

Using a Behavior Change Framework for WASH

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World Vision®

USAID “StrateChat” Series
Behavior Change for WASH Programs
From Barriers & Access to Application & Use
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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 Influencing Groups ** ** Can only be determined through formative research	we will focus on these determinants which are the most critical barriers and facilitators** ** These can only be determined through formative research Comparing the perspectives of doers and non-doers	and promote these bridges to activities	by implementing these activities

Determinants for Behavior

ALWAYS ASK QUESTIONS ABOUT THESE DETERMINANTS

1. 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
11. Policy
12. Culture



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

Key Determinants

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

Key Determinants

Determinants

Doer and Non-Doer Response Percent Difference

Perceived Self Efficacy:

What makes it difficult?

- | | |
|---|-----|
| • Fear of falling into the latrine | 25% |
| • Insecurity at night | 19% |
| • Valleys and bushes are near | 15% |
| • Nomadic lifestyle | 17% |
| • Laziness/failing to construct latrine | 17% |

Key Determinants

Determinants

Doer and Non-Doer Response Percent Difference

Perceived Social Norms:

Who approves?

- Health Workers 19%
- Local leaders 24%

Perceived Social Norms:

Who disapproves?

- Elders 21%

Key Determinants

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

Key Determinants

Determinants	Doer and Non-Doer Response Percent Difference
<u>Policy:</u> 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 others 2%
- Knowledge on Diarrheal Disease 2%

Perceived Self-Efficacy:

Makes it Difficult

- Lack of water 7%
- High cost of soap/no money for soap 4%

Determinants Not Key for Behavior Change for this Barrier Analysis

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

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	<i>Increase the perception that handwashing with soap makes a student more clever and productive</i>	<i>Student WASH Clubs Poster Contest Drama</i>

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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