



POSSIBLY USEFUL ACTIVITIES FOR CHANGING DETERMINANTS WITH EXAMPLES FROM WASH

Possibly Useful Activities	Examples
Increasing perceived self-efficacy	
<ul style="list-style-type: none"> a. Demonstration with return demonstration. Rehearse behaviours. b. Testimonials/Stories on successful adoption and maintenance of a behaviour. c. Promote the things that “make it easier” found during BA study. d. Use “Start Small and Build” technique. e. 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). f. Show ways to do the behaviour at lower cost or in less time. 	<ul style="list-style-type: none"> a. Demonstrate the correct installation, use and maintenance of a water filter in the household. Return to see if the filter is correctly maintained and used. b. Write a story to use that focuses on how a person in similar circumstances to the target audience was able to adopt and sustain handwashing with soap at key times in spite of common obstacles that may arise. c. Promote sharing the work among neighbours as a way to make it easier for householders to construct latrines. d. Includes questions on optimism for change and intention to change in discussions during home visits to promote handwashing with soap at all key times: “Never mind if you can’t wash hands with soap at all the key times right now, at which times can you start to do it?” “What would make it easier for you to do it at the other times?”. e. Ask each caregiver (in a home visit) if they would be willing to commit to pay their monthly water fees in full and on time for the next six months. When some say no, ask them if they would be willing to do it for at least the next month, and commit to a second visit to see if they met that commitment. f. Demonstrate an affordable household water treatment technique such as solar disinfection.
Increasing perception of positive consequences	
<ul style="list-style-type: none"> a. Use Testimonials. 	<ul style="list-style-type: none"> a. Have caregivers give testimonials on how they and their family benefited from constructing a latrine.



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<ul style="list-style-type: none"> b. Promote key positive consequences found in a barrier analysis study. c. Use Motivational Interviewing Change Talkⁱ questions re: Advantages of changing. 	<ul style="list-style-type: none"> b. Focus more attention on promoting the positive consequences mentioned by more Doers than Non-doers for drinking water from an improved source. c. Incorporate change talk questions into discussions during home visits, e.g. “What would you like most about safely storing your drinking-water in the home?” “If you start doing this immediately, how might things be better for you and your family? How might it change how you feel?”.
Decreasing perception of negative consequences	
<ul style="list-style-type: none"> a. Don’t use “Myth vs. Fact”. Promote the correct information on potential negative consequences and information on their rarity. b. Help people to avoid the negative consequences of the behaviour. 	<ul style="list-style-type: none"> a. Disseminate information on the low toxicity to humans of the chemical products used in insecticide-treated nets. b. If Non-doers said paying more for soap was a negative consequence of using soap for handwashing, explain that cheap laundry soap can also be used for handwashing, just as effectively, to avoid paying more money.
Increasing perception of positive social norms	
<ul style="list-style-type: none"> a. Use petitions. b. Promote the behaviour – and/or how they can support behaviour change – amongst influencer groups (found during BA). c. Use guided testimonials. d. Publicize positive results of surveys. 	<ul style="list-style-type: none"> a. Have people sign a petition that says that they “support” (agree) that all households should place their solid waste in the street bins. b. Teach husbands and other influencing groups separately about the benefits of providing soap for handwashing for the whole family. c. Brief caregivers who ensure their children sleep under insecticide-treated nets before a meeting, and then ask them in meetings why they think that more caregivers should do the same. d. Conduct a poll on how many adults think that using a toilet is preferable to open defecation and publish the results through the radio.



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<ul style="list-style-type: none"> e. Use video/radio to share positive stories of ordinary people. f. Make invisible behaviours visible. g. Encouraging copy-cat behaviour through recognition. 	<ul style="list-style-type: none"> e. Make and use videos/radio spots or stories of "people like me" washing their hands with soap at key times. f. Give caregivers who practice safe drinking-water storage a sign to stick on their door that says "In this house we store our drinking-water safely". g. Find and interview respected heads of household who regularly pay their water fees in full and on time, then broadcast their stories on the radio.
Increasing access / perceived access	
<ul style="list-style-type: none"> a. Increase markets or access points for key supplies or increase information on access points. b. Publicize alternative supplies. c. Shrink groups to increase geographical access. d. Train service providers on ways to better reach and get along with the priority group. 	<ul style="list-style-type: none"> a. Train, equip and certify local producers of supplies for latrine construction and help them publicize their services and products. b. Mention 3-4 different ways to treat drinking-water on a radio talk show and say where supplies for these methods can be obtained. c. Promote the sale of sanitation supplies through grocery stores; kiosks and ambulatory traders. d. Conduct a short in-service training for water-committee members on ways to better gain service-users' trust.
Increasing perceived cues for action / reminders	
<ul style="list-style-type: none"> a. Use songs to aid memory. b. Use posters, advertising to trigger the behaviour. c. Distribute graphical posters to remind people of steps in the behaviour. 	<ul style="list-style-type: none"> a. Use songs to help caregivers remember key times for handwashing with soap. b. Use nudges such as painted footprints between toilets and handwashing basins in public facilities. c. Provide graphic posters explaining the steps in household-water treatment processes.



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<p>d. Put supplies needed for behaviour near where behaviour needs to be done.</p>	<p>d. Promote putting handwashing devices near family latrines.</p>
Increasing perception of susceptibility / risk	
<p>a. Do screening for the problem that you hope to prevent.</p> <p>b. Message about “universal risk” where there’s universal risk.</p> <p>c. Make screening more accessible.</p> <p>d. When perceived susceptibility is higher among Non-doers promote how adopting the behaviour can lower worry.</p>	<p>a. Conduct screening for malaria parasites during medical consultations. No need to screen all children, just enough that all caregivers feel that their children may be at higher risk.</p> <p>b. Disseminate message that anybody could catch cholera / hepatitis A or E / shigella (depending on the major WASH-related disease of concern).</p> <p>c. Work with MoH to create more opportunities to screen children for intestinal parasite infections.</p> <p>d. Promote Savings & Loan Group membership as a way to lower stress about not having cash to buy hygiene supplies, and to reduce the negative consequences of that if it happens.</p>
Increasing perceived severity	
<p>a. Show pictures of diseases or problems people can have if they don’t do the behaviour. Show some worst-case scenarios.</p> <p>b. Calculate the cost of the outcome that you are trying to prevent and publicize the cost information.</p>	<p>a. Show pictures of diseases children can get if they are not provided with adequate hygiene: diarrhoeal disease, hepatitis A or E, intestinal parasites, undernutrition.</p> <p>b. Calculate the costs of preventable disease – medical costs, time off work and the costs of caring for a sick person in the home.</p>
Increasing perceived action efficacy	



Possibly Useful Activities	Examples
<ul style="list-style-type: none"> a. Demonstrate the effectiveness of the behaviour using evidence that people recognize. b. Compare new behaviour to old behaviour in terms of outcomes. c. Disseminate before/after stories. 	<ul style="list-style-type: none"> a. Use a fluorescent product and a UV lamp to demonstrate the effectiveness of handwashing with soap compared with handwashing without soap, or the effectiveness of the full handwashing routine compared with a quick wash. b. Show data public meetings on the different levels of diarrhoeal disease in comparable villages practicing open defecation and those where it has been abandoned. c. Disseminate stories of how villages that achieved a high level of user-fee payment increased the reliability of their water-supply system and were able to invest in a network extension.
Increasing perceived divine will	
<ul style="list-style-type: none"> a. Create sermon guides for religious leaders. b. Have religious leaders promote behaviours in community meetings. Have them create radio spots. 	<ul style="list-style-type: none"> a. Train religious leaders to communicate that cleanliness is in line with recommendations in their holy scriptures. b. Have religious leaders promote caring for the living environment by proper disposal of solid waste.
Increasing influence of policy that supports behaviour	
<ul style="list-style-type: none"> a. Encourage government or local leaders to create behaviour-supportive policies. b. Disseminate info on policies that support behaviours. 	<ul style="list-style-type: none"> a. Work with community leaders to pass a by-law about keeping animals (chickens, goats etc.) away from public spaces and living areas. b. Use radio to publicise that you can avoid a sanction by practicing a behaviour (for example, a fine for discharging wastewater into the street).
Increasing perception that culture supports behaviour	
<ul style="list-style-type: none"> a. Have elders promote the behaviour. 	<ul style="list-style-type: none"> a. Have elders promote abandoning open defecation in favour of building and using latrines.



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b. Show how older cultural practices /beliefs support the behaviour (where that's true).	b. Look for traditional songs and stories that promote practices such as protecting water sources or performing certain hygiene behaviours and organise performances of them.

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.

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