	<ul style="list-style-type: none"> • Organize cross visits among farmers to see results. • Establish demonstration plots to show the consequences of the new practice. • Farmers plant new crops or practice new practices on a very small scale the first time to minimize risk.

¹⁴ To save space, the Bridges to Activities were omitted from his handout.

Determinant of Behavior Change	Sample Activities: Nutrition	Example Activities: Agriculture and Natural Resource Management (ANRM)
<p>Cues for action/reminders (whether or not a person can remember to do a particular behavior or remember the steps involved in doing it)</p>	<ul style="list-style-type: none"> • Tie soap from a string next to the tippy-tap to remind people to wash their hands with soap. • Create a visual aid showing how many meals per day each age of child (6–24 months) should eat. 	<ul style="list-style-type: none"> • Create a memory aid showing the distance between planted rows. • Extension workers visit to remind farmers about next steps.
<p>Perceived severity (the belief that the problem is serious)</p>	<ul style="list-style-type: none"> • Have mothers count the number of malnourished children who had diarrhea in the past month, and compare that to the number of well-nourished children who had diarrhea in the past month. 	<ul style="list-style-type: none"> • Walk around the community to identify the amount of land that has eroded over the past 5 years and is no longer cultivatable. • Analyze the increasing hunger period.
<p>Perceived susceptibility/risk (a person’s perception of how vulnerable he or she feels to the problem)</p>	<ul style="list-style-type: none"> • Conduct community growth monitoring to determine what percentage of children in the community is malnourished. Share the results with mothers and fathers. 	<ul style="list-style-type: none"> • Organize a discussion with older farmers and herders to remind current farmers and herders of the negative changes that have occurred over the last decade, and how practically no one in the community has been able to avoid the problems.
<p>Perceived divine will (a person’s belief that it is God’s [or the gods’] will for him or her to have the problem or to overcome it, or to practice the Behavior)</p>	<ul style="list-style-type: none"> • Work with religious leaders to gain support for equal feeding practices regardless of gender • Produce sermon outlines for religious leaders about the importance of pregnant women eating well even during the fasting month. 	<ul style="list-style-type: none"> • Train religious leaders to help farmers realize that crop rotation and “resting the land” are in line with recommendations in their holy scriptures.
<p>Perceived action efficacy (the belief that the action is actually effective in addressing the problem)</p>	<ul style="list-style-type: none"> • Conduct Positive Deviance/Hearth, since most children will gain weight and change their demeanor during the initial 2-week session. 	<ul style="list-style-type: none"> • Compare yields using improved seed and traditional seed. • Compare yields using new fertilizer and traditional fertilizer. • Compare soils that use and do not use organic material. • Demonstration plots show that simple irrigation systems make it possible to harvest a crop in the dry season.

Determinant of Behavior Change	Sample Activities: Nutrition	Example Activities: Agriculture and Natural Resource Management (ANRM)
		<ul style="list-style-type: none"> • Develop monitoring and evaluation (M&E) systems to assess the results of new practices. Share these widely to demonstrate the positive results of specific new practices; for example, survival rates in herds that have been vaccinated.
<p>Perceived self-efficacy/skills (an individual's belief that he or she can do a particular Behavior; has the set of skills or abilities necessary to perform a particular Behavior)</p>	<ul style="list-style-type: none"> • Form breastfeeding support groups where mothers help each other overcome breastfeeding difficulties. • Conduct Positive Deviance/Hearth to teach mothers about active feeding techniques. 	<ul style="list-style-type: none"> • Demonstrate and provide hands-on practice to apply new skills, such as tree planting and installing drip irrigation.
<p>Policy (laws and regulations that affect Behaviors and access to products and services)</p>	<ul style="list-style-type: none"> • Work with ministries of industries and local consumer groups to pass regulations requiring and providing standards for the fortification of foodstuffs; for example cooking oil with vitamin A and flour with iron, zinc and B vitamins. 	<ul style="list-style-type: none"> • Pass controls and regulations on pesticides that limit the import of illegal products. • Develop rules for animal circulation to prevent the spread of disease. • Promote policies to favor marketing of local production over imports.
<p>Culture</p>	<ul style="list-style-type: none"> • Write a story about a grandmother who supports immediate breastfeeding even though 'that's not how we used to do it'. Use the story to generate discussion around how customs have changed over the years. 	<ul style="list-style-type: none"> • Write a story about an old farmer who supports the use of modern pesticides even though 'that's not how we used to do it'. Use the story to generate discussion around how customs have changed over the years.

TASK 15: MATCHING MESSAGES TO DETERMINANTS

Achievement-Based Objectives

By the end of this task, participants will have:

- Analyzed the source and effectiveness of current messaging practices
- Recognized that messages that are based on Determinants will be more effective
- Practiced developing messages based on Determinants

Time

1 hour

Materials

- Task 15 Flip Chart 1: Example of a Determinant-Based Message
- Task 15 Handout 1: Match the Message to the Determinant
- Answer Key to Task 15 Handout 1 (found in Appendix 3)
- Example pairs of behaviors and determinants

Steps

1. Introduction

- 1a. Tell participants: Now that we are almost done with our DBC Frameworks, let's take some time to discuss messages. By now, I am sure you are convinced that knowledge alone will not result in behavior change (BC). However, most of the messages we currently use are designed to simply give people facts, such as on the advantages of a Behavior.
- 1b. Ask participants to provide some examples of messages they typically see or use. Examples could include plant trees, use fertilizer for a better harvest, small families are better or sleep under an insecticide-treated bed net (ITN) to avoid malaria. Ask what the content of the message usually conveys; for example, the importance of the practice or the benefits of the Behavior.
- 1c. Ask participants: How many of your programs have communication strategies?
- 1d. Tell participants: In light of this, we'll now discuss how we can use the formative research that we conducted to help us develop what we call Determinant-based messages.

2. Source of messages

- 2a. Ask participants: Where do the messages you usually see or use in your program come from? Answers may include: Facts for Life (<http://www.factsforlifeglobal.org/>), the Ministry of Health, the Ministry of Agriculture or the Ministry of Natural Resources.
 - 2b. Ask participants: What are these messages designed to do? Responses should include: They are directives about what to do and are designed to inform someone about the importance and advantages of doing something.
 - 2c. Ask participants: Now that you know about Determinants and Bridges to Activities, how effective do you think these types of messages are or will be by themselves? Answers should include: Not very effective or limited.
 - 2d. Ask participants: What stage of change are these types of messages directed towards? The answer should be pre-awareness, usually.
 - 2e. Conclude by asking participants: Do you think these types of messages are likely to promote BC by themselves? They should answer NO!
3. New source of messages
 - 3a. Ask participants: If we conclude that the old types of messages are not likely to result in BC, how do you think we can use the results of our formative research to develop more effective messages? Answers should include: Basing the messages on the Determinants and Bridges to Activities.

Note: If you did a mock Doer/Non-Doer Study or Barrier Analysis as part of the training, ask the participants how the results of the formative research they did would influence the messages they might create to promote the Behavior.
 - 3b. Give an example by coupling a Determinant with a Behavior. Show **Task 15 Flip Chart 1: Example of a Determinant-Based Message**, which should read: “Mothers! All mothers have enough milk to breastfeed their baby exclusively until 6 months. Eat well and watch your baby grow!” Ask participants what Determinant this message is linked to. The answer is: perceived self-efficacy/skills.
4. Qualities of an effective message
 - 4a. Explain that an effective message should address the significant findings of the formative research.
 - 4b. Messages should:
 - Name the specific audience concerned by the message
 - Be based on the formative research (significant Determinants and Bridges to Activities)

- Be short
 - Use the imperative (command) form of the verb
 - Not be too literal (not word-for-word or preachy)
 - Not include basic information about advantages that the audience already knows (for example, do not say, “Use insecticide-treated bed nets to prevent malaria”)
5. Match the Message Game
- 5a. Distribute **Task 15 Handout 1: Match the Message to the Determinant** and read the instructions together. Give them about 10 minutes.
- 5b. Check participants’ answers against **Answer Key for Task 15 Handout 1** found in **Appendix 3**. Explain that some messages may be interpreted in different ways.
6. **Optional Activity:** Designing messages based on Determinants
- 6a. Divide participants into small groups of four or five people, and give each small group one Determinant and one Behavior relevant to their programs. For example:
- Perceived social norms and exclusive breastfeeding (EBF)
 - Access and meal diversity for children 9 months old.
 - Perceived action efficacy and poultry penning (keeping chickens in enclosures)
 - Perceived severity and planting trees
- 6b. Have each small group write on a flip chart the typical message associated with that topic or Behavior. Then they should design a new message that reflects the Determinant.
- 6c. Have the small groups post their flip charts on the wall. Then have participants do a gallery walk to view each other’s work.
7. Wrap up this task by emphasizing that the formative research and knowledge of Determinants and Bridges to Activities should be used in our messaging and communication plans to make them more effective in promoting BC.

Task 15 Handout 1

Match the Message to the Determinant

Instructions: Match the message to the Determinant by drawing a line between the message in the left column and the Determinant it best matches in the right column.

Messages
1. Pregnant women! You can remember to take your iron tablet. Start your day with a dose of iron/folate.
2. Moms! You're not alone! Your own mother knows that breast is best!
3. Mothers! All young children can get night blindness. Give them Vitamin A!
4. Parents! Natural family planning is not a sin. Consider all your contraceptive options.
5. Mothers! Don't water down good health! You can add the right amount of fluid to your child's food!
6. Kids! Brush your teeth twice a day and have the most attractive smile in your class.
7. Farmers! Keep your family healthy. Grow orange fleshed sweet potatoes and prevent night blindness.
8. Mothers! Diarrhea costs you money and time. Use a latrine every time.
9. We're a dynamic people! Let's change with the times and drink clean water from the well.
10. Guys! It's still your worst enemy. Use a condom every time.
11. Parents! Did you know? Health care for sick kids is now free! Take advantage!
12. Moms! Vitamin A is available at your nearby health center.

Determinants
A. Perceived self-efficacy/skills
B. Perceived positive consequences
C. Perceived negative consequences
D. Perceived social norms
E. Cues for action/reminders
F. Perceived action efficacy
G. Culture
H. Access
I. Policy
J. Perceived susceptibility/risk
K. Perceived divine will
L. Perceived severity

TASK 16: MONITORING THE BEHAVIOR CHANGE STRATEGY¹⁵

Achievement-Based Objectives

By the end of this task, participants will have:

- Identified some tools that could be used to monitor behavior change (BC) strategy implementation
- Decided the most appropriate frequency for monitoring a BC strategy (make distinction between a BC strategy and the Behavior itself)
- Practiced making decisions based on the data collected from a BC monitoring system

Time

45 minutes

Materials

- Index cards with examples of data collection tools
- Task 16 Handout I: Monitoring Indicators for the Behavior Change Strategy

Steps

1. Introduction

1a. Explain to participants: Just as we need a system to measure the other aspects of our community development programs, we also need to monitor the progress of our behavior change (BC) strategy. A monitoring system allows you to measure and track the progress of the implementation and effectiveness of your BC strategy. It is part of your overall monitoring system, not separate from it. So, to the extent possible, program designers should use measurement means that already exist, such as annual Knowledge, Practice and Coverage (KPC) surveys and Lot Quality Assurance Sampling (LQAS); agriculture extension records; and clinic records for health and nutrition.

2. Identifying monitoring tools

2a. Divide participants into small groups, and distribute three or four index cards to each small group with examples of data collection tools.

2b. Example tools in addition to the KPC and LQAS include:

¹⁵ While it is important to program managers, the topic of monitoring and evaluating BC strategies is beyond the scope of this workshop. The writers of this curriculum have thus condensed this session to present a few key concepts.

- For health and nutrition: child registers (vaccination rates), growth cards, exit interviews (perceived and actual quality of service), attendance lists from support groups, various clinic records (e.g., facility births, prenatal care), supervision forms, verbal autopsy reports, listener surveys (e.g., mass media education), minutes from meetings, quality improvement and verification checklists
 - For agriculture and natural resources (ANR): input sales records (e.g., fertilizer, pesticides), field observation checklists, distribution records, inventory records, market availability of certain crops, supervision forms, attendance lists for farmer field schools, listener surveys (e.g., mass media), minutes from meetings, community development worker quality improvement and verification checklists (see [www.caregroupinfo.org/docs/CDW_Practice_Promotion_QIVC_\(English\).doc](http://www.caregroupinfo.org/docs/CDW_Practice_Promotion_QIVC_(English).doc))
- 2c. Have small group members discuss how these tools could be used to measure/track implementation and/or effectiveness of a BC strategy.
- 2d. Ask each small group to present one or two tools (avoiding repetition) and how the tool(s) could be used.
3. Frequency of monitoring
- 3a. Ask participants: Do all Behaviors, Activities, outcomes and other aspects of a BC strategy need to be monitored at the same frequency? They should answer “no”. Then ask: Why or why not?
- 3b. Ask participants: What factors influence the timing of monitoring activities? Brainstorm with participants and write ideas on a flip chart. Responses may include: Correspondence with the program-wide monitoring system, the frequency of the planned Activity, how difficult it is to change the Behavior and the availability of staff.
4. Monitoring indicators in the BC strategy
- 4a. Explain the diagram on **Task 16 Handout 1: Monitoring Indicators for the Behavior Change Strategy** and respond to participants’ questions/concerns.
- 4b. Emphasize that if both the Priority Group and Influencing Groups are being reached and quality Activities (see the output indicators) are implemented but the Behavior is not changing, program planners should first reassess the appropriateness of the Activities selected, then reassess Bridges to Activities through research studies on Determinants.
5. Summarize the three main ideas of M&E: tools, frequency and data-based decision-making. Address participants’ questions.

Task 16 Handout 1

Monitoring Indicators for the Behavior Change Strategy

Audience (Priority Group and Influencing Groups) indicators (process) are monitored by a **routine data collection system** (e.g., monitoring).



Activity indicators (process and outputs) are monitored with the help of the **routine information data collection** or **occasional rapid surveys**.



Behavior indicators (outcome, presumably a program indicator) are monitored through **Knowledge, Practice and Coverage (KPC) surveys** and could be checked annually through **Lot Quality Assurance Sampling (LQAS)** or **Sentinel Site samples**.

If audiences are being reached and quality Activities are being implemented **but the Behavior is not changing,**



First **reassess the appropriateness** of the first Activity selected,



Then **reassess Bridges to Activities** through research studies of Determinants.

If audiences are being reached, quality Activities are being implemented and Behavior is changing, there is no need to monitor or reassess Bridges to Activities.

TASK 17: OUR DBC FRAMEWORKS PART 3: PLANNING ACTIVITIES

Achievement-Based Objectives

By the end of this task, participants will have:

- Reviewed and revised (if necessary) the first four columns of their Designing for Behavior Change (DBC) Frameworks
- Selected Activities that address the Bridges to Activities on their frameworks
- Applied specific selection criteria before choosing each Activity for their framework
- Described the Activities in sufficient detail so that the links to Bridges to Activities are clear
- Developed a mix of Activities that together address all Bridges to Activities
- Optional: Written indicators for the Behavior, Priority Group and Activities
- Optional: Written Determinant-driven messages

Time

1 hour

Materials

- Each team's partially completed DBC Framework
- Task 13 Handout 2: Review Questions for Providing Constructive Feedback
- Task 17 Handout 1: Instructions for Planning Activities

Steps

1. Introduction

- 1a. Tell participants: In this task we will continue to develop our DBC Frameworks and complete the last column, entitled "Activities." Please review your work thus far and determine if any revisions are necessary.
- 1b. Refer participants back to **Task 13 Handout 2: Review Questions for Providing Constructive Feedback**. Give them a few minutes to review their DBC Frameworks using the questions as a guide.

2. Planning Activities

- 2a. Distribute **Task 17 Handout 2: Instructions for Planning Activities**. Review it with participants and clarify tasks. Participants will consider the Bridges

to Activities they identified in **Task 13** and transfer these directly onto their DBC Frameworks.

- 2b. Ask participants to identify the Activities they feel best address the Bridges to Activities based on an analysis of the criteria contained in the handouts distributed during the previous session.
- 2c. **Optional:** For more advanced groups, ask them to also write indicators for the Behavior, the Priority Group and Activities and to write any Determinant-driven messages that are appropriate to their Activities.
- 2d. Explain that participants will have 45 minutes to work in their teams to plan the Activities and incorporate them into their frameworks. Ensure that participants mention Activities that happen at both the individual/household level and within the broader community or institution level (e.g., government ministries).
- 2e. Once completed, ask the teams to post flip charts of their frameworks or hand in their individual frameworks.



Task 17 Handout 1 Instructions for Planning Activities

1. Review the Determinants and Bridges to Activities you chose during **Task 13** and the dataset you used to determine which to choose.
2. For each Bridge to Activity, select and briefly describe the Activity you will carry out to reinforce the benefits, remove or diminish the barriers, or otherwise address the Bridge to Activity.

Example

Behavior	Bridges to Activities	Activities
<p>Target fishermen defecate in pit latrines all the time.</p>	<ol style="list-style-type: none"> 1. Increase perception that constructing pit latrines is simple. 2. Increase perception that by using the latrine their health and environment will improve. 3. Increase access to pit latrines. 4. Reinforce image that good Muslims do not defecate on the beach or in other areas of natural beauty. 	<ol style="list-style-type: none"> 1. Conduct a demonstration on latrine construction showing that villages can easily learn how to make the latrines. 2. Create broadcast radio programs where fishermen talk about how they have fewer stomach problems and less diarrhea since they began using latrines and how they are happy with the way the beach looks. 2. Show before and after pictures of the beach. 3. Contract local microfinance organizations to provide fishermen who decide to construct latrines with preferential access to low-interest loans. 4. Provide sermon guides to Muslim leaders that utilize passages from the Qur'an (e.g., Sura 5:6) to promote the image of a good Muslim as being one who does not defecate on the beach.

3. Make sure you have picked an Activity mix that:
 - Reaches enough people in the Priority Group and the Influencing Groups
 - Makes a clear call to action for each group
 - Addresses all the Bridges to Activities
 - Minimizes barriers while maximizing benefits
 - Works together
 - Fits your budget

DAY FIVE EVALUATION (FLIP CHART OR FORM)

Please indicate below your overall satisfaction with each of the tasks that you attended today, and offer any ideas you have on how to improve these tasks.

Review Exercise: Musical Chairs

Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
1	2	3	4	5

Suggestions for improving this task:

Task 13: Our DBC Frameworks Part 2: Identifying the Determinants and Bridges to Activities

Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

Task 14: Selecting Program Activities

Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

Task 15: Matching Messages to Determinants

Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

Task 16: Monitoring the Behavior Change Strategy

Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

Task 17: Our DBC Frameworks Part 3: Planning Activities (Indicators and Messages)

Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied
1	2	3	4	5

Suggestions for improving this session:

Most useful thing about today:

The thing I'm still confused about:

WORKSHOP DAY SIX

TASK 18: INCORPORATING FINAL FEEDBACK INTO OUR DBC FRAMEWORKS

Achievement-Based Objectives

By the end of this task, participants will have:

- Finalized the information on their Designing for Behavior Change (DBC) Framework
- Reviewed fellow participants' DBC Frameworks
- Provided constructive feedback on DBC Frameworks
- Offered suggestions for improvement for each of the other team's DBC Framework using a guide

Time

1 hour

Materials

- Each team's partially completed DBC Framework
- Task 13 Flip Chart 1: How to Give Constructive Feedback
- Task 13 Handout 2: Review Questions for Providing Constructive Feedback
- Paper and markers for providing constructive feedback

Steps

1. Introduction
 - 1a. Ask the participants to sit in their DBC Framework groups.
 - 1b. Share the purpose of this session and the specific objectives.
2. Finalizing the DBC Framework
 - 2a. Ask participants to finalize their frameworks, taking into account all the suggestions for improvement they received in **Task 17**.
 - 2b. Tell participants they will have approximately 15 minutes to complete their frameworks and post them on the wall.
3. Providing feedback
 - 3a. Show participants **Task 13 Flip Chart 1: How to Give Constructive Feedback** and have them reread **Task 13 Handout 2: Review Questions for Providing Constructive Feedback**. Answer any questions. Emphasize

that when giving suggestions, participants should start their sentence with “How about...?” or “What if...” to focus on the positive elements and avoid unnecessarily long explanations.

- 3b. Ask participants to review each other’s DBC Framework and provide constructive feedback on a flip chart or sheet of paper placed near the posted framework. Give them 20 minutes to conduct this gallery walk.

Facilitators should also circulate and make note of the same aspects mentioned in **Task 13 Handout 2**, such as well-defined Priority Groups, completely defined Behaviors, unusual Bridges to Activities and clearly matched Activities.

- 3c. After the gallery walk, facilitate a discussion about findings, including participants’ observations regarding the strengths of the frameworks overall and any suggestions for improvement.

TASK 19: DEVELOPING PROGRAM STRATEGY IMPLEMENTATION PLANS (OPTIONAL)

Achievement-Based Objectives

By the end of this task, participants will have:

- Reviewed a sample behavior change (BC) strategy
- Discussed how to transform several Designing for Behavior Change (DBC) Frameworks into a cohesive overall program strategy

Time

1 hour

Materials

- Task 19 Handout 1: Sample Behavior Change Strategy Implementation Plan

Steps

1. Introduction

1a. Ask participants:

- How would you take the frameworks and work them into an overall program strategy?
- What additional information would you need to add to the DBC Frameworks to transform them into a more complete program strategy?
- How would you get this information?

2. Example BC strategy

2a. Tell participants that we will now look at an example. Distribute to participants

Task 19 Handout 1: Example Behavior Change Strategy Implementation Plan.

2b. Ask participants: What additional information is included in the strategy document? Where do you think the program team found this information? What additional information do you feel they still need to add? Where will they get this?

2c. Summarize by saying: A strategy is an approach that takes into account the types of groups with which you will work, the ensemble of Activities and any synergies between Activities.

- For example, if community theater is being used to address fear of side effects with family planning methods, it can also be used for reinforcing other key messages, such as nutrition and women's rights.
- A strategy is comprised of a compilation of several Activities, each of which is designed to break down a barrier or to reinforce an enabler (minimize barriers and maximize benefits). This can only be determined through research. Once we add information, such as responsible parties, timeframes, resources, and monitoring and evaluation (M&E) methods and indicators, we have transformed our strategy into an implementation plan.

Task 19 Handout 1

Example Behavior Change Strategy Implementation Plan

Behavior: Exclusive Breastfeeding (EBF)

Behavior	Priority Group	Bridges To Activities (With Determinants)	Activities (With Implementers)	Monitoring And Evaluation (M&E) Indicators	Time Frame				Skills/ Knowledge/ Resource Or Training Required
					Q1	Q2	Q3	Q4	
Women exclusively breastfeed their babies each time the baby wants to suckle during the first 6 months of life.	<p>Women 15–45 years of age, especially pregnant women and women with babies under 6 months:</p> <ul style="list-style-type: none"> • Only youth 16–20 years old know how to read and write and many still live with their parents. • Oldest are illiterate. • Majority are farmers and merchants. • They speak Swahili. • Many live in remote communities far from a health center. • Youth have one or two children, and the oldest have five to eight children. 	Increase mothers' perception that EBF is very effective in preventing diarrhea and other diseases, and ensures healthy growth and development (perceived action efficacy).	<p>I. Positive Deviance mothers bring their healthy babies to Prospective Mommies Clubs. They discuss EBF, its challenges and how they overcame them. They focus on the effectiveness of EBF in preventing diarrhea, acute respiratory infections and other diseases; of colostrum as babies' first immunization; of breast milk as complete nutrition; and EBF as a stimulus for healthy growth and brain development. Train mothers in milk extraction.</p>	<ul style="list-style-type: none"> • Number of new clubs established per Area Supervisor every three months (target: 4 new clubs/Area Supervisor/year = $27 \times 4 = 108/\text{year}$) • Number of club members per club (target: 86 clubs with 8–10 members/year) • Number of club meetings each month in which an EBF-related topic was discussed and women were given specific messages to transmit to others and to 	X	X	X	X	<p>Resource materials:</p> <ul style="list-style-type: none"> • World Vision/Haiti Curriculum for Mothers' Clubs (Dr. Lesly Michaud) • Food for the Hungry Leader Mothers' list of tips for clubs, list of topics/ice breakers, and needs assessment <p>Steps</p> <ul style="list-style-type: none"> • Select women leaders to coordinate clubs.

Behavior	Priority Group	Bridges To Activities (With Determinants)	Activities (With Implementers)	Monitoring And Evaluation (M&E) Indicators	Time Frame				Skills/ Knowledge/ Resource Or Training Required
					Q1	Q2	Q3	Q4	
	<ul style="list-style-type: none"> They have low economic status. 			implement (target: 54 clubs/year)					
	Influencing Groups: <ul style="list-style-type: none"> Husbands/ partners Mothers-in-law/ mothers 	Increase the perception of women that everyone agrees with/supports EBF (perceived social norms).	2. Use theater group to implement EBF sketches on key topics: everyone is in agreement with the mom who wants to practice EBF, advantages of EBF, challenges and how to overcome them, and how to support moms that exclusively breastfeed.	<ul style="list-style-type: none"> Number of performances followed by Q&A sessions that include key messages on EBF (target: 2 performances per quarter per year per troupe) 		X	X	X	See Activity I
		Reinforce women’s perception that by eating well they will have sufficient milk for EBF (perceived self-efficacy).	3. At monthly rally posts, Area Supervisor introduces a Positive Deviance mother who exclusively breastfeeds to share her experiences on how to increase nutritional intake during pregnancy and breastfeeding and the results.	<ul style="list-style-type: none"> Number of rally posts held in which key messages on EBF were provided by Positive Deviance breastfeeding mothers (Target: 6 posts/year/site) 	X	X	X	X	Resource required: <ul style="list-style-type: none"> One-page illustrated handout of the program’s key EBF messages (see Activities)

TASK 20: CLOSING SESSION AND WRAP-UP

Achievement-Based Objectives

By the end of this task, participants will have:

- Assessed the achievement of their expectations
- Evaluated their comfort levels in terms of certain key skill areas
- Made conclusions according to the overall results of the group on the comfort chart
- Described succinctly the value of the workshop to themselves and to their organizations
- Identified next steps they will take to begin applying what they have learned
- Received recognition of their participation in the workshop

Time

1 hour 15 minutes

Materials

- Workshop Pre-/Post-Test (from Task 1)
- Post-Workshop Process Survey
- Workshop Flip Chart 1: Comfort Table (From Task 1)
- Six colored dots per participant (if possible, use a different color from those used on the first day)
- Completion certificates
- Contact lists (if available)
- Task 20 Handout 1: DBC Resources

Steps

I. Workshop review

- Ia. Explain the objectives of this task. Pass out the **Workshop Pre-/Post-Test** (found in **Task 1**), the **Post-Workshop Process Survey** and the colored dots. Review all the handouts and answer any questions. Explain that we need names (or consistent codes) on the pre/post-test so we can measure changes in scores for each participant.
- Ib. Explain to participants that as they complete their handouts, they should take their colored dots and place them in the appropriate place on the **Workshop Flip Chart 1: Comfort Table**.

2. Sharing workshop results and future plans

- 2a. Ask participants to share their plans for using the Designing for Behavior Change (DBC) Framework going forward.

Ask participants: When thinking about your own program and the limits of staff, time and resources, when do you see yourself and your colleagues using this framework? Encourage participants to be specific, not just say “during general planning processes” (e.g., proposal development, baseline survey, detailed implementation plan development).

- 2b. While participants are sharing their plans, one of the facilitators or a volunteer can tally the post-test results and share these with the participants once discussion is complete.

Note: Facilitators can post the pre-test and post-test results next to each other, which will allow participants to compare their scores.

- 2c. Ask participants to list three action items that are relevant to this workshop, which they plan to do within the next 2 months.

- 2d. Ask participants: Who would be willing to be a mentor to someone else in the group? Who would like to have a mentor?

As participants raise their hands, ask them to pair up and make a note of each other’s names and contact information.

- 2e. Ask participants to stand by **Workshop Flip Chart I: Comfort Table** and invite them to comment on the differences in the comfort levels pre-workshop and post-workshop.

Ask participants: Are there any big surprises? Are there any disappointments? Why?

3. Workshop closing

- 4a. Hand out completion certificates and congratulate the participants. Distribute contact lists and any final materials, including **Task 20 Handout I: DBC Resources**.

Post-Workshop Process Survey

1. Please check the box that most closely reflects your opinion.

Workshop Processes And Facilitator	Strongly Disagree	Disagree	Agree	Strongly Agree
The objectives of the workshop were clearly stated.				
The workshop was presented in an organized and interesting manner.				
The workshop was relevant to my work.				
The facilitator showed sensitivity to my issues, needs and concerns.				
All members of the group were encouraged to participate.				
I acquired new skills at this workshop that I can apply directly to my job.				
I was satisfied with the quality of the materials distributed at this workshop.				

2. Overall, how satisfied were you with the workshop?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied

3. To what extent do you expect this workshop to make a difference in the way you design, implement and/or evaluate effective behavior change (BC) programs?

- No difference
- Some difference
- Substantial difference

4. To what extent do you feel that you will be able to apply the ideas and strategies from this workshop in your work?

- Not at all
- Somewhat
- Completely
- Don't know

5. What did you like most about the workshop?

6. Would you recommend this workshop to a colleague?

- Yes
- Yes, under some circumstances (specify):

No

Why or why not?

Additional comments:

Task 20 Handout 1

DBC Resources

- Food Security and Nutrition Network News (newsletter): bit.ly/fsnnetworknews
- Food Security and Nutrition Network Social and Behavior Change (SBC) Task Force Listserv: email info.fsn.network@gmail.com to subscribe
- Food Security and Nutrition Network website: www.fsnnetwork.org
- DBC Curriculum authors
 - Tom Davis (Tom.Davis@fh.org)
 - Mary DeCoster (mdecoster@fh.org)
 - Bonnie Kittle (bonnieleekittle@hotmail.com)
 - Judiann McNulty (judiannmc@yahoo.com)
 - Linda Morales (lmorales_sd@hotmail.com)
- CORE Group SBC Working Group technical updates:
<http://www.coregroup.org/our-technical-work/working-groups/social-and-behavior-change>
- CORE Group SBC Working Group Listserv: sign up on the website above
- The Practical Guide to Conducting a Barrier Analysis (2013)
<http://www.coregroup.org/resources/404-a-practical-guide-to-conducting-a-barrier-analysis>
- The Generic Barrier Analysis Questionnaire
[http://www.caregroupinfo.org/docs/BA_Sample_Questionnaire_\(Generic,7Oct_2013\).docx](http://www.caregroupinfo.org/docs/BA_Sample_Questionnaire_(Generic,7Oct_2013).docx)
- Barrier Analysis manual:
http://www.caregroupinfo.org/docs/BA_Survey_Practical_Guide.docx
- Barrier Analysis narrated presentation:
<http://caregroupinfo.org/vids/bavid/player.html>
- Other behavior change narrated presentations:
<http://www.caregroupinfo.org/blog/narrated-presentations-on-care-groups-and-care-group-tools>

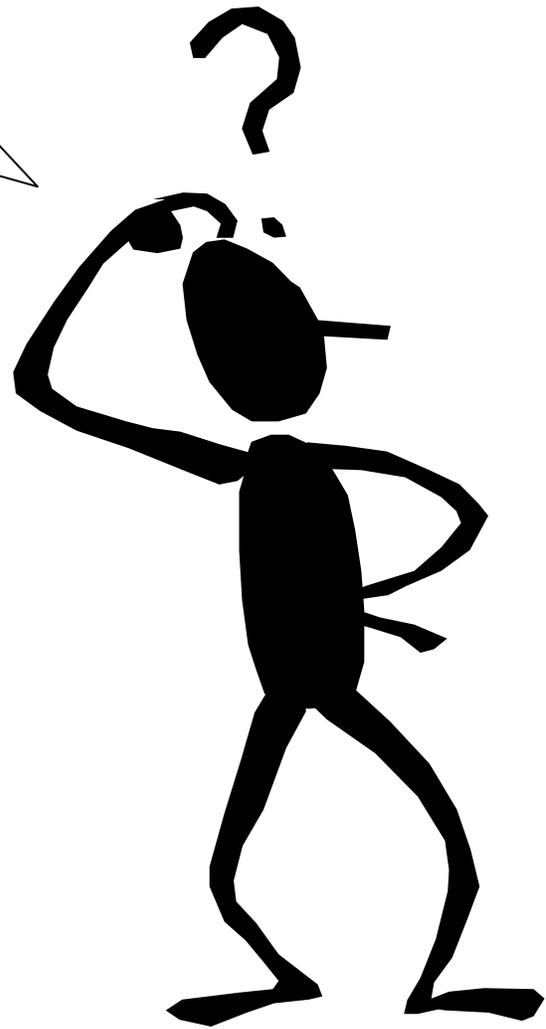
APPENDICES

APPENDIX I. PROCESS OF PLANNED CHANGE GAME

The following text and caricatures comprise the three sets of sheets for the Process of Planned Change Game for **Task 2. Introduction to Behavior Change: Our Roles and the Process of Planned Change**: the steps for achieving change, the changer and the change agent. The sets are provided in the final order participants should arrange them in. When preparing for the game, facilitators will need to combine each set of sheets so each set can be provided to participants separately (and out of order).

Identify the Problem

I don't see a
problem.

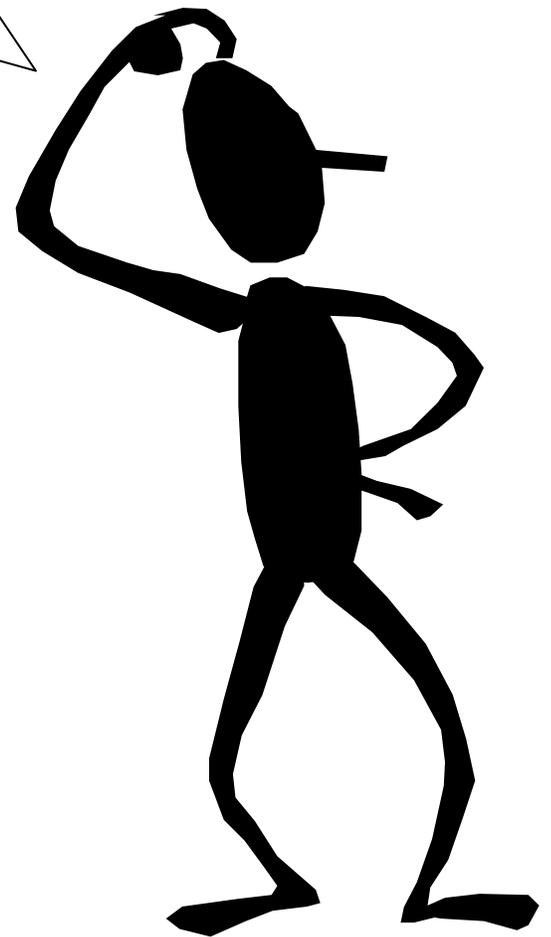




I will facilitate an activity
to help the participants
identify the problem.

**Study the
Alternatives and
Look for More
Information**

There might be a
problem, but I need
more information and
alternatives.





I will facilitate an activity to help participants identify alternatives for solving the problem and provide them with additional information.

**Obtain New
Skills and
Access to
Resources and
Support**

I'm ready to try something new, but there are obstacles.



Lack of Social Support

Lack of Resources

Fear of Failure and Conflicting Values

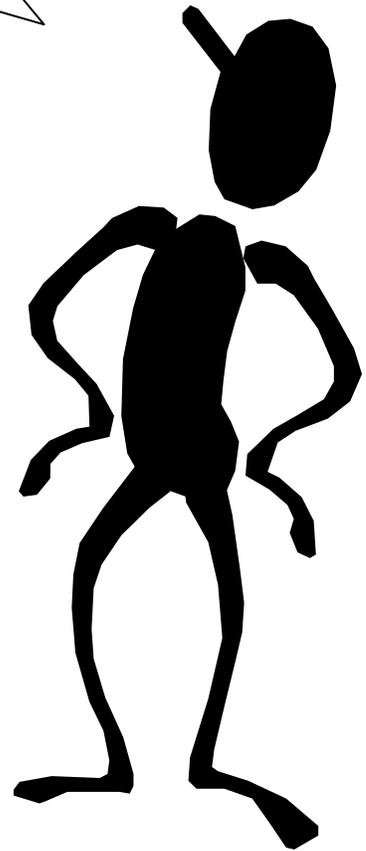




I will facilitate an activity to help the participants identify how to overcome the obstacles and organize access to resources.

Try Out the New Practice

I am trying a new practice, but I'm still not certain of the outcome.





I will facilitate a discussion on the benefits of adopting the new practice and the consequences of not using it to encourage permanent change.

Reflect On and Reinforce the New Practice

With support and
encouragement from my
family and community, I
can succeed!

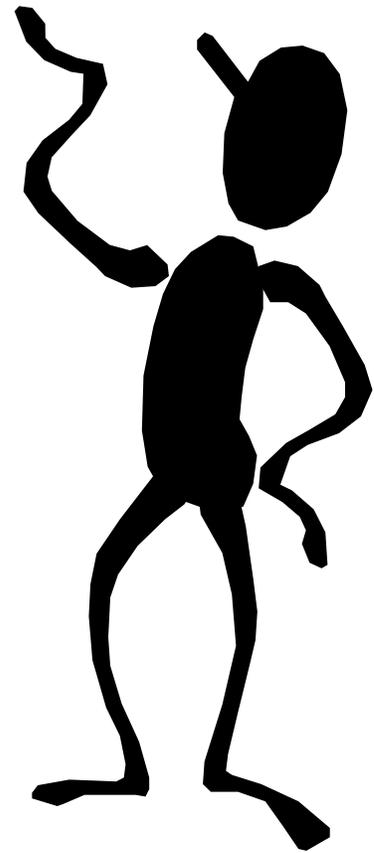




Continued reinforcement
and support are needed for
change to be permanent.

**Continue
the Practice
with Support**

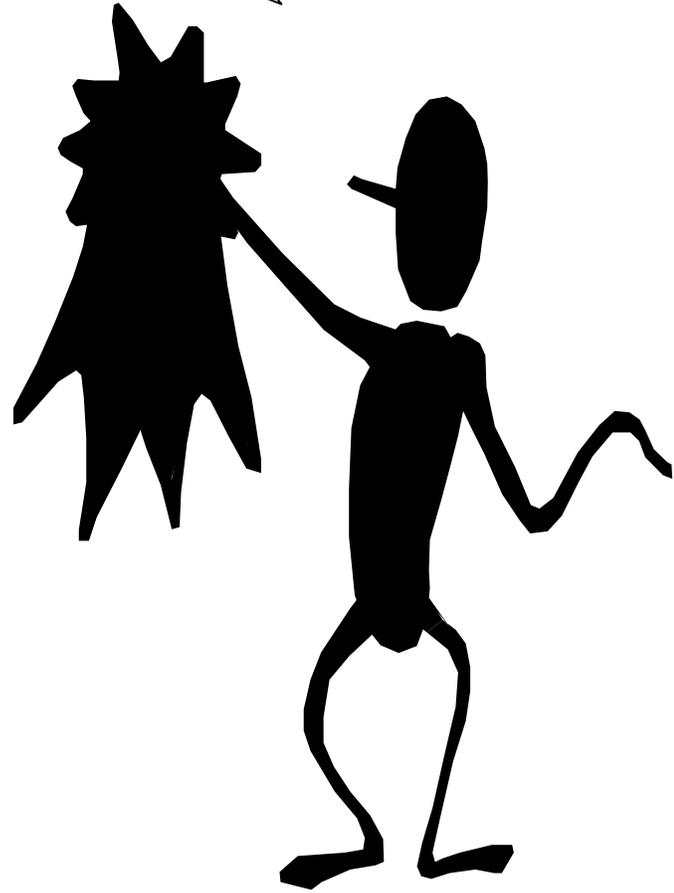
I need to keep trying
until the change becomes
a habit because I believe
in the change.





Celebrate Your Success

Yes! I can do it!





APPENDIX 2. KEY TERMINOLOGY

Behavioral Theory

Term	Definition
Activities	These are tasks that program implementers plan, organize and/or conduct with the Priority or Influencing Groups to achieve something; for example, organizing farmer field school meetings or mothers' group meetings, holding malaria prevention health fairs, doing irrigation demonstrations, providing counseling sessions, or demonstrating how to make oral rehydration solution (ORS). Activities should be selected to specifically address Bridges to Activities; in other words, to reduce the most powerful barriers and increase the most powerful enablers. <i>(See also Bridges to Activities)</i>
Barrier	This is a Determinant that prevents a person from doing a Behavior. <i>(See Determinants.)</i>
Behavior	This is a physical action that is specific, measurable and takes place at a specific time and place and with duration and frequency. Changing knowledge of, beliefs about or attitudes toward a Behavior is often not enough to change the actual Behavior, the action an individual performs.
Behavior change (BC) strategies or behavior-centered approaches (BCAs)	<p>These are program strategies or approaches in which all program activities, not just communication activities, are designed to reduce key (prioritized) barriers and increase key enablers to empower Priority Group members to perform positive Behaviors. BC strategies and BCAs focus on such issues as infrastructure, economic barriers or motivators, and additional Determinants other than knowledge and attitudes.</p> <p>The DBC Framework is a tool for designing BC strategies or BCAs; it encourages program planners to consider the full complement of program options/activities often needed for change. Ideally, program participants are partners in making the five program decisions included in the DBC Curriculum.</p>
Behavior change communication (BCC) activities	These are communication activities designed to address Bridges to Activities and Determinants of BC by reducing key barriers and increasing enablers. BCC activities are only necessary when the majority of the Priority Group has limited knowledge of the Behavior. BCC activities alone generally will not lead to a change in Behavior.
Benefit	This is the reason an individual chooses to perform a Behavior. Benefits can be physical or intangible, real or perceived. For example, a tangible benefit of regular exercise is losing weight. An intangible benefit of regular exercise is feeling better about oneself. A perceived benefit of regular exercise is being more like a role model or celebrity.
Bridges to Activities	Based on the responses given by the Priority Group during the formative research, Bridges to Activities are more specific descriptions of what one should do to address the issue revealed by the research. A Bridge to Activity usually begins with a directional verb (e.g., increase, decrease, improve, reinforce) and often proposes to change the perception of the Priority Group. Bridges to Activities are not expressed in percentages.

Term	Definition
Current practice	This is the Behavior or series of Behaviors being practiced by the Priority Group at a point in time related to an outcome. The current practice should move toward the ideal practice over the life of a program. (See Ideal practice).
Designing for Behavior Change (DBC) Framework	A tool to help health program designers make key program decisions that will enable the designer to develop a comprehensive and effective BC strategy, resulting in increased adoption of positive Behaviors among program participants. The five decisions are Behavior, Priority Group and Influencing Groups, Determinants, Bridges to Activities, and Activities. The DBC Framework is built on the BEHAVE Framework, developed by AED.
Determinants	Determinants are categories of elements (e.g., a person’s feelings, beliefs, barriers, enablers) within a person’s environment that can support him or her in doing or prevent him or her from doing a Behavior. See Task 8 Handout 1. Some Determinants that Influence Behavior for definitions of some common Determinants.
Emphasis, key or priority Behaviors	These are the specific Behaviors promoted by a program to achieve the program objectives. They should be empirically proven to have a direct, positive impact on the well-being of program participants or their productivity (e.g., increased yield). They should also be feasible for program participants to perform, in terms of social acceptability, money, time, skills and other resources.
Exchange principle	The benefit an individual gets from performing a Behavior must be greater than the cost he or she perceives for doing it. Promoting benefits that matter to members of the Priority Group (not just those benefits that matter to program designers) is essential to increasing positive Behaviors. (See <i>Benefit</i> .)
Feasible practice	This is the Behavior or series of Behaviors that the Priority Group is able to do at a point in time given existing knowledge, skills, time and resources (including program inputs). Sometimes the feasible practice is the same as the ideal practice; sometimes it is between the current practice and the ideal practice. (See <i>also Ideal practice and Current practice</i> .)
Health education	This is a program strategy in which an “expert” transfers knowledge and skills about specific health outcomes to program participants. The connotation of this phrase has come to be a top-down, hierarchical process in which participants are passive “vessels” to be filled by the “experts”. “Health promotion” is a more appropriate term.
Ideal practice/ Behavior	This is the Behavior or series of Behaviors that according to current evidence would have the optimal impact on a health outcome if performed by the Priority Group.
Influencing Groups	These are the groups of people identified by the Priority Group, usually through formative research, that to a large degree control or strongly influence the Priority Group to practice or not practice the Ideal Behavior.
Information, education and communication (IEC)	This is a program strategy in which program staff and partners engage in a dialogue with Priority and Influencing Groups about the Behaviors promoted by the program. The focus of this strategy is on changing knowledge, beliefs and attitudes about key or emphasis Behaviors. A more participatory connotation than health education, IEC alone generally will not lead to a change in Behavior.

Term	Definition
Key factor	This term was replaced by Bridges to Activities.
Motivator or enabler	These are Determinants that support a person to perform a Behavior. (See <i>Determinants</i> .)
Priority Group	This is the group of people who perform the positive Behaviors promoted through a program or the group of people who ensure the Behavior is practiced by a minor. Priority Groups can be those with certain demographic characteristics (e.g., age, gender, level of education), those that are most affected by a condition (e.g., HIV/AIDS, poverty), or those that are most at risk of negative health outcomes (e.g., children under 5, pregnant women, out of school youth). In child survival programs, the Priority Group often consists of mothers or caregivers of children under 5.
Social marketing	This is a program strategy in which commercial marketing techniques are used to promote program Behaviors to Priority and Influencing Groups.

Gathering Data for Program Decisions

Term	Definition
Appreciative inquiry	<p>This research process starts with the assumption that resources already exist within individuals, households and communities to achieve program objectives and goals. To illustrate, a “needs assessment”, which is not a method of appreciative inquiry, is immediately biased to identify gaps, whereas a “capacity assessment”, which is a method of appreciative inquiry, biases the inquiry team to identify existing resources as well as gaps.</p> <p>Appreciative inquiry fights against the tendency for program staff to perceive communities as a collection of problems to address rather than as groups and individuals who are partners in the program process.</p>
Barrier Analysis	This is a research method to identify the Determinants most likely to prevent Priority Groups from doing or enable them to do key Behaviors promoted by a program. Responses to survey questions from Doers and Non-Doers are compared. A Barrier Analysis also helps prioritize barriers and enablers so program designers can focus resources on the most influential ones. (See <i>also Barrier, Determinants, and Doer/Non-Doer Study</i> .)
Capacity assessment	This is a research method, usually focused at the group level, to determine existing strengths a group brings to a program, as well as areas in which a group needs assistance to develop skills. For example, a capacity assessment may find that an organization is strong at mobilizing volunteer efforts or financial resources but weak in record keeping or evaluating impacts of programs.

Term	Definition
Confidentiality	If a research participant is giving program staff information that could be damaging to the participant if known to his or her community or government, program staff must take every precaution to ensure that specific information gathered through the research cannot be tied to specific research participants. This can be done by ensuring privacy during interviews, using false names in research notes and not reporting identifying characteristics of participants in reports (for example, quoting a “prominent community member” rather than “the headman of village Y”). The right to confidentiality is just one of a number of human rights of which program staff must be aware before conducting research in communities, including the right of refusal to participate in research.
Consultative research	This is a process of data gathering using any method during any phase of the program. The term “consultative” implies that individuals and groups in the community are partners in the gathering and use of data, rather than simply “subjects” of the research.
Doer/Non-Doer Study	This is a research method used to compare individuals or groups in a community that practice a key Behavior (Doers) with those who do not practice that Behavior (Non-Doers). The questions used are a subset of those used in Barrier Analysis. Once program planners know the difference between Doers and Non-Doers, they can focus resources on reducing those differences, supporting Non-Doers to become Doers. (See also <i>Barrier Analysis</i> .)
Focus group discussion (FGD)	This is a discussion among 6–12 people who are similar in some characteristic relevant to a program (e.g., gender, age, number of children, role in the community) about issues related to one specific topic. The facilitator of a focus group encourages all participants to talk to each other and brings the conversation back to a central topic if it wanders too far off topic. This method is good for gathering general information around one topic about current practices, knowledge, beliefs, similarities and differences in a community.
Formative research	This is a process of data gathering, using any method, during the early phases of a program. Data gathered during formative research feed into the design of the program, for example, by helping designers answer the five questions of the DBC Framework.
Interview	This is a research method in which one person is asked questions in a private setting about one or more related topics. There are various forms of interviews, such as in-depth, key informant and individual interviews. This method is useful for getting detailed information about current practices and when the topic is personally or politically sensitive.
Needs assessment	This is a research method, usually focused at the group level, that identifies the gaps in a group’s skills, infrastructure or resources that can be strengthened during a program.
Observation	This is a research method whereby actual practices of Priority or Influencing Groups are seen and heard by researchers. Observations can either be spontaneous and general, such as a household visit to observe hygiene and sanitation practices of a family over the course of a day, or planned and specific, such as asking a mother to show researchers the correct way to wash her hands and then observing her.

Term	Definition
Operations research	This is a process of data gathering that is planned over the course of a program to test a certain approach, strategy or technology. Operations research may have objectives separate from those of the program.
Positive Deviance Inquiry (PDI)	This is a research method whereby researchers learn transferable, specific Behaviors that are already happening in a community from “Positive Deviant” individuals in that community. For example, poor mothers with healthy and well-nourished 2 year olds in a community with many sick and malnourished 2 year olds are Positive Deviants. By talking with and observing these “Positive Deviant” mothers, researchers can learn what specific practices result in better outcomes for their children and then promote these practices through a program.
Rapid rural appraisal, participatory learning appraisal or participatory rural appraisal	These are related clusters of research methods, each with a different philosophy and use, that were designed to ensure that the voices of more powerless groups in a community are heard in the program design or evaluation process. These include many visual methods so that illiterate as well as literate individuals can participate fully in the research. Specific methods include FGDs, social mapping, wealth ranking, Venn diagrams and card sorts/cluster analysis.
Situation analysis	This broad data-gathering process happens early in the program design. The situation analysis determines the general characteristics of a community and the problems to be addressed through specific programs.
Survey	This is a research method involving a questionnaire centered around a programmatic issue or issues, administered to a random sample of community members who meet specific characteristics (e.g., all mothers, youth 15–19 years of age). The results are analyzed and presented quantitatively. Many different sampling methods are possible, including 30-cluster random sampling and Lot Quality Assurance Sampling (LQAS).
Trials of improved practices (TIPS)	TIPS is a research method in which individuals or groups in the community are asked to try key Behaviors that will be promoted by the program for a specific length of time. After the trial, TIPS participants are interviewed to learn whether they were able to perform the Behavior consistently, what made it easier or harder, and what if any benefits they perceived from doing the Behavior.

APPENDIX 3. ANSWER KEYS

Answer Key to Workshop Pre-/Post-Test

- | | |
|------|-------|
| 1. c | 6. c |
| 2. c | 7. c |
| 3. c | 8. a |
| 4. a | 9. a |
| 5. c | 10. b |

Answer Key to Task 7 Handout 2

- | | |
|--|---|
| 1. Perceived self-efficacy/skills | 15. Perceived self-efficacy/skills |
| 2. Perceived social norms | 16. Perceived social norms |
| 3. Perceived negative consequences | 17. Perceived negative consequences |
| 4. Perceived negative consequences | 18. Access |
| 5. Access | 19. Perceived positive consequence |
| 6. Access (perceived negative consequences is also acceptable) | 20. Access |
| 7. Perceived self-efficacy/skills | 21. Cues to action/reminders |
| 8. Perceived self-efficacy/skills | 22. Perceived self-efficacy/skills |
| 9. Cue to action/reminders | 23. Perceived susceptibility |
| 10. Perceived susceptibility | 24. Perceived severity |
| 11. Perceived severity | 25. Perceived divine will |
| 12. Perceived divine will | 26. Policy (perceived negative consequences is also acceptable) |
| 13. Policy | 27. Culture |
| 14. Culture | |

Answer Key to Task 12 Handout 3

Responses from Formative Research	Determinant	Bridge to Activity
1. I don't know how to plant on the contour of the land.	Perceived self-efficacy/skills	Increase capacity to plant on the contour of the land.
2. My father-in-law told me that using fertilizer was not worth the money and effort. I don't want him to think I am foolish.	Perceived social norms	Increase the perception that the father-in-law approves of using fertilizer. He thinks it's a smart thing to do.
3. If I don't burn my fields I will have more insect problems next year.	Perceived negative consequences	Decrease the perception that by not burning the fields there will be more insects next year.
4. The wind is more likely to knock down my maize if I plant in rows.	Perceived negative consequences	Decrease the perception that the wind will knock down the maize if they are planted in row.
5. I don't like to use the clinic because they were mean to me the last time I went.	Access or Perceived negative consequences	Increase the perception that the nurses have learned to be more welcoming to patients.
6. Working outside the house makes it difficult to exclusively breastfeed my child.	Perceived self-efficacy/skills	Increase the capacity to breastfeed even when you're working outside the house.
7. I hate weeding! I can't tell one plant from the next.	Perceived self-efficacy/skills	Increase the ability to distinguish weeds from other plants. .
8. I was going to use that new variety of cassava, but I forgot the date of the distribution at the research farm.	Cue to action/ reminders	Increase the capacity to remember the distribution date.
9. Only children who are born small end up with malnutrition. My child was a good size, so I don't have to worry about that.	Perceived susceptibility	Increase the perception that even children born with a normal birth weight could become malnourished.
10. I heard that if I don't terrace my land I could lose topsoil. But there's plenty of topsoil, so I'm not worried about that.	Perceived severity	Increase the perception that even when there is a lot of topsoil, erosion is a serious problem. It could easily erode away in a short time if steps are not take to prevent that.
11. The Bible says that we should not leave our feces uncovered so my family built a latrine.	Perceived divine will	Reinforce the perception that the Bible is in favor of latrine construction and use.

Responses from Formative Research	Determinant	Bridge to Activity
12. I took my child to be vaccinated last week, but they said they cannot open up a vial of vaccine for just one child.	Policy	Increase capacity to follow the policy regarding child vaccination.
13. It's our tradition to burn our field to clear them of growth to get them ready for planting.	Culture	Increase the perception that cultures are always changing and some new farming techniques might be useful.
14. It's too difficult to only have sex with my wife.	Perceived self-efficacy/skills	Increase the capacity to remain faithful. Increase confidence that it is possible to have sex only with one partner.
15. My husband wants me to plant more cash crops than crops for household consumption this year.	Perceived social norms	Increase the perception that husbands are in favor of planting more crops for consumption than cash crops.
16. I would use family planning, but they stopped providing the type I like.	Access	Increase the perception that there are other acceptable types of contraceptives to choose from.
17. I want to build an improved silo this year to prevent rats. They ate a lot of my maize last year.	Perceived positive consequences	Reinforce the perception that there will be less loss after harvest if you store your grain in a silo.
18. Having a good animal doctor nearby made it much easier to use animal traction to plow my fields.	Access	Reinforce the perception that having a veterinarian nearby makes it easier to use animals to plow the fields.
19. I know it's a good idea to check my child's breathing when he has a cold, but I forget how to do it.	Cues to action/ reminders	Increase the capacity to remember the steps in checking for rapid breathing.
20. I tried that, and it took too much time and effort.	Perceived negative consequence	Increase the perception that there are ways to do the job more efficiently.
21. Who cares if my child is underweight? He's still growing and I was small at his age too.	Perceived severity	Increase the perception that malnutrition is a serious problem that can result in reduced mental capacity.
22. It's God's will whether or not I have a good harvest this year, and there's not a lot I can do about it.	Perceived divine will	Increase the perception that God gave us many skills and resources that he wants us to use to ensure that we have enough to eat.
23. If my child is well nourished, they won't give us the free food ration, so I'm no longer breastfeeding him. The ration is worth a lot to my family.	Policy or Negative consequences	Increase the perception that the ration is only a temporary solution and it is not worth starving your child to get it. Or, increase the perception (among policy makers) that this policy is having serious unintended consequences.

Responses from Formative Research	Determinant	Bridge to Activity
24. People from our tribal group are not allowed to eat with people in that cultural group, so we didn't go to the meeting.	Culture	Increase the perception that there will not be any eating at the meeting.

Answer Key for Task 15 Handout 1

1 = Cues for action/reminders

2 = Perceived social norms

3 = Perceived susceptibility/risk

4 = Perceived divine will

5 = Perceived self-efficacy/skills

6 = Perceived positive consequences or perceived action efficacy

7 = Perceived positive consequences or perceived action efficacy

8 = Perceived negative consequences

9 = Culture

10 = Perceived severity

11 = Policy

12 = Access