Using a Behavior Change Framework for WASH

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World Vision WASH

- WASH programming in 60 countries
- One million people gain access to drinking water every year in
 10 focus countries in Africa through World Vision programs
- Sustainability efforts benefit from our focus on community capacity building and long-term (10-15 year) working relationships with communities
- Some good hygiene and sanitation results through CLTS,
 PHAST, community health clubs, and school WASH clubs
- Lasting behavior change for all of our target population still a challenge!



Behavior Change Frameworks

- Focus on moving someone to a place where they think, feel, and then act differently
- Focus on interacting with the audience, not one-way communication
- Systematic, targeted, researched, creative



Assumptions or Listening to Communities

- BAD ASSUMPTION incorrect behaviors are being done because people do not know the correct behavior
- Knowledge is often NOT the controlling determinant (barrier or facilitator) for a behavior



Designing for Behavior Change (DBC)

Behavior	Priority or Influencing Group	Determinants	Bridges to Activities	Activities
To promote this behavior	among this audience Priority Group	we will focus on these determinants which are the most critical barriers and facilitators**	and promote these bridges to activities	by implementing these activities
	Influencing Groups ** ** Can only be determined through formative research	** These can only be determined through formative research Comparing the perspectives of doers and non-doers		

Determinants for Behavior

ALWAYS ASK QUESTIONS ABOUT THESE DETERMINANTS

- I.Perceived Self-Efficacy/Skills
 - Can I do it?
 - What would make it easier?
 - What makes it difficult?
- 2.Perceived Social Norms people important to priority group
- 3. Perceived Positive Consequences
- 4.Perceived Negative Consequences





Determinants for Behavior

ASK ABOUT ALL WHICH ARE POTENTIALLY IMPORTANT

- 5. Access
- 6. Reminders
- 7. Perceived Risk
- 8. Perceived Severity
- 9. Perceived Action Efficacy
- 10. Perception of Divine Will
- II. Policy
- 12. Culture





Barrier Analysis for Head of Household Latrine Use for Defecation Northern Karamoja, Uganda



Determinants	Doer and Non-Doer Response Percent Difference
Perceived Positive Consequences: Advantages of latrine use	
Ensures privacy	34%
Perceived Negative Consequences: Disadvantages of latrine use	
Bad smell in the home	33%



Determinants	Doer and Non-Doer Response Percent Difference
Perceived Self Efficacy: What makes it difficult?	
Fear of falling into the latrineInsecurity at nightValleys and bushes are near	25% 19% 15%
Nomadic lifestyleLaziness/failing to construct latrine	17% 17%



Determinants	Doer and Non-Doer Response Percent Difference
Perceived Social Norms: Who approves?	
Health WorkersLocal leaders	19% 24%
Perceived Social Norms: Who disapproves?	
• Elders	21%



Determinants	Doer and Non-Doer Response Percent Difference
Perceived Risk: Likely that child will get diarrhea	
Very likely	33%
Perceived Severity: How serious if child gets diarrhea	
Very serious	34%
Action Efficacy:	
How effective to prevent diarrhea	35%

Determinants	Doer and Non-Doer Response Percent Difference
Policy: Community laws or rules	30%
<u>Culture:</u> Cultural taboos	29%



Barrier Analysis and DBC Framework Handwashing with Soap High School Students in Ethiopia



Determinants Not Key for Behavior Change for this Barrier Analysis

Determinants	Doer and Non-Doer Response Percent Difference
Perceived Self-Efficacy: Makes it Easier	
Experience from othersKnowledge on Diarrheal Disease	2% 2%
Perceived Self-Efficacy: Makes it Difficult	
Lack of waterHigh cost of soap/no money for soap	7% 4%

Determinants Not Key for Behavior Change for this Barrier Analysis

Determinants	Doer and Non-Doer Response Percent Difference
Perceived Positive Consequences	
Avoid/prevent illness/diarrhea	0%
Perceived Severity: How Serious is the problem/disease?	2%
Perceived Action Efficacy: Believes that doing the behavior helps to avoid/prevent the disease or problem.	4%

Building a better world for children

Key Determinant for Behavior Change

Determinants

Doer and Non-Doer Response Percent Difference

Perceived Positive Consequences

I will be more clever and productive

18%

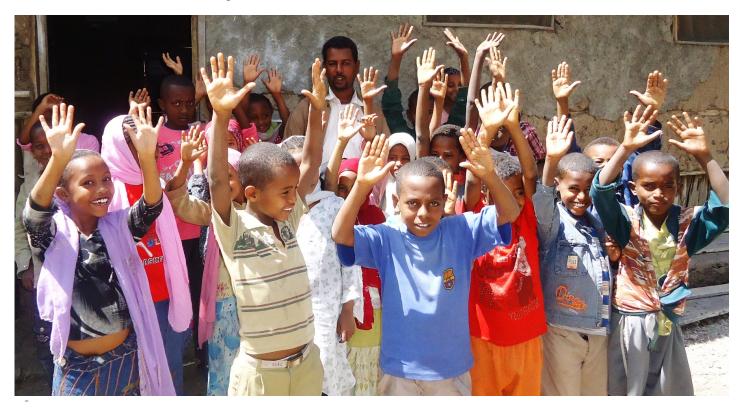


Designing for Behavior Change Framework

Behavior	Priority or Influencing Group	Determinants	Bridges to Activities	Activities
Hand washing with soap	High School Students	Perceived Positive Consequence	Increase the perception that handwashing with soap makes a student more clever and productive	Student WASH Clubs Poster Contest Drama

Implementing DBC

- Basic DBC training requires about a week
- Expert support for barrier analysis and DBC framework
- Community of Practice to learn from others CORE Group





DBC Resources

- Basic DBC curriculum
 CORE Group website
- Barrier Analysis Facilitator's Guide
 CORE Group website
- DBC curriculum with WASH examples contact me



THANK YOU!



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