



## POSSIBLY USEFUL ACTIVITIES FOR CHANGING DETERMINANTS WITH EXAMPLES FROM FOOD SECURITY AND LIVELIHOODS

Possibly Useful Activities	Examples
<b>Increasing perceived self-efficacy</b>	
<ul style="list-style-type: none"> <li>a. Demonstration with return demonstration. Rehearse behaviours.</li> <li>b. Testimonials/Stories on successful adoption and maintenance of a behaviour.</li> <li>c. Promote the things that “make it easier” found during BA study.</li> <li>d. Use the Foot-in-the Door technique (tactic that aims at getting a person to agree to a large request by having them agree to a modest request first).</li> <li>e. Show ways to do the behaviour at lower cost or in less time.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate techniques for zero tillage and allow farmers to practice on a demonstration plot. Invite them and others to come back later to see the results and discuss how they did the technique.</li> <li>b. Write a story to use in community meetings that focuses on how a husband in similar circumstances to the target audience supported his wife to develop her own income-generating activity in spite of common obstacles that this posed.</li> <li>c. Create a space in weekly markets where small entrepreneurs can display their products to check their acceptance before scaling up.</li> <li>d. Ask the person who prepares meals in the household to commit to include fresh vegetables at least three times a week in the family diet. After two weeks, ask the person to introduce fresh vegetables every day.</li> <li>e. Facilitate joint purchase of machinery or other inputs to share between farmers.</li> </ul>
<b>Increasing perception of positive consequences</b>	
<ul style="list-style-type: none"> <li>a. Use Testimonials.</li> <li>b. Promote key positive consequences found in a barrier analysis study.</li> </ul>	<ul style="list-style-type: none"> <li>a. Have breeders provide testimonials to other farmers on their animals’ welfare after having them vaccinated.</li> <li>b. Focus attention on promoting the positive consequences identified by Doers when applying collective marketing of their products (e.g immediate payment, or marketing rebates) or when applying agroecology techniques rather than the ones identified by Non-doers.</li> </ul>



Possibly Useful Activities	Examples
<ul style="list-style-type: none"> <li>c. Use Motivational Interviewing Change Talk<sup>i</sup> questions re: Advantages of changing.</li> </ul>	<ul style="list-style-type: none"> <li>c. Incorporate change talk questions into discussions about starting income-generating activities: “What would you like most about being able to start an income-generating activity?” “If you start soon, how might things be better for you? What will it enable you to do?”.</li> </ul>
<b>Decreasing perception of negative consequences</b>	
<ul style="list-style-type: none"> <li>a. Don’t use “Myth vs. Fact”. Promote the correct information on potential negative consequences and information on their rarity.</li> <li>b. Help people to avoid the negative consequences of the behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>a. Disseminate information that shows that the potential consequences of switching to conservation agriculture (e.g. increased labour requirements) are limited or are outweighed by positive consequences (e.g. higher prices for crops produced, higher yields per hectare, reduced cost of inputs).</li> <li>b. Provide access to safety equipment, first aid and safety on the worksite training sessions to participants of cash for work activities to promote safety at work.</li> </ul>
<b>Increasing perception of positive social norms</b>	
<ul style="list-style-type: none"> <li>a. Use petitions.</li> <li>b. Promote the behaviour – and/or how they can support behaviour change – amongst influencer groups (found during BA).</li> <li>c. Use guided testimonials.</li> <li>d. Publicize positive results of surveys.</li> </ul>	<ul style="list-style-type: none"> <li>a. Support the community to launch a petition against illegal logging, destruction, and degradation of public and community forests through web platforms created with this purpose, and disseminate the results achieved on a regular basis (number of people who signed the petitions, in how many countries, etc.) or support a group of farmers to launch a petitions for the Municipality to organize a monthly fair.</li> <li>b. Discuss with village elders about the benefits of enabling women to be involved in economic activities.</li> <li>c. Before a meeting, brief farmers who use biological pest control, and then ask them in the meeting why they think that other farmers should do the same.</li> <li>d. Suggest small and medium entrepreneurs to conduct surveys among their employees on different aspects of the enterprise and its products and share the results with the employees when planning and implementing positive organizational change.</li> </ul>



Possibly Useful Activities	Examples
<ul style="list-style-type: none"> <li>e. Use video/radio to share positive stories of ordinary people.</li> <li>f. Make invisible behaviours visible.</li> <li>g. Encouraging copy-cat behaviour through recognition.</li> </ul>	<ul style="list-style-type: none"> <li>e. Make and use a video on participants in employment programmes who, after joining peer-to-peer support groups accompanied by a specialized coach, built self-esteem, capacity and motivation to find a job or to start a business.</li> <li>f. Give households who participate in revolving loan schemes a sticker to put on the door of their house (e.g. “Ask me about revolving loans!”) so that they can be identified by others</li> <li>g. Interview people who have introduced a more diversified and balanced diet in their life, and present their stories and achievements on social networks.</li> </ul>
<b>Increasing access / perceived access</b>	
<ul style="list-style-type: none"> <li>a. Increase markets or access points for key supplies or increase information on access points.</li> <li>b. Publicize alternative supplies.</li> <li>c. Shrink groups to increase geographical access.</li> <li>d. Train service providers on ways to better reach and get along with the priority group.</li> </ul>	<ul style="list-style-type: none"> <li>a. Invite farmers who produce compost to show others who don't how easy it is to access the necessary equipment.</li> <li>b. Provide information through extension workers on how to get access to alternative sources of seed for drought-resistant varieties.</li> <li>c. Promote the creation of village savings and loans associations (VSLA) at a reduced geographical scale.</li> <li>d. Conduct a short in-service training for fishing extension workers on ways to better gain fishing families' trust. Train agriculture extension service workers in the problem-solving approach.</li> </ul>
<b>Increasing perceived cues for action / reminders</b>	
<ul style="list-style-type: none"> <li>a. Use songs to aid memory.</li> <li>b. Use posters, advertising to trigger the behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use songs to help farmers remember signs of key local plant diseases and alternative remedies.</li> <li>b. Give cattle-keepers calendars they can use to mark dates for vaccination of their animals.</li> </ul>



Possibly Useful Activities	Examples
<ul style="list-style-type: none"> <li>c. Distribute graphical posters to remind people of steps in the behaviour.</li> <li>d. Put supplies needed for behaviour near where behaviour needs to be done.</li> </ul>	<ul style="list-style-type: none"> <li>c. Put posters in agriculture extension services and cooperatives' premises listing the essential steps for selecting, preparing and storing seeds in hermetic containers.</li> <li>d. Suggests to households that they keep a basket of fruits on the table every day to promote the consumption of fresh produce.</li> </ul>
<b>Increasing perception of susceptibility / risk</b>	
<ul style="list-style-type: none"> <li>a. Do screening for the problem that you hope to prevent.</li> <li>b. Message about “universal risk” where there’s universal risk.</li> <li>c. When perceived susceptibility is higher among Non-doers promote how adopting the behaviour can lower worry.</li> </ul>	<ul style="list-style-type: none"> <li>a. Conduct screenings of plant diseases in the area and publicise results. No need to screen all farms, just enough that all farmers feel that their crops may be at higher risk.</li> <li>b. Disseminate message that <b>any</b> person handling pesticides without proper precautions is at risk of intoxication, that <i>nobody</i> is immune.</li> <li>c. Promote savings &amp; loan group membership as a way to lower stress about not having cash to buy diverse foods, and to reduce the negative consequences of that if it happens.</li> </ul>
<b>Increasing perceived severity</b>	
<ul style="list-style-type: none"> <li>a. Show pictures of diseases or problems people can have if they don’t do the behaviour. Show some worst-case scenarios.</li> <li>b. Calculate the cost of the outcome that you are trying to prevent and publicize the cost information.</li> </ul>	<ul style="list-style-type: none"> <li>a. Show pictures of cases of rickets explaining that it is brought on by Vitamin D deficiency, suggesting consumption of eggs and dairy products to avoid this.</li> <li>b. Calculate the costs of preventable cattle diseases – veterinary costs, loss of animals, loss of markets etc. and share this information with farmers.</li> </ul>
<b>Increasing perceived action efficacy</b>	
<ul style="list-style-type: none"> <li>a. Demonstrate the effectiveness of the behaviour using evidence that people recognize.</li> </ul>	<ul style="list-style-type: none"> <li>a. Provide demonstrations of sustainable farming practices and results at farmer field schools.</li> </ul>



Possibly Useful Activities	Examples
<ul style="list-style-type: none"> <li>b. Compare new behaviour to old behaviour in terms of outcomes.</li> <li>c. Disseminate before/after stories.</li> </ul>	<ul style="list-style-type: none"> <li>b. Show side-by-side growth charts of children who eat a diverse diet including all macro and micro-nutrients, and those who do not. Graph it on a large growth chart that can be displayed in a public place (make sure the charts are anonymous).</li> <li>c. Disseminate stories of how households who participated in household economy management trainings and applied what they have learnt are able to cover all their basic needs, decrease the use of coping strategies, and improve their food security overall.</li> </ul>
<b>Increasing perceived divine will</b>	
<ul style="list-style-type: none"> <li>a. Create sermon guides for religious leaders.</li> <li>b. Have religious leaders promote behaviours in community meetings. Have them create radio spots.</li> </ul>	<ul style="list-style-type: none"> <li>a. Create a sermon guide on responsibility for taking care of natural resources for future generations.</li> <li>b. Engage religious leaders in promoting more equitable participation of vulnerable groups in decision-making at community level.</li> </ul>
<b>Increasing influence of policy that supports behaviour</b>	
<ul style="list-style-type: none"> <li>a. Encourage government or local leaders to create behaviour-supportive policies.</li> <li>b. Disseminate info on policies that support behaviours.</li> <li>c. Promote policies that encourage behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>a. Advocate to governments for better and fairer access of economically vulnerable families to social-protection measures.</li> <li>b. Train government extension staff on policy regarding soil and water conservation measures and encourage them to give priority to this during extension visits.</li> <li>c. Work with government to support developing and enforcing policies that make behaviour adoption more likely (e.g. policy to encourage financial institutions to facilitate loans and cash transfers to small-scale enterprises, directing investment towards more competitive products and job creation).</li> </ul>



Possibly Useful Activities	Examples
<b>Increasing perception that culture supports behaviour</b>	
<ul style="list-style-type: none"> <li>a. Have elders promote the behaviour.</li> <li>b. Show how older cultural practices /beliefs support the behaviour (where that's true).</li> </ul>	<ul style="list-style-type: none"> <li>a. Have elders promote diversifying staple food production.</li> <li>b. Organize open sessions on old food preservation techniques to fight against food waste.</li> </ul>

Note: The individuals targeted by behaviour-change activities (the 'priority group') may be men, women boys and girls generally, depending on the project and the behaviour in question. The priority group often includes caregivers, i.e. the people who take a major responsibility for day-to-day care of infants and young children. Caregivers are commonly mothers, but can also be fathers, elder siblings etc. Behaviour-change activities may also involve 'influencing groups' (those people who influence the priority group), such as spouses and partners, older relatives and neighbours.

---

<sup>i</sup> <https://miforquitting.wordpress.com/change-talk/>