Behaviour

Tools for understanding Behaviour

Observation

Purpose:
Observation is the best tool we have for understanding what how people actually behave in their normal every day setting. Observation can also provide rich, contextual detail about target behaviours and how they fit within broader daily routines and the community and household environments. It may also highlight unforeseen barriers desirable behaviours which could be useful in developing the intervention design. There are several different types of observation: Unstructured, structured, video observation and participant observation. The different rationale for using each and the different requirements is detailed below.

Setting:
Normally at the household or sometimes at a market/business place. Essentially you want to be wherever the target behaviour happens.

Process:

1) Field workers will visit the potential participant’s house the day prior to the observation. Ideally observers should be young females as experiences has found that these individuals are least intimidating and likely to cause observer bias. They will explain the study and what is required of them. If happy with this they should complete the consent form. Consent should also be sought from other family members or friends that are likely to be in that setting during the observation. Field workers will then arrange a suitable day for the observation to take place and confirm the setting. Participants should be told that the field worker will only be observing their regular activities and they do not need to prepare anything for our visit. Nor will they have to set time aside during the observation as they will just be able to continue their regular duties.

2) Field workers should ask the participants before they begin if there is anything they would be unhappy or uncomfortable with them observing.

3) The task of the field worker will be to follow the activities of the primary individual. Observers also observe the way the primary individual interacts with their environment, objects around them and other individuals in the setting.

4) Observers should try to limit their interactions with participants during the observation. Of course a certain degree of small talk is permissible but they must not actively probe the participant about her actions or behaviour (until afterwards) or share opinions which may bias her actions. They should also avoid assisting the participant and should definitely avoid correcting behaviour.

5) When the observation has concluded field workers should find a private location, convenient for the participant to ask them some questions about their behaviours if necessary.

Limitations:
• Subject to observer bias
• Hard to understand how generalizable the practices of that day were to other days.
• Time consuming

Unstructured observation
Purpose:

Unstructured observation is most useful at the beginning of formative research when little is known about the target behaviour or the context.

Additional processes:

1. Unstructured observation requires the fieldworkers to take notes throughout the observation process. These should aim to document everything that happens (even if irrelevant to the target behaviour) and the time at which it happens.
2. In the analysis stage data from unstructured observation should be reviewed and any behaviours related to the target behaviours should be highlighted.

Structured observation
Purpose:

Structured observation is useful where some information is known about the behaviour as it allows for more detail to be captured about target behaviours and for it to be captured in such a way that it is comparable across households (normally a detailed spreadsheet is used for this).

Additional Processes:

1. A spreadsheet like the one below should be used to record data. This example is for observing handwashing behaviour.

<table>
<thead>
<tr>
<th>STRUCTURED OBSERVATION RECORD FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Person doing event</th>
<th>Action taken</th>
<th>Description of event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 = Before eating; 2 = before going to bed; 3 = before going to school.</td>
<td>1 = Man; 2 = Woman; 3 = School-age child; 4 = Preschool-age child.</td>
<td>1 = No action; 2 = washed hands with soap; 3 = washed hands with soap and water; 4 = washed hands in soap.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td></td>
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<tr>
<td>5</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>6</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>7</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>8</td>
<td>1 2 3 4 5 6</td>
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<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td></td>
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<tr>
<td>10</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

Participant observation
Purpose:

Sometimes when you are just observing behavior at a distance you may not fully understand the social dynamics, enabling factors and barriers to a behaviour. By actively participating these things are much more likely to become clear.
**Additional process:**

*Ethnographic participant observation:*

1) This requires the research to either live with a family in a community or spend extended periods of time in their households. At a minimum the researcher should spend about 3 days in the household and there is really no maximum amount of time. The researcher should explain that they want to participate actively in all of the things that the family would normally do in their day to day lives. For example this would mean collecting and carrying water, cooking food, farming etc. In this method the researcher participates actively in discussion with the participant but does not judge their behaviour nor try to change it in any way.

2) This method requires a great deal of sensitivity and should be approved by an ethical committee. It is also common that if you are living with a family you may need to provide remuneration in return for them providing food and a place to sleep.

3) Modes of recording data may include note taking, photography and short videos.

**Additional limitations:**

- Very time consuming (and as such not normally used in formative research)
- It can be hard for a family to see the guest as a family member and as such the family may be reluctant to delegate work and tasks to the researcher.

**Teach the researcher:**

*Additional processes:*

1) This requires the participant to teach the researcher how they would normally do a specific daily task or set of tasks.

2) If you were trying to understand food hygiene, for example, you may ask the participant to teach the steps of preparing a meal and carry out each of these with her – peeling and chopping the ingredients, stirring the pot as she instructs etc.

**Additional limitations:**

- This is likely to show you the ideal version of the behaviour, potentially not what is done on a day-to-day basis.

**Video Observation**

**Purpose:**

Video footage is considered more accurate than other methods of data collection during observation as it allows you to reanalyse what took place and break this down in more detail than you may be able to achieve in real time.

**Additional Processes:**

1) Videooed observation requires the observer to video all that happens for the duration of the observation period. This requires some training of videographers beforehand. A useful rule of tip is to ensure to try and capture a mid-shot of the target individual and follow the movement of their hands (as this is where most of the behaviour happens!).

2) Video data should be ‘parsed’. This means that it will be broken up into key behavioural chunks and notated. This can then be compared and contrasted between households.

**Additional Limitations:**

- Generates a lot of data which can be difficult and time consuming to analyse.
Behaviour trials

Purpose:
To get respondents to try-out behaviours in the way you wish them to be carried out and then questioning them about their experiences as a good way of understanding the challenges people face. This enables you to learn more about why they act in certain ways and how we can make it easier for them.

Setting:
Normally at the household or sometimes at a market/business place. Essentially you want to be wherever the target behaviour happens.

Process:
1) Understand what the participant’s reported practice is in relation to the target behaviour.
2) Consult the whole family and explain to them that you want to get them to try a new behaviour/product out for a week. Instruct them how to use the product and when or alternatively show them how you want them to do the new behaviour and when.
3) Ask the respondent if she thinks she will have any problems doing this. What are the problems and what could she do about them? Record her answers and try and help her find solutions. Will anyone else help her?
4) You may also wish to give the participant a diary (in cases where the participant is literate) with specific things to record about her experiences each day.
5) Arrange a time mid-week to return to the house. During this time ask the participant (and other family members if they are available and willing) how the behaviour trial is going. What have they enjoyed about the new behaviour/product? Do they see any benefits or negative effects? What problems have the encountered in doing it? Have they come up with any good ways of working around problems? Through this discussion try to help them to brainstorm and identify solutions. Where solutions are identified encourage them to try adopting this until the end of the week.
6) Arrange a time at the end of the week to return again. Explore similar questions to during the mid-week visit. Ask if it is a product/practice that they would like to keep doing or using? How would they convince others that it is a product/practice worth doing/using?

Limitations:
- Likely to be subject to social desirability bias
- Time consuming
- Quite demanding of a participant’s time and energy.
Demonstrations

Purpose:
To rapidly understand how the target behaviour is done within a natural or desired setting. Demonstrations can give you a quick insight into the barriers and enabling factors related to a target behaviour.

Setting:
Normally at the household or sometimes at a market/business place. Essentially you want to be wherever the target behaviour happens. It is also possible to introduce your participant to a new environment (e.g. one with a new type of facility/type of infrastructure/product) and ask them to demonstrate how they would do the behaviour in the new setting.

Process:
1) This can be easily applied to almost any behaviour - both simple or more complex. The researcher should ask the individual to show them how they would normally do the target behaviour.
2) The researcher should observe the objects they use, the setting, the involvement of other individuals, the order of actions and any barriers or enabling factors. It is also interesting to look for any moments of hesitation or uncertainty in how to do the behaviour as this may indicate that it is not how the behaviour is normally done.
3) For certain WASH behaviours demonstrations should be done with caution and sensitivity. For example if you were trying to assess the barriers disabled people face when accessing the toilet, you could ask them to demonstrate how they use the toilet. In this scenario it would be important to build a rapport with the individual first before going straight into this method. When you ask them to demonstrate explain that you do not want them to remove any clothes and do not take photos without asking specific permission and checking with the participant about how you can use these.

Limitations:
- Likely to show the ideal way that an individual thinks they should do a behaviour (for example in a handwashing demonstration the individual is likely to scrub their hands for longer than they may otherwise do)
**Behavioural functions**

**Purpose:**
To gain insight into which functions the target behaviour performs, from the perspective of the target audience.

**Setting:**
This can be done within a one-to-one interview, but is possibly more useful in a focus group discussion as you will be able to generate more ideas.

**Process:**
1) Ask people to list reasons to do the behaviour. Write each one down on a separate piece of paper. Ask have you heard other people give reasons for why they do X behaviour? Prompt for others if necessary.
2) When they cannot think of any more ask them to rank the reasons they have listed based on what is most important to them to the least important.

**EXAMPLE: Handwashing with soap.**

1) Hands are dirty  
2) Hands are greasy  
3) To make hands smell good  
4) To make hands feel soft  
5) So I don’t make others ill  
6) Protect children  
7) Be a role model for children  
8) Be like everyone else in the village  
9) So others don’t judge me negatively  
10) Fun to do  
11) Because it’s the ‘right thing to do’

**Limitations:**
- Likely to be effected by social desirability bias
Environment

Tools for understanding the physical environment

Transect walk

Purpose:
A transect walk is ideal for getting an initial feel for a community or setting, understanding its key features, understanding shared facilities, services and infrastructure. This method can also be used to generate a community map which can be used in other methods.

Setting:
Within the community.

Process:
1) Identify a group of roughly 4 people to guide you through the community. This may include village leaders, a member of a WASH committee, a teacher, a health worker and should have a mixture of ages and genders in the group.
2) Explain to them that you want to understand more about their village. Start in the centre of the village but explain that on the journey you would like to go through areas that are different. For example say that you would like to walk past houses that are far away from a water point, as well as those that are close, that you would like to go past houses with and without toilets and that you would like to see richer and poorer areas of their community.
3) Ask your guides to tell you about things as you walk and if you observe things that they did not mention ask questions. This may include asking about challenges that they perceive to be facing their community.
4) Take notes, draw a rough map or take photos (with permission) as appropriate.

Limitations:
- Despite requesting to see a diverse view of the community, what you are shown is still likely to be the better/more presentable parts of the community.
Map drawing

**Purpose:**
This can be used to understand where behaviours occur within a setting, how this differs for different individuals and how flexible or adaptable these behaviours are based on local norms and culture.

**Setting:**
This can be done as part of a one-on-one interview or a larger/generic map can be used in a focus group discussion to understand behavioural norms in relation to space and the environment.

**Process:**
1) Ask the participant to draw a picture of their house. Pay attention to what is included or excluded from the image (e.g., a toilet might at first not be drawn into the picture).
2) Use this map to explore feelings and behaviours. For example you could ask about where in the emotions people feel when they are in different places within the home. Which places are the most important to keep clean? Where do different family members practice open defecation? Where do people wash their hands? Where is it not okay to do certain behaviours? Would it be easy to change the location where behaviours are done?
3) In order to explore these ideas it can help to create cut out characters with different genders and ages so that participants can move them to different places on the map to show where they wash their hands or defecate for example.

**Limitations:**
- Subject to social desirability bias
Site Observation

**Purpose:**
Understand the role, operation and services provided at a key setting such as a health clinic or market place in relation to your target behaviour.

**Setting:**
At the setting of interest such as a health clinic or market place.

**Process:**
1) Seek permission to observe from the person managing the location. They should also be directed to inform others coming into the venue about who the research team are. Consent from other people at the location is particularly important in a health clinic setting.
2) Your task is to find somewhere to be relatively invisible, but somewhere where you can also observe what happens at the location. Observe both inside and outside the location, take note of what people are doing, talking about and where they congregate.
3) Below is a guide on some of the things you might want to take notes on:
   - Draw a plan of the location (or take pictures/video): what facilities are there? How is space organized/divided? Who can do what in different parts of the location?
   - List all the things that you observe/overhear happening – both formal (e.g. doctor-patient consultations at a clinic) and informal (e.g. eating, chatting, buying/selling, etc.).
   - List all the things you are told (or can intimate, e.g. through reading signs, etc.) happen at the site.
   - Are there any activities everyone does – what, when, how?
   - What are the least expected things you see happening – when, what, involving who?
   - What types of people are present? Who is in charge of who?
   - What different types of people come to the clinic/shop during the day? Who stands out as most untypical of the type of people present?
   - What do they do there? Where do they go/not go? Where do they wait?
   - What do they spend the biggest part of their time doing and where?
   - List the different types of conversations you hear/overhear among these different people.
   - What are all the messages being disseminated at the location – verbally, written, images, labels, other.
   - What messages are being shared that relate to the target behaviours?
   - What attention is paid to these by different groups at the location?
   - What captures people’s attention most (this could be anything – e.g. two people arguing or waiting to get a chair or a poster, anything!).
   - What types of interaction take place between people? When & where do these happen? Which groups don’t appear to interact with each other?
   - What do you observe happening that appears to generate emotion, what emotions?
   - What interactions happen again and again in relatively set ways? What patterns do you spot?
   - What do people bring with them to the location? What surprises you most that someone has brought with them?
   - What objects are interacted with most and least and by whom and when?

**Limitations:**
- Likely to be subject to observer bias
- Some people may feel uncomfortable with your presence so managing consent needs to be done carefully.
Tools for understanding the biological environment

Rapid assessment surveys

Purpose:
Rapid-assessment surveys can be useful to do together with other methods so that you can develop some quantitative data on variables of interest and compare this between households. These particular surveys focus on potential sites of contamination and provide an easy non-technical way of measuring these.

Setting:
Often during or after observation or in advance of a more in-depth interview on a one-to-one basis. Conducted at the household so that the environment can be observed.

Process:
1) These surveys can be easily done during observation. This normally works best because it can be done in the normal course of observation without additional permission.
2) If it is being done at another time explain to the participant that you would like to understand more about how they live. Start by getting them to show you around their house and the surroundings. Explain that you may take notes as you walk around. Use the survey form below, or an adapted version of this, to record information. You will note that it uses steps as the main measurement. Take note of the things they mention and don’t mention and where possible answer the questions as you go (without asking them directly).
3) If you have not been able to answer all the questions you wanted to then ask specifically where they defecate, for example, and explain that you would like them to help you count the number of steps.
4) A sample survey format is included below:

<table>
<thead>
<tr>
<th>CONTAMINATION OF ENVIRONMENT - Observe, don’t ask.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Does the household have a latrine or access to a latrine?</td>
</tr>
<tr>
<td>0 = No (SKIP to 5)</td>
</tr>
<tr>
<td><strong>3</strong> What is the condition of the latrine? (circle all that apply)</td>
</tr>
<tr>
<td>1 = Faeces present on slab / hole</td>
</tr>
<tr>
<td><strong>5</strong> Can you see animal faeces in or around the compound?</td>
</tr>
<tr>
<td>0 = No</td>
</tr>
<tr>
<td><strong>7</strong> Can you see human faeces within or outside the compound?</td>
</tr>
<tr>
<td>0 = No</td>
</tr>
<tr>
<td><strong>ANIMALS – Observe</strong></td>
</tr>
</tbody>
</table>
| **1** Does the household have animals at this residence? | | | }
### WASTE DISPOSAL (GARBAGE) – Observe

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How does the household dispose of waste? (circle all that apply, if not viewed select &quot;not seen&quot;)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1 = Not seen</td>
<td>2 = Burn it</td>
</tr>
<tr>
<td></td>
<td>3 = In a pit</td>
<td>4 = Put in bush</td>
</tr>
<tr>
<td></td>
<td>5 = Other (specify below)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Can you see waste within the compound now?</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>0 = No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 = Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Limitations:**
- This alone may not be enough to understand behaviour
Measuring contamination:

**Purpose:**
To understand the contamination present in the environment by taking microbiological samples.

**Setting:**
Normally in the household.

**Process:**
1) Identify what you want to sample, why and what equipment you will need. Also think about the time of day you will need to sample at, the season and how many samples you will need. For example to truly understand about water contamination you may need to take samples at the point of source (e.g. the pump), a sample of the water in the jerry can used for transport, a sample of the stored water in the house and a sample of the water used for drinking.
2) Make sure you have an experience and well trained team to collect the samples and transport them to the lab in sufficient time.
3) Make sure that the lab you are using is suitable for the tests that you are doing and that there are good quality control measures.

**Limitations:**
- Expensive
- Requires specialist expertise
- Will not provide a very good understanding of the behaviours that lead to this contamination
- If this is being done in conjunction with other methods it should be done at the end of the process so not to bias other methods.
Tools for understanding the social environment

Social network mapping

Purpose:
To understand social relationships particularly who influences who in regards to what types of behaviours.

Setting:
Since this is normally a map of an individual’s network this should ideally be done within a one-to-one interview setting.

Process:
1) You may need to begin this activity by reassuring the participant that any names they give us of people in the community will not be recorded or shared.
2) The first step in to develop a list of all the people the participant interacts with or has some relationship with on a normal monthly basis (this limits the number of people generated). Invite the participant to begin by listing their family, then neighbours, friends, co-worker etc. Ask them to also think more broadly: who do they buy things from, borrow money from, meet in different locations (at religious events, school, community meetings, health centre etc).
3) Once their network is mapped begin to ask questions about the people in it and the relationships the participant has with them. Example questions may include:
   a. Which of these people do you see/meet with on a daily basis?
   b. Which of these people live in their village?
   c. How do they communicate with people (always in person? By phone?)
   d. Which of these people understand most about your life?
   e. Which of these people do you feel you can confide in and talk to about important issues?
   f. Which of these people do you go to for advice?
   g. Which of these people do you provide advice to?
   h. Which of these people do you respect?
   i. Who would you be most embarrassed to be told off by?
   j. Which of these people would you like to be more like?
   k. Which people have you known for the longest time?
   l. Who would you like to get to know more?
   m. What social or cultural obligations do you have to people in your network?

Limitations:
- People may be reluctant to discuss details relating to other people in their village.
- Can be time consuming and hard to find generalizable patterns.
Tools for understanding the executive brain, decision making and the construction of ideas

Prioritisation games

**Purpose:**
To understand prioritise limited resources (money, time, water etc) and how responsive these choices are to change.

**Setting:**
Generally these are easier to do on a one-to-one basis, particularly because of the topics covered may be sensitive.

**Process:**

**Money prioritisation**

1) Give people 30 units of fake money.
2) Ask the participant what her family normally spend money on each week and write these down.
3) Ask her to allocate money according to how much of their income is spent on each thing.
4) If it doesn’t come up ask if she spends money on water.
5) Now explain that there has been a change in her circumstances and their family now find themselves in a position to be earning 10 more units of money per week.
6) Ask how she would spend this and whether there are different things she would buy that you should write down (saving money can also be written as an option).
7) Repeat step 5 and 6 by explaining their income increases by another 10 units of money.
8) Now explain that the reverse scenario has happened. Give the participant just 20 units of money and ask how this would affect her spending.
9) Is she the one who makes the decisions about what her family buys? How are these decisions made?
10) How much do the family currently spend on water? If the cost of water increased (e.g. 25% more, 50% more, 100% more) how would this effect the family and their decision making?

**Time use prioritisation**

1) Ask whether she feels she much free time?
2) If you had 10 minutes extra time per day what would you do?
3) If you had 20 minutes extra time per day what would you do?
4) If you had 30 minutes extra time per day what would you do?
5) If you had 60 minutes extra time per day what would you do?
6) If you had more free time would it be up to you how you use it? Would be the things that constrain your options?
7) If there were no constraints on how much money you had or your family obligations and you had and extra 1 hour per day spare, what would you do?
8) What activities in your day-today life currently takes up too much time in your opinion?

**Water use prioritisation:**

1) Have several plastic cups and some water available.
2) Ask the person how many jerry cans worth of water they would collect on a normal day.
3) Clarify how large the jerry cans are.
4) Lay out this many cups and fill each with water.
5) Ask the participant what different kinds of things the water would be used on. As they explain this, pour out the water that is used back into a central container.
6) If they haven’t mentioned any obvious areas of water use explore this.
7) Do they ever collect more water than just shown? On what occasions? How is water used when more water is available? (fill more glasses as necessary) What prevents them from getting this much water every day?
8) Are there days when it is not possible to get their ‘normal’ amount of water? When does this occur? When there is less water (tip out glasses as appropriate) what do they use water on? What things do they not do?
9) If the time to the water point was reduced by X would they collect more water?
10) If water was more available but cost X amount would they collect more water?

Limitations:
- People may be hesitant or uncomfortable to talk about their financial situation.
- Some people may struggle to identify with and respond to the hypothetical scenarios.
- What people say they do in a certain scenario may not be what they actually do.
Worry box

Purpose:
To understand what concerns people have, how these are prioritized and how people plan or mitigate to avoid bad things happening.

Setting:
Since discussing personal worries can raise sensitive issues it is best to do this activity within the setting of a one-to-one interview.

Process:
1. Explain to the respondent that you want to learn more about the things that concern them. Ask them to begin listing things that they worry about, and write/draw each on a post-it note.
2. Depending on the behaviour you are exploring you may want to prompt to see if they worry about things relevant to your behaviour. For example you may want to ask whether the mother worries that their child could get diarrhoea and become very sick or die.
3. Find out from the participant about each worry. When did they start worrying about this? Do other people in their village worry about this as well? Is it a worry that they talk about with others?
4. Ask the participant how bad it would be if each of their worries happened. Potentially use a scale to compare (e.g. 0 on the scale might be have no influence on their life and 5 would be completely change the way they live their life)
5. Ask the participant what they think can be done to mitigate, prepare for or prevent each worry. Are they actively trying to do things in their daily lives to counter these concerns?
6. Lastly bring out a box or container. Ask them to imagine that they have the opportunity to make some of the worries go away. Which would they choose? Ask the participant to place the worries in the worries box in the order they would choose to get rid of them.

Limitations
- These topics may be difficult for participants to discuss.
- Some people may also have difficulty comparing these things or imagining that they can get rid of their worries.
- May be subject to social desirability bias.
**Free listing**

**Purpose:**
This method can be useful for initial exploratory work into a particular topic. It allows you to map all of the ideas, beliefs, or things associated with a topic so to understand the ‘universe’ of things that it encompasses. This can ultimately help you understand how to define a particular idea within the local context.

**Setting:**
This can done on a one-to-one basis or in a focus group discussion.

**Process:**

1. Present the individual or group with the idea you want to explore. Explain that you want to learn from them and that there is no right or wrong answer.
2. Get them to list as many responses to the question/statement/idea as possible.
3. Write each one on a separate piece of paper or draw an image to represent the idea.
4. Various other activities can then be used to supplement this approach – for example clustering and categorisation and ranking.

**Limitations:**

- Some taboo things may not be mentioned initially.
- Participants may not generate comprehensive lists.
- May be subject to desirability bias.
**Clustering/Categorisation**

**Purpose:**
Good for understanding how things are linked and exploring relationships. This method can be used to understand attributes associated with things, people or behaviour.

**Setting:**
This can be done on a one-to-one basis but is normally more useful within a focus group discussion.

**Process:**
1) This activity can follow on from free listing by using the ideas generated through this process. Alternatively you can pre-prepare a set of options. Either way each thing should be written on its own piece of paper or where populations are less literate images should be used.
2) There are two ways of conducting this activity. One option is to ask the participant to group together things that she think are similar. As she does this ask her to give a name to each category she creates and write this down. During this version of the activity the researcher does not intervene to suggest any categories. This version is most useful if you are interested in the way the local population construct or understand a particular set of things.
3) In the second version the researcher provides the names of the categories and makes sure the participant understands what each mean. The research then asks the participant to categorise all the things based on these categories. When conducting this version it is important to create a category for “things that don’t fit under the other headings”. Method two can be used after method one to see the differences between local understandings and prior assumptions or theoretical categories.

**Limitations:**
- Requires a discrete set of options which may omit some things
- Some people may struggle with the task if they have never done something like this before
Tools for understanding the motivated brain and aspirations

Superpower game

Purpose:
To elicit people’s relative valuation of acquiring/retaining various capabilities/capacities, based on the BCD motives triangle.

Setting:
This is easiest to do on a one-to-one basis.

Process:
1) Show participant the ‘Achieved Superpower Board’ (See below). Read the phrases out in each cell.
2) Give the participant 10 units of fake 100-valued money.
3) Play the game to see what ‘powers’ individuals believe they already have achieved (either through birth or mastery). These are various ‘powers’ that a person might have.
4) Place the money on the ones that you have currently - the more money you put down on one cell means the more true it is of you now.
5) When the participant is finished, ask how they achieved these powers, and what they do with them.
6) Show the participant the ‘Desired super powers board’ (see below). Now we’d like to know what powers you would like to gain or acquire.
7) Give out the money again.
8) Put your money where it matters to you, and put more money on a power to make sure it comes true for you, if it’s really important. You can put all your money on just one power, or spread it around on several, if they are ones that you want to have.
9) Once they have laid out the money to their satisfaction, ask them why they have spent money on each power, why so much, and finally why they have not been interested in acquiring other superpowers. Record all responses.

Limitations:
- May be subject to social desirability bias
- Each individual will understand/define the capacities in a different way based on their personal experience.
- This will give you a broad insight into motive prioritisation and values but may not clearly highlight which motive would be most useful to associate with the target behaviour.

Figure 1: Superpowers Board: Current Abilities

<table>
<thead>
<tr>
<th>I never get any disease or infection</th>
<th>I never feel hungry or thirsty</th>
<th>I can learn new skills easily</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m prepared for any situation</td>
<td>I’m beautiful and am able to attract the same/opposite sex</td>
<td>I can create a good physical environment to live in</td>
</tr>
<tr>
<td>I’m loved by the (wo)man of my dreams</td>
<td>I can make sure my children are always happy, safe and successful</td>
<td>I’m well-informed about what’s going on in the world</td>
</tr>
<tr>
<td>I’m esteemed and respected by others</td>
<td>I never feel physical discomfort</td>
<td>I have an active sex life</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>I feel safe from attacks or accidents</td>
<td>Others are honest and fair to me</td>
<td>Others like me and want me in their group</td>
</tr>
</tbody>
</table>

**Figure 2: Superpowers Board: Desired Powers**

<table>
<thead>
<tr>
<th>To never catch a disease from anyone</th>
<th>To never feel hungry or thirsty again</th>
<th>To always be able to learn new skills easily</th>
</tr>
</thead>
<tbody>
<tr>
<td>To always have all the stuff I need to be prepared for any situation</td>
<td>To always be beautiful; able to attract the same/opposite sex</td>
<td>To always be able to create a good physical environment to live in</td>
</tr>
<tr>
<td>To always be loved by the (wo)man of my dreams</td>
<td>To ensure my children will always be happy, safe and successful</td>
<td>To always be well-informed about what’s going on in the world</td>
</tr>
<tr>
<td>To always be esteemed and respected by others</td>
<td>To never feel physical discomfort</td>
<td>To always have an active sex life</td>
</tr>
<tr>
<td>To always be safe from attacks or accidents</td>
<td>To make others always be honest and fair</td>
<td>To make others like me and want me in their group</td>
</tr>
</tbody>
</table>
Motive mapping

Purpose:
To understand which motives make most sense, within the local context, when associated with the target behaviour.

Setting:
To be done as part of focus group discussions.

Process:
1. Present the individual or group with a set of images depicting the target behaviour (eg. a person goes to the toilet and then washes their hands with soap). Make sure everyone is clear what the story is about.
2. In addition to the story images you should have 15 images that relate to each of the motives.
3. Introduce one motive at one time by placing it at the end of the story cards. Talk people through the story again and explain that what is depicted in each motive card (each of which is a response/reward that an individual could get in relation to doing the target behaviour).
4. After each presentation, ask: Is this a good story? Does this card at the end make sense? Is it a response that is likely to happen in your community? How would you feel if someone responded in this way to you washing your hands?
5. Ask respondents to pick a couple of motives that they think might persuade someone to change to the target behaviour. Then share and talk about why they’ve picked that motive. Ask people to tell real stories about when they’ve been in a situation like that in their lives (i.e. for ‘status’ done something because it helped them look or feel smart in front of others or not done something because they were afraid of being judged, etc.)
6. Probe for further information whenever there is something you don’t understand or an idea is suggested that could be developed further.

Limitations:
- This can be quite a complex activity and as such tends to work best with groups or individuals who are more literate.
- May be subject to desirability bias
- People may not want to admit that the scenario doesn’t make sense to them/in their context and make up a rationale for it occurring.
Three wishes

Purpose:
To rapidly elicit the aspirations that parents have for their children and understand what types of behaviours they associate with achieving this.

Setting:
This method can raise sensitive issues so it is best done on a one-to-one basis

Process:
1) This works best with parents of children under 5.
2) Ask: If you could have three wishes for your child, what would they be? Write them down, then discuss and rank them in order of greatest priority. How do these aspirations differ for girls and boys? What sort of life would you like them to have in the future (how would it be different from their own)?
3) Explore behaviours related to these aspirations. For example: In what ways can a mother influence how a child grows up? What are you doing in your day-to-day life to help realise these aspirations for your child. What behaviours will be important for them to achieve these desired goals?

Limitations:
- Wishing in this manner may be seen as culturally inappropriate (i.e. its better that everything is left in Gods hands).
**Drawing**

**Purpose:**

Drawing related tasks can be used in several different ways. Firstly it is useful for understanding alternative realities or exploring ideal versions of things. It can be used to help with product design or used creatively to capture feelings. At the most practical level it can also be used to document the physical environment.

**Setting:**

Depending on the product you are drawing it can be done either privately on a one-to-one basis or in a group. Identity drawing works best in a group.

**Process:**

**Product drawing:**

1) Ask the participant about their toilet/handwashing facility. What do they currently not like about it? How do they feel when they use it?

2) Explain to the participant that you would like them to draw you a picture of their ideal toilet facility/handwashing facility. Explain that they should imagine that money is not a limitation for their toilet/handwashing facility design and that they can use any materials they wish.

3) As they are drawing ask them about the choices they and get them to label the elements of their drawing.

4) When they are finished ask them about how they think they would feel using this? What difference would they experience to their lives? How much would they spend in order to have a toilet like this? What elements of the design would change if it had to be built from local materials?

**Identity drawing:**

1) Start with a drawing of a stick figure. Explain to the individual or group that you want them to help you transform this drawing into an image of the ideal mother in their community.

2) Help them to draw this by first asking asking questions about her physical appearance: e.g. Would she be fat or slim, short or tall? What would her facial features and expressions be like? What would she wear? Etc.

3) Then begin to ask questions about her characteristics, personality and behaviour. For example: How big would her family be? What things would be important to her? What would a good mother like this teach her children? What would she talk about with her friends? How would she treat others in the community? What would her house be like? Would it have a toilet? How often does she bathe/do laundry/ clean the toilet/wash her hands etc.

4) Then explore how different this woman is from how the participant views themselves. Ask things like Do you think you are like this ideal woman? Are there women in your community like this ideal woman? Do you think you could become like this ideal woman? This is useful for understanding the difference between the norm and the ideal.

**Limitations:**

- Depends on an individual’s drawing ability.
- Imagining alternative realities may be limited by their exposure, education and context.
- May be subject to desirability bias
Tools for understanding the reactive brain and habits

Word associations

Purpose:
To understand some of the mental associations between target concepts and other things/domains.

Setting:
Can be done on an individual or group basis (depending on the sensitivity of the terms used).

Process:
1. Explain to the participants that you are going to say a random word and then you would like them to tell you whatever word comes to their mind first. There are no right or wrong answers.
2. Give an example. For example, I might say ‘Food’ and you think ‘Rice’; if I say ‘Husband’ you might think ‘Wife’ but you might also think ‘Man’.
3. Think of a set of words beforehand that are related to your topic or that might illicit interesting responses. Some example terms include:
   - Respect =
   - Mother =
   - Latrine =
   - Soap =
   - Hygiene =
   - Father =
   - Dignity =
   - Open defecation =
   - Handwashing =
   - Neighbour =
   - Gossip =
   - Successful =
   - Disgusting =
   - Disease =
   - Trust =
   - Village =
   - City =
   - Menstruation =
   - Shame =

Limitations:
- Subject to social desirability bias.
- People may be hesitant if they feel that there is a correct answer.

Demonstrations
See description on page 5. Of interest here are things that appear to be done automatically, with great familiarity or ease.
Body

Tools for understanding different physiologies and different associated needs

Photovoice

Purpose:
This tool is useful for understanding the different needs and experiences different types of people may have. It is a particularly useful approach for working with groups who may not normally have the opportunity to voice their opinion or when working on topics which are taboo or difficult to talk about. Photovoice has the additional benefit of being a fun experience for the participant and an opportunity to learn a new skill. The outputs from photovoice can also be useful in further advocacy.

Setting:
This needs to be done on a one-to-one basis, ideally in the person’s home environment.

Process:
1. The PhotoVoice process described below is partly taken from the process developed by photovoice.org - (http://www.photovoice.org/methodologyseries/inclusivemethodology/designing.htm). More information can be found on this site about doing this with people with visual impairment.
2. There are additional points that you should cover when obtaining consent in relation to photovoice. These include:
   a. The length of time you will spend with the participant,
   b. That they will be given a photographic camera and taught how to use it, at the end of the day the researcher will take the camera back and develop the photos.
   c. The next day (or at an alternative arranged date) the researcher will return with the printed photos and they will discuss them with you and conduct a short interview.
   d. You will get to keep copies of the photos you take.
   e. You will own the copyright on the digital images, this means that you have the right to determine how they will be used. It also means that when they are used you will be always acknowledged as the photographer. They will not be shared with others without your permission.
3. The first part of the activity requires that you introduce the participant to the camera. Give the participant a digital camera. Explain simply how the camera works and allow the participant to observe where the lens is and how the shutter works. The field worker should take time to teach the participant the basic features of the device including how to switch the camera off and on, how to take a photo and how to view the photo. Allow the participant to have a go taking a photo to see what it feels like. It is important that while the participant is learning about the camera they are also holding it so that they begin to be familiar with how it feels. A useful starting point is to remind the individual to always use the wrist strap.
4. Secondly explain to the participant about photography. Many of your participants may never have seen a camera before and may have seen relatively few photos in their life, so it is also important to explain the purpose of photography. A simple way to explain this is to say that photography can serve several purposes. You can use photography to capture a moment you want to remember as if it was real again. Give an example of this by getting the participant to take a photo of the fieldworkers or their house, view the photo and point out that it looks exactly like it is in real life. Then explain that you can also use photography as if it was art by arranging things in a certain way that tells a story or creates a version of reality that can be explored or questioned. Give an example of this too – if you want to take a
photo of the idea of ‘hunger’ it may be hard to show this literally. But you could use symbolism to show hunger. You might have a family seated in their living room, all looks normal except all of them have empty bowls in front of them. Explain that what we are going to do today is use photography to tell their story and creatively express their views.

5. Now you want to explain some of the elements of Photography –
   a. Landscape/Portrait - Shooting can be done vertically (portrait) or horizontally (landscape). Show participants how this effects the image and explain that portraits can be better when you are focusing on a person and landscapes can be better when you want to capture more of the environment.
   b. Framing - Explain that when taking a photograph it is not simply a matter of pointing towards the subject, but of deciding what is included in the photo – all or some of the subject, the subject and the background, the subject and what is above it etc. Show the participant how to adjust the framing by using the zoom.
   c. Foreground/background – This can be explained in a verbal way as well. For example you can ask two people to stand one in front of each other, and then what that would mean in a photograph (i.e. who would seem more important, more prominent, larger in the frame etc). Show the participant how to change the focus on the camera.
   d. Focus/blur - It is important to clearly identify the area that needs to be in focus. The photographer needs to remember that he/she can communicate different feelings or ideas depending on what is focused on in the photograph.
   e. Light - Light plays an important role in a photograph since it produces different effects, which lead to different feelings in the observer. A person in darkness, for example, may convey an experience of feeling hidden, whereas a person in bright light may convey confidence or nothing to hide. Also teach the participant how to use the flash setting for dark environments.

6. Once the participant is comfortable with all this, set them their task. This can vary but one example might be:
   a. Take 5 photos which represent the best parts of your day, when you are happiest (starting with a positive task can be useful before going into something more serious or sensitive)
   b. Take 5 photos which represent the most difficult parts of your day, or the things you would most like to be able to do without relying on others or feeling different.
   c. Take 5 photos which reflect your experiences and how you feel when you are menstruating.
   d. Take 5 photos which reflect your experiences and how you feel when you are accessing water/going to the toilet/bathing/or washing hands/etc.

7. Before you start taking photos suggest that you list down each of the things they want to try and show in the photographs. For each one then get them to think about how they could represent the experience or feeling.

8. Arrange a suitable time to return to the individual’s house to give them their photos and have a short discussion.

9. When you return with the printed images ask the participant to caption each of the images. To explain what a caption is ask the participant to imagine that there is a person looking at the photo who doesn’t know them or anything about how they live – their task is to explain to them the experience they were trying to convey.

10. Once they have done this get the participant to rank the photos/experiences from most important to least important. Document the order. Ask questions to explore why the photographs have been placed in the order that they have.
Limitations:
- Takes a long time (normally half a day minimum but cameras can be left with participants for a month or more.
- Some things may not be listed and may still be difficult to take photographs of or discuss.
- Some people may find the experience challenging and therefore become uncomfortable.
Tools for understanding senses

I feel ________

Purpose:
To understand how people feel when they are doing the target behaviour or behaviours associated with it.

Setting:
This can be done as part of a one-to-one interview or in a focus group discussion.

Process:
1. This requires you to have a pre-developed set of picture cards. This should include your target behaviour and other behaviours associated to it. For example if you are interested in toilet use your picture cards may include: a) the participant using the toilet, b) the participant leaving the toilet after washing their hands c) the participant leaving the toilet after not washing their hands d) someone other than the participant using the toilet, e) a child defecating outside the toilet, f) an adult defecating outside the toilet, g) a person cleaning the toilet etc.
2. For each picture card clearly explain what it depicts.
3. Ask the participant to describe how they feel when they do these behaviours or when they see others doing them. Get them to list adjectives. If you are doing this in a group ask each person to list one adjective. Write the adjectives on a piece of paper next to the picture card.

Limitations:
- Subject to social desirability bias.
Behaviour setting

**Tools for understanding the behaviour stage (where the behaviour takes place)**

**Observation**
See pages 1-3.

**Methods as per the physical environment**
Methods described in pages 7-9 are also relevant to this section.
Tools for understanding roles and identities

Identity mapping

Purpose:
To understand how participants perceive themselves and juggle or prioritise their different identities.

Setting:
This is best done on a one-to-one basis.

Process:
1) Present women with the following set of descriptions about how they would like to be perceived:
   a. I like to be seen as someone whose clothes always look clean.
   b. I like to be seen as someone who always keeps her house neat and tidy.
   c. I like to be seen as someone who always keeps her children clean and tidy.
   d. I like to be seen as a good mother.
   e. I like to be seen as someone who always looks fresh and smells good.
   f. I like to be seen as a hard worker.
   g. I like to be seen as someone who helps other people.
   h. I like to be seen as someone who uses her time wisely.
   i. I like to be seen as a dutiful wife.
   j. I like to be seen as someone who could guide others on the right thing to do.
2) Ask the women if there are other ways she likes to be perceived. Write these down.
3) Ask the woman to rank which of these descriptions is most likely to be said about her to the least likely to be said about her.
4) Ask the woman to rank which of these descriptions she would most like to be described as.
5) Explore the reasons for her choices.

Limitations:
- This may be effected by social desirability bias
- Culturally it may seem strange to some people to separate out these different identities and as such some people might not grasp the activity.

Observation
See pages 1-3. Observation can be useful for understanding roles as they play out in a natural setting.
Tools for understanding routines

Routine Scripting

Purpose:
To elicit the normal order of events in the everyday life of a study respondent, with emphasis on the practices related to the target behaviour.

Setting:
This is best done on a one-to-one basis.

Process:
1. Ask the respondent what they did yesterday from the moment they got up in the morning. Explain that you want to learn, step-by-step about their daily routine right through to when they go to bed at night.
2. As they speak, draw a simple picture and write a key word to represent the activity they describe (or lay pre-fabricated paper picture cards). Lay the picture cards out in front of them on an available surface in a row from left to right.
3. With this overview in hand, you can then ask them to describe in more detail the parts of the routine you are interested in.
4. Events which might have been missed (e.g., because they are embarrassing or less often practiced) can also be prompted. Look at the cards and ask the respondent about anything that is obviously missing, e.g. did you go shopping, collect water, eat lunch, go to the toilet etc. Insert any additional cards into the daily routine.
5. Next, ask the respondent for more information about each activity/task of particular interest: people – who was there, what did they do, who visited the house and when, who did they meet and where, products – what did they buy, where and why. They may have already told you some things as you were putting the card down.
7. Ask the respondent “If you could change one thing about your normal schedule, what would it be? Why?”

Limitations:

- Sometimes it may still be hard to explore what has not been reported.
- Hard to understand how typical yesterday was.
- Participants may report desirable routine behaviour.
Diaries

Purpose:
This method is best used for behaviours that occur over an extended period of time, where observation for that whole period would not be possible. Examples may be menstrual hygiene management, and exclusive breastfeeding. Diaries can help record versions of events as well as reactions and reflections about these events.

Setting:
This should one-to-one basis and left with the individual for a period of time.

Process:
1. The first requirement of this method is to design a diary that is easy to use and complete by your target group.
2. Field workers visit the potential participant’s house, explain the study and what is required of them. If happy with this they should complete the consent form. You should take time to train them on how to complete the diary each day. One way of doing this is to discuss what they did yesterday and complete the diary with them based on the information they tell you.
3. Field workers will then arrange a time to re-visit the participant roughly a week later. During this visit the field worker will sit down with participants and ask about their experience and what they have recorded. The diary process may end at the point or could continue for an extended period of time.

Limitations:
- May be hard to ensure that diaries are filled in daily.
- Quality of recording may be poor
- May be subject to both desirability bias and reporting bias (people simply forget to report some things)
- Takes a long time
Tools for understanding behaviour scripts (the sequence of things people do in relation to their role)

Change stories

Purpose:
To understand how people react to hypothetical script changes.

Setting:
This can be done either on-to-one or in a focus group discussion. It is best done towards the end of the research when a lot is known about the local context.

Process:
1. Create at least two scenarios with fictional characters. The first should describe the current script based on norms and the context. The second should be very similar but include the targeted behaviour. Additional stories may be variations of this.
2. An example might be:
   a. Story 1 – Blessings is a 14 year old girl in a rural village like yours. Her mother relies on her to do a lot of the housework. They are not a wealthy family and she has to help provide and look after her younger siblings too. Blessings has her period but does not have any sanitary materials so she finds an old rag and uses that.
   b. Story 2 - Blessings is a 14 year old girl in a rural village like yours. Her mother relies on her to do a lot of the housework. They are not a wealthy family and she has to help provide and look after her younger siblings too. Blessings has her period but does not have any sanitary materials. Noticing this she goes to the shop and buys the sanitary pads that she likes.
   c. Story 3 - Blessings is a 14 year old girl in a rural village like yours. Her mother relies on her to do a lot of the housework. They are not a wealthy family and she has to help provide and look after her younger siblings too. Blessings has her period but does not have any sanitary materials. Noticing this she goes to talk to her mum. They find it easy to discuss things about periods. Her mum realizes that its important that her daughter is comfortable and confident during her period and puts money aside to make sure she can buy the sanitary pads that she likes for her.
3. Read story one to the group first. Ask their opinion on it. Is it similar to what happens in their community? Why is this the case?
4. Read the other stories one at a time and after each story explore what it would take for this new behaviour to take place? Is it realistic in their community? Does it clash with existing roles or beliefs? What would Blessing’s neighbors think if they knew she acted in this way?

Limitations:
- May be subject to social desirability bias.
Tools for understanding norms

100 people

Purpose:
To explore perceived social norms and how they affect decision making.

Setting:
This is best done on a one-to-one basis.

Process:
1) Ask the participant to imagine that we are going to speak to 100 people of different ages and sexes from her community. We want her to help us predict what we would learn from them. If literacy is low suggest a sample of 10 or 20 and/or use rocks or counters to represent the people.

2) The following are some examples of the types of question you could ask:
   A. Out of 100 people in her community how many would have soap in their houses right now?
   B. Out of 100 people in her community how many have clean toilets?
   C. Out of 100 people in her community how many are cleaner than her and her family?
   D. Out of 100 people in her community how many are able to get more water than her and her family?
   E. Out of 100 people in her community how many clean their dishes after every meal?
   F. Out of 100 people in her community how many clean the toilet every day?
   G. Out of 100 people in her community how many wash their hands with soap after going to the toilet?
   H. Out of 100 people in her community how many wash their hands with soap before they eat?
   I. Out of 100 school age children in her community how many help with water collection?
   J. Out of 100 school age children in her community how many go to school?

Limitations:
- May be effected by social desirability bias
- People may feel that this is a form of judging their community
- People with limited literacy may struggle to complete the exercise
- Asking too many of these kinds of questions in succession may result in poor quality answers.
Norms Vignettes

Purpose:
Can be useful for understanding norms and attitudes. This is the case because often people find it difficult to judge the behaviour of people they know (within an interview setting) whereas as it is perceived to be of less consequence to judge a made up character.

Setting:
This can be done on a one-to-one basis or in a Focus Group Discussion

Process:

Norms and attitudes:

1) Create a set of characters of different socio-demographic characteristics (e.g., variations of age, sex, wealth, rural/urban location). Introduce the participant to these characters, ideally by using images.

2) Create several scenarios about these characters, their individual behaviour or their interactions between each other. Ideally these should also be drawn, particularly in settings with low literacy. To measure attitudes it is useful to create two scenarios that are similar but slightly different. For example Scenario 1 might be that Sanskriti (young girl) invites Sandesh (old man) over to her house for dinner and he notices she does not wash her hands with soap before preparing the food. Scenario 2 might be Sanskriti (young girl) invites Anil (young boy) over to her house for dinner and he notices she does not wash her hands with soap before preparing the food.

3) This gives you the opportunity to explore both how bad it is to be judged based on not washing your hands but also gain an understanding of whose judgement (the older or younger man) results in more shame.

Limitations:

- In some contexts people may find it hard to imagine people and scenarios in this way.
- People may still be hesitant to critique the behaviour of imaginary people!
- Subject to social desirability bias
Norms Testing (based on work by Bicchieri, 2014)

Purpose:
To understand the social status of a certain set of beliefs. The key to Bicchieri’s approach is that social beliefs are considered a system involving behaviour, expectations of various kinds and constituent values or preferences. All are necessary to support the system. This means that asking a suite of questions allows one to determine the kind of belief that it is.

Setting:
This can either be done across a series of one-to-one interviews or as part of a focus group discussion.

Process:
1. The process assumes that that all beliefs are one of the following:
   - A **Personal belief**: some value held purely for individual reasons
   - A **Custom**: a common practice that everyone follows because it makes individual-level sense (e.g., is economically rational).
   - A **Moral norm**: personally held belief about the ‘rightness’ of a behaviour (with willingness to punish others for non-practice), regardless of what others think.
   - A **Descriptive norm**: a belief about how common a practice is within a group.
   - A **Social norm**: a belief that some practices are followed by a group because of a mutual expectation that it be practiced (i.e. practice is contingent on others doing it, and punishing non-practice in at least some cases).
2. Sets of questions are put to the group – each aiming to explore the belief in a different way. For example, if you were trying to understand beliefs about child marriage you may ask a group of fathers the following set of questions:
   - BEHAVIOR: “At what age did your daughter(s) get married?”
   - PRUDENTIAL REASONS: “If you think about a girl marrying early rather than late, what are the advantages and disadvantages of that for the father of the girl?”
   - EMPIRICAL EXPECTATION: “Think about married women between 18 and 25 years old in your community. Out of 100 such women, how many do you think got married before they were 18 years old?”
   - PERSONAL NORMATIVE BELIEF: “Some girls get married before they are 18 years old. Is this good?”
   - NORMATIVE EXPECTATION: “Out of 100 men in your community who are at least 40 years old, how many think that it is good that girls get married before they are 18 years old?”
3. To understand their responses you work through the following diagnostic. If fathers have strong prudential reasons for their daughters to marry—like having to pay a smaller dowry—then child marriage could be a **rational choice or a custom** followed because it is in fathers’ own interest. If fathers have strong personal normative beliefs, then child marriage could be a **moral rule**. If there are no strong prudential reasons or personal normative beliefs, but if people consistently hold the empirical expectation that most other fathers are marrying their daughters off early, then child marriage is probably a **norm**. If people also hold the normative expectation that others think girls should marry early, then child marriage is probably a **social norm**— otherwise it is probably a **descriptive norm**.

Limitations:
- Requires good translation to make sure the questions you are asking are clearly different in the minds of the translators. Even then it may be difficult for participants to differentiate between the questions and how they should be answered.
- Subject to desirability bias
Tools for identifying and understanding the use of props

Belongings Inventory

Purpose:
To understand what products/consumables people normally have in their house, how they use them and how they decide to buy them.

Setting:
This is best done on a one-to-one basis in the household of the participant or at the market.

Process:

Household:
1) Ask the female household head what non-edible products she always buys and has in her house. Ask her to bring them out if that is ok.
2) Ask her which products she sometimes buys and has in the house. Ask her to bring out any of these that are available.
3) Ask her how much the different items cost and where she buys them from.
4) Does she always buy the same brand?
5) How did she start using the product?
6) What does she like or not like about the product?
7) How or when does she use the product?
8) What other products would she like to buy?
9) What products does she think her neighbours use?
10) If next month her family started earning an extra X amount of money per week how would she use this money? How would this effect what she buys?

Market:
1) Visit a local market which sells products related to the behaviour you are interested in.
2) Visit several vendors and ask about the products they sell.
3) For each product of interest 1) take a photo of it, 2) ask how much it is, 3) ask about who normally buys it.
4) Explore how much diversity there is in the market (e.g. are all shops selling the same?)

Limitations:
- May not be able to capture how this changes over time
- May be affected by social desirability bias
**Behaviour trials**
See page 4.

**Demonstrations**
See page 5.

**Attribute ranking**

**Purpose:**
To understand the values and attributes people attach to products, ways of looking and ways of behaving.

**Setting:**
This can be done on a one-to-one basis or in a group.

**Process:**

**Personality attribution:**
1) Have some images of different types of people (not from the community). Lay these out in front of the participant.
2) Ask the participant questions about the images and ask her to arrange them according to the categories that you define. Examples:
   A. Rank the images according to which of the women seem most like you to least like you.
   B. Rank the images according to which woman you would most like to be like.
   C. Rank the images according to which of these women spends the most on water.
   D. Rank the images according to which of these women spends the most on personal hygiene products.
   E. Rank the images according to which of these women you think is the best mum.
   F. Rank the images according to which of these women you think is the most highly educated.
   G. Rank the images according to which of these women you think would keep their house the most clean.
3) Explore and discuss why each of these decisions is made.

**Product attribution:**
1) Have some products or pictures of products available. Lay these out in front of the participant. Explain what each is if necessary and/or allow the participant to interact with the product if they have never used it before.
2) Ask the participant questions about the images/products and ask her to arrange them according to the categories that you define. Examples:
   A. Rank these menstrual hygiene products according to which you think is most modern.
   B. Rank these menstrual hygiene products according to which you think would be most comfortable to use.
   C. Rank these menstrual hygiene products according to which one you think you would be most willing to buy (state prices and likely frequency of purchase).
   D. Rank these menstrual hygiene products according to which you think are most likely to be used by women in the city.
E. Rank these menstrual hygiene products according to which is most disgusting.

Limitations:
- You will normally be working with a finite set of options (changing these options may yield different results)
- This may be effected by social desirability bias.
- People may be hesitant to pass judgement on things or people.
Tools for understanding the use of infrastructure

Infrastructure monitoring

Purpose:
To understand patterns of supply and demand associated with a kind of infrastructure and observe how this effects behaviour.

Setting:
Normally at the supply or use point (e.g. the community water point or the household)

Process:
Supply point (e.g. waterpoint)
1. Go to the community water point early in the morning and remain there for several hours.
2. Take notes of what you observe:
   o How many people come to collect water?
   o How much water do they collect?
   o Do people make more than one visit?
   o What kinds of people come to collect water?
   o How long does it take them to fill their water vessel?
   o What kinds of water vessels are brought?
   o What do people talk about?
   o Is there a queue? What are the rules about queuing? How long do people wait?
   o Is anyone in charge?
   o When are the peak times?
   o What other things happen at the water point?

Use point
1. Ask permission to follow some of the people home from the water point. Note down how long it takes. Observe where the water is stored? Is there other water available in the house? Is it separated for different uses?
2. The next part can be done either through open ended questioning or through a rapid assessment survey. Ask whether the participant always goes to that water point? Why might it change? Does the water point function all year round? Is it closed during some hours of the day? Are there any systems in place to maintain the infrastructure? An example section of a survey is provided below.

<table>
<thead>
<tr>
<th>Size of jerry can in Litres</th>
<th>Number of Jerry cans collected</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Size of jerry can in Litres</th>
<th>Number of Jerry cans collected</th>
</tr>
</thead>
</table>

17. What are the things you use water for? How much water do use for each of these tasks?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount in Litres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooking</td>
<td></td>
</tr>
<tr>
<td>Drinking</td>
<td></td>
</tr>
<tr>
<td>Bathing</td>
<td></td>
</tr>
<tr>
<td>Washing dishes</td>
<td></td>
</tr>
<tr>
<td>Washing clothes</td>
<td></td>
</tr>
<tr>
<td>Cleaning – specify</td>
<td></td>
</tr>
<tr>
<td>Handwashing</td>
<td></td>
</tr>
<tr>
<td>Watering animals</td>
<td></td>
</tr>
<tr>
<td>Crops</td>
<td></td>
</tr>
<tr>
<td>Partial bathing</td>
<td></td>
</tr>
<tr>
<td>(e.g. washing face)</td>
<td></td>
</tr>
<tr>
<td>Other – Specify</td>
<td></td>
</tr>
</tbody>
</table>

18. Where do you collect water? (Tick as many as apply).
For each of the water sources you use, how long does it take for you to walk to the water point, collect water (including queuing time) and return?

<table>
<thead>
<tr>
<th>Water source</th>
<th>Time to and from water point</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surface water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shallow well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protected stream</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stand pipe/pump</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piped water to your house</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other – specify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. Have you changed where you collect your water from in the last 6 months? Indicate below the sources you used to collect water from if different from now.

<table>
<thead>
<tr>
<th>Water source</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Surface water</td>
<td></td>
</tr>
<tr>
<td>Shallow well</td>
<td></td>
</tr>
<tr>
<td>Protected stream</td>
<td></td>
</tr>
<tr>
<td>Stand pipe/pump</td>
<td></td>
</tr>
<tr>
<td>Piped water to your house</td>
<td></td>
</tr>
<tr>
<td>Other – specify</td>
<td></td>
</tr>
</tbody>
</table>
3. Recall can be used to document the times over the last week when water was not available or not enough water was available. A similar process can be done for electricity.
4. The water use prioritization activity can also be conducted (see page 14). Try to understand how behaviour changes when supply is low/high.

Limitations:
- May be subject to observer bias
Interventions
Tools for understanding touchpoints

Touchpoint mapping

Purpose:
To understand the different structures, communication networks, spaces and social networks that exist in a community. This information is particularly useful when considering which channels to deliver your intervention through.

Setting:
This can be done on a one-to-one basis or in a focus group discussion.

Process:
1) Draw an image which represents your target group in the middle of a large piece of paper. Begin to brainstorm the touchpoints that exist in the community, particularly the environments and networks with which your target audience engage. For each thing/person/institution listed ask about the kinds of influences they exert or services they tend to provide. Suggested probes for this are:
   a. Within the family setting who tends to influence behaviour the most? You may like to ask about who makes WASH related decisions
   b. Where do you tend to go to spend time with friends? What do you do in these places?
   c. Who else other than friends and family do you go to for advice?
   d. What else do you do in your free time or where do you go? ie Church/Mosque, play sport, hang out with neighbours etc
   e. Do you have youth groups or organisations in your area? What happens at these?
   f. What health services are available in your community? Who attends these? What are they like?
   g. Where do you normally go shopping? Are you responsible for doing the shopping? Does anyone else go with you? How do you decide where to go and what to buy when you are shopping?
   h. Do you have a school in your community? Are there any groups that the school supports? Do parents get involved in what happens at the school?
   i. How often do you travel outside of this community? How do you travel? Do you do anything differently when you travel outside the community?
   j. Where do you get most of your information from? Do people in this community have TV/Radios/Smart phones/Newspapers? What kind of programs do people mot like to watch/listen to on the TV/Radio?
   k. In what settings have you heard people talking about health or WASH related information?

2) Probe for further information whenever there is something you don’t understand or an idea is suggested that could be developed further.

Limitations:
• People may not view all of the things you are listing as similar which means that without good probing you may omit some structures within the community.
• This needs to be repeated with several groups in order to form an accurate picture as different people may engage in different parts of the community.
Context

Tools for exploring socio-political context

Local histories

Purpose:
To understand more about dominant cultural narratives, key events and identities.

Setting:
This can be done in a focus group discussion.

Process:
1. Split the focus group discussion group into pairs. For example if you have 6 people altogether for 3 pairs.
2. Hand out a large sheet of paper and a range of coloured markers to each pair. On the top of each sheet of paper write the topic you wish people to focus on. These could include things like:
   a. Stories that I was told when I was young
   b. Cultural beliefs
   c. Things that make our village/district/cultural group unique
   d. Major events in our countries history
   e. Things that symbolise my country/district/culture
3. Each pair will be asked to discuss the topic and draw pictures relating to the topic on the piece of paper they have.
4. Give people approximately 10 minutes to do this. Bring the pairs back to a group and ask them to discuss and present what they have drawn.
5. Then rotate the pieces of paper and ask the other groups to add new things on to the piece of paper.
6. Repeat steps 4 and 5 until everyone has had the chance to provide input into the various different sheets.

Limitations:
- If there is a history of oppression or violence in a country some of these things may be difficult to discuss, or people may be hesitant to give an opinion on the subject.
Tools for understanding appropriate narrative arcs

Narrative scenarios

Purpose:

You can use narrative scenarios as a way of testing storylines that could underpin a campaign.

Process:

1) Towards the end of formative research you may like to try out these short narratives or write some of your own that relate to findings in your particular context.

2) Read the story out to the group and as far as possible try to animate your story telling.

3) At the end of each story ask the participants what they liked and disliked about the story. Which story was most memorable? Which story would they be most likely to tell others about? Did it make reference to things that were similar to their community? If they could how would they change the story?

Sample 1:

Mary grew up in a village just like this one. Her father was a humble farmer but although he didn’t have much money he made sure the family were well provided for and that there was always soap at home. Mary’s mother was also well admired by everyone in the village for her politeness and manners. She was a hard worker and although she was poor she was polite and confident. ‘Manners make a person’, she would say, ‘be polite, be respectful and always wash your hands with soap, especially before you eat and after the toilet. If you do this you feel confident take on the world.’

Every evening as Mary was about to fall asleep her mother wrapped her up in her arms and whispered ‘Dream well my sweet daughter and dream big. One day I know you will be a great success and everyone in Nigeria will know your name.’

Mary wanted to become a doctor but knew she would need more than good grades to succeed. She needed to stand out and be admired like her mother.

Mary studied hard and was the top of her class. She applied to a medical university in Abjua and to her delight was accepted. On the night before she left a tear welled in her mother’s eye, ‘my daughter, I know I always encouraged you to be a success but when your name is big, don’t forget me and your friends in the village – always carry your village manners in your heart, and don’t forget to always wash your hands with soap.’

When Mary got to Abuja soon she began to feel like she didn’t quite fit in. The other students had expensive clothes, the way they walked and talked was different and Mary found she wasn’t welcome. One day she overheard the other girls laughing at her, saying ‘she is just a village girl, why does she think she can become a doctor.’

That night she cried alone in her room and her mother’s words came echoing back to her ‘always carry your village manners in your heart, and don’t forget always wash your hands with soap’. She walked over to the basin took the soap and washed her hands. Ahh, she sighed, ‘that clean fresh, confident feeling again’. She looked in the mirror and said to herself ‘I am Mary, I am from the village, but I will succeed in the city’.

The following morning she looked down at her clean hands with confidence. She extended her hand to each of her classmates and greeted them warmly. Some of the other girls called her over ‘Mary, come here one minute, when you greeted us earlier it was as if we were meeting you for the first time, what has made you so confident all of a sudden?’

Mary smiled ‘I just remembered what I’d learned in my village. I grew up believing that manners are everything. To have good manners you must always wash your hands with soap because that’s the only way they will be truly clean. My clean hands make me feel I can greet people with confidence, even though I am from the village it reminds me that I can achieve anything.’ ‘Mary you are absolutely right,’ said one of her classmates, ‘sorry we judged you so wrongly. You have taught us a valuable lesson!’
Sample 2:
Last night I had one of my favourite dreams. I was back in the village where I grew up and was a little boy at primary school again beginning another day.
I opened my eyes and I was in my old bed. I looked around and everything was there just as it used to be. The sun was just beginning to come up. I could hear noises outside and I knew it was my mother sweeping the yard and getting everything ready for the day.
How could she do all this? I wanted to stay in my bed and sleep but she was up and about being busy. How can she do all this? She can’t be an ordinary mother I thought, she must be a Super Mamma!
I got up and dressed and went out to see her. She was beautiful, neat and very loving. But then I had the sudden need to go to the toilet so I rushed off to the bush. When I came back I saw my brothers and sisters playing and I ran to join them but my mother caught up with me and made me wash my hands with soap.
She said the words that I remember so well.
‘Just plain water won’t do, it’s only soap that can make your hands truly clean.’
I played some games and then I began to feel really hungry and just at that very moment, would you believe it, I noticed the beautiful smell of the food she was cooking. Super Mamma was the greatest cook too!
It smelt and looked so good I wanted to eat it all up at once! But she looked at me and said
‘You should always wash your hands with soap and water after you have gone to the toilet and before eating food.’
Then, as I was getting ready to leave for school, she took my hands and made sure my nails were cut short, my hair was combed and my uniform was clean and tidy. She told me
‘Be polite and remember your manners. Respect your teachers and study well.’
I dreamt that I saw all my old friends at school and we played so many games in the playground! I was tired but I was excited. I was looking forward to seeing my mother again. Even though she had been working in the fields in the hot sun, she would always be at home to help me with my homework, ask me about what was going on at school and make sure I had a good meal before bed.
Just before I closed my eyes to sleep she said ‘Good manners are very important and although don’t realise it now, when you wash your hands with soap and study well one day you will go to college and have a good life in the city’
Some knocking at the door woke me up from this delightful dream. I opened the door and guess what? There stood my mother! Although she is now quite old, she is still very beautiful and loving. And you know, the strange thing is that what she used to tell me is not so far fetched after all. I am now a doctor, educated and have 2 children. And she really is a Super Mamma! What she used to tell me when I was growing up she now tells my children
‘Remember that manners are important, work hard and always wash your hands with soap!’

Sample 3
Once in a community just like this there lived a man called Mr A. He was a cake maker.
He worked all day making cakes - mixing the dough with his hands and adding the ingredients and mixing.
He put in the flour and the sugar, eggs, milk, and he mixed and mixed.
Mrs B came by with her son to buy some cakes. But seeing they were not ready yet they sat down to wait and watch Mr A at work.
Presently Mr A felt an irritation in his nose – so he picked at it and blew it – and he put this green lump into the mixture and he mixed it some more.
Mrs B and her son were a little surprised when they saw this and they looked at each other but continued to watch. Soon Mr C and his wife also came by to buy some cakes. And seeing they were not yet ready they also sat down to wait and watch Mr A at work.
And as he mixed and mixed he felt some phlegm rise in his throat – so he hacked and he coughed and he spat this yellow slime into the mixture – and he mixed it some more. And the people waiting looked at each other with some horror but they continued to watch with fascination. And presently they were joined by D and his sister E who had come to buy cakes for their mother. Seeing they were not yet ready they also sat down to watch Mr A at work. And as the day grew hotter Mr A worked and worked and his sweat poured down his nose and into the mixture. As he sweated he felt the boil on his buttock begin to trouble him. So he reached down the back of his trousers and he scratched and he squeezed at the boil and as the puss and the blood oozed out he put this into the mixture also and he mixed and mixed.

Now the people watching were starting to feel quite uncomfortable with what they saw but they had seen nothing like it before and they could not bring themselves to leave and they continued to watch. Then they saw Mr A scrape up dirt from his yard where his dogs and his chickens lived and to add more flavour he threw this in the bowl and mixed some more. Mr A had a problem with his stomach and presently he had to run to the back of his house to defecate. The people gathered could hear the noises of his defecation. But immediately he returned to his work place, rubbing his hands on his shirt and began to mix once more.

Now the people watching could take no more. What are you doing they cried. We cannot eat this, we will never come back. And they began to leave. Mr A looked at them. What is the problem he said? Every day here in this community I see people who neglect to use soap when they wash their hands before they eat or forget to use soap after they go to the bush. You know it is the soap that gets hands clean. You people are always eating your shit and feeding your shit to each other. How is that any different? I thought that must be the way you like to eat.

Limitations:

- The most well liked story might not always be the most effective narrative to change behaviour. For example stories about disgust or social exclusion might not be liked the most but they may be more memorable and effective in changing behaviour. Therefore its best to also think about which stories elicited the strongest response (negative or positive).