BE.Hour

So your behavior change campaign isn't working. Now what?

May 26, 2021

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Your Hosts Today

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Agenda

1. Welcome and introductions
2. Common problems in behavior change work
3. Reflections in break out groups
4. Community member share-out
5. What now? Tools to try
6. Closing

Objectives

- ★ Interacting and learning from members of our behavior change and environment community
- ★ Sharing some tips and tools on behavior change problems
- ★ Learning about how we can best support all of you

Rare has supported more than 450 community-led behavior change projects in over 60 countries.

Virtually every environmental challenge has at least one thing in common.

To solve them, someone somewhere has to start behaving differently.

5 common problems in behavior change work

1. Your target behavior is not specific enough.

Instead of this:		Try this:
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Know more about the impacts of climate change	→	Adopt a plant-rich diet
Don’t throw away textiles	→	Recycle textiles
Stop illegal wildlife trade	→	Stop purchasing exotic pets
Increase sustainable fishing practices	→	Fish outside the marine reserve

2. Your focus is on the most direct actor rather than system of actors.

Example

Goal: **Fishers** participate in regular fishery management meetings.

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Other potentially important **actors** and **stakeholders**:

- Family members (spouse, children, extended family)
- Friends
- Local leaders
- Other fishers
- Respected elders

3. You are using untested assumptions to drive your solutions.

Question Your Assumptions

Goal behavior: Households purchase rooftop solar.

Assumption: Solar panels are ugly and expensive, which is why people don’t buy them.

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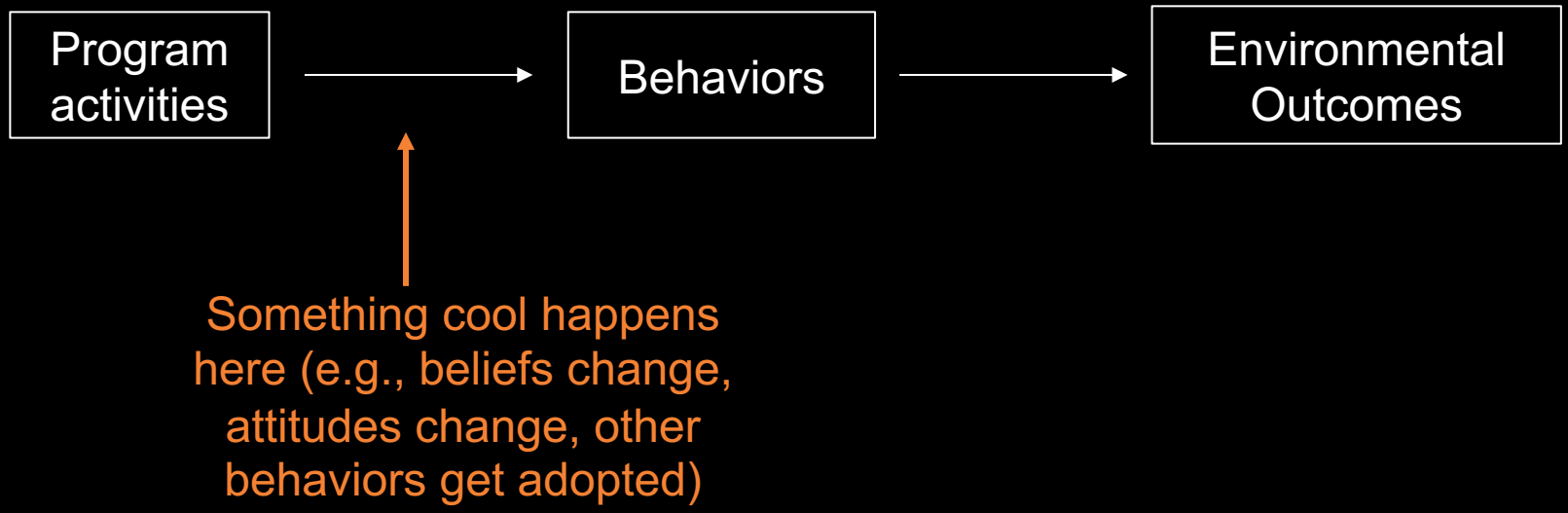
- ★ Why do I believe this is true?
- ★ Have I read/seen/conducted research to confirm this?
- ★ Does the path to behavior change make sense (do you have a clear hypothesis)?
- ★ Could anything about this be improved or made more complete?

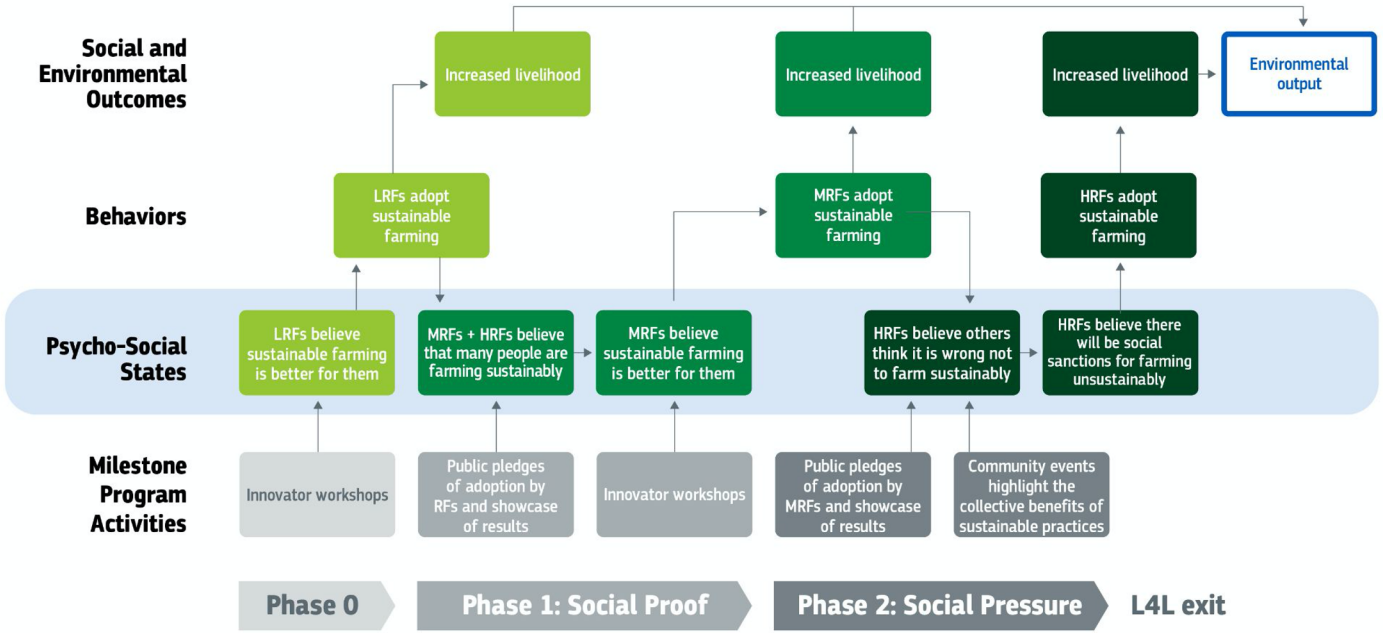
4. You do not have a clear hypothesis or theory of change.

Typical Theory of Change



Psycho-Social Theory of Change

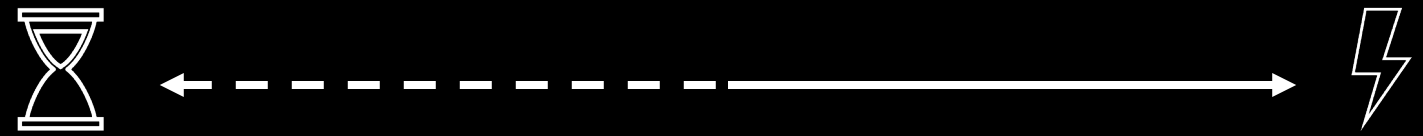
Rare's Lands for Life Program



Enabling social conditions: Local technical capacity | High social capital | Perceived collective interdependence

5. You are relying on a narrow set of strategies to change behavior.

We have a spectrum of effortful and automatic ways of thinking and deciding.



Weighing options, calculating costs and benefits

Reacting automatically, quickly

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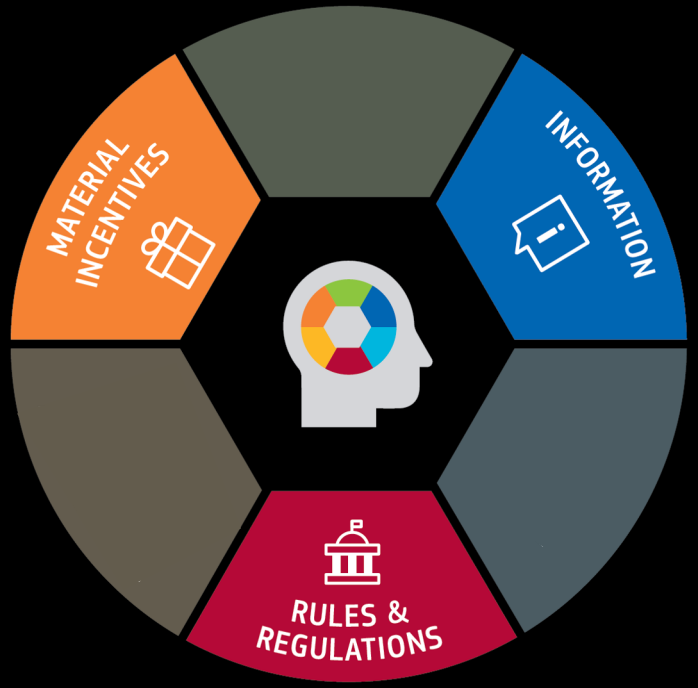
Levers of Behavior Change

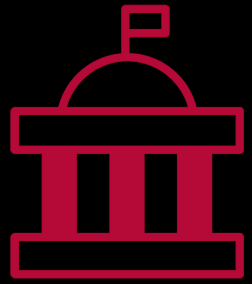
Strategies for designing change are overwhelming reliant on a more calculated, deliberate way of thinking and processing:

- Material incentives (**‘pay them’**)
- Rules and regulations (**‘stop them’**)
- Information (**‘tell them’**)



- Correcting an information-deficit rarely leads to lasting behavior change.
- Caring/knowing is not a prerequisite to change.

- Financial incentives can backfire.
- Payments can crowd-out other motivators.
- Incentives can drain limited resources.
- Fines can be seen as just the ‘cost’ for behavior.



- Rules often need enforcement.
- Rules do not work if norms are misaligned.

Levers of Behavior Change

Add these tools to your toolbox:

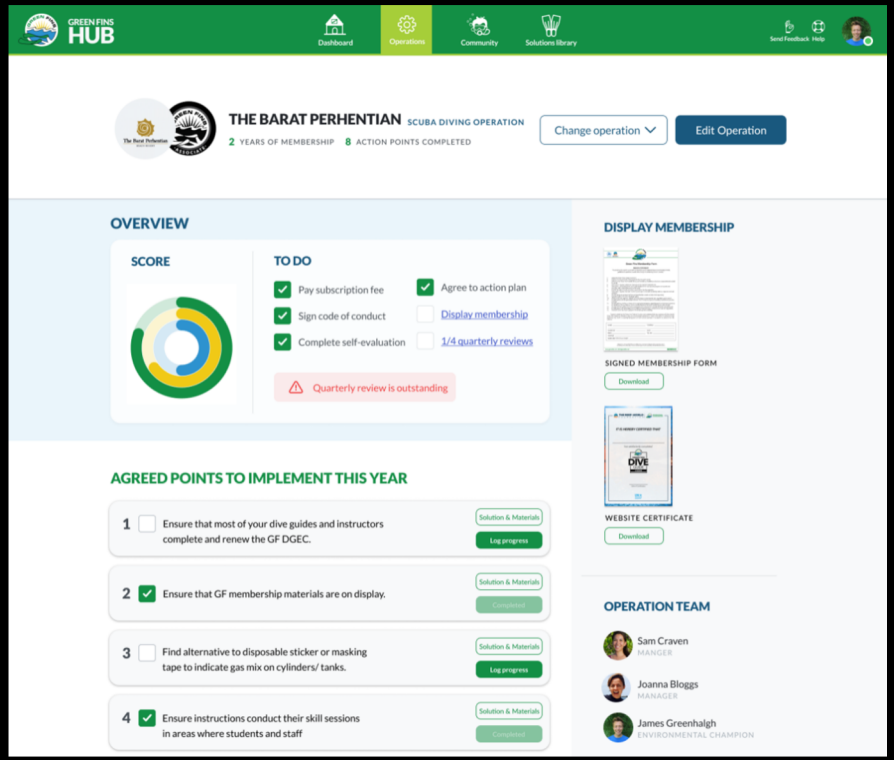
- Emotional Appeals
- Social Influences
- Choice Architecture

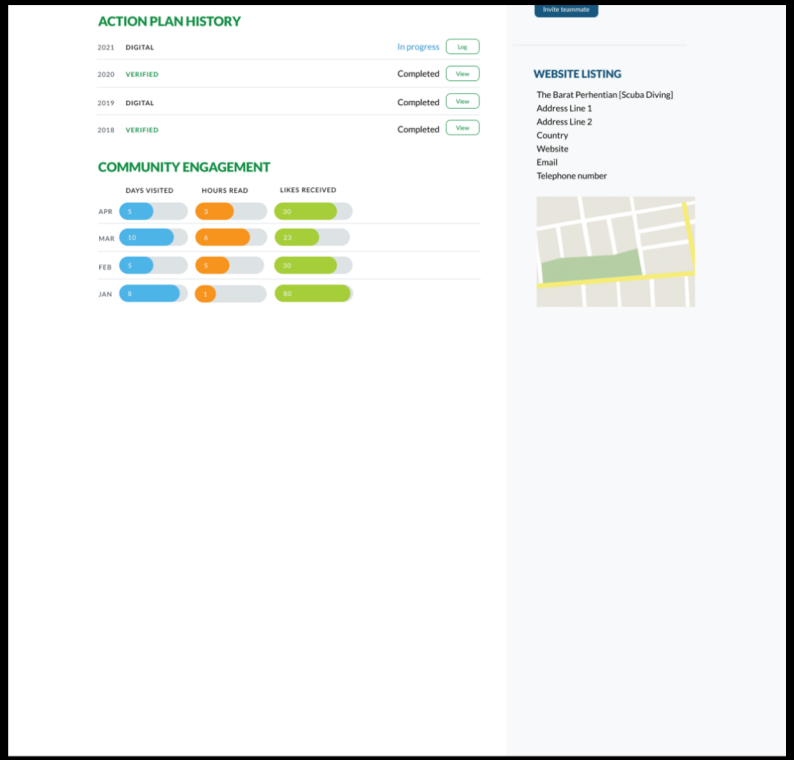
Poll: Which problem resonates with you the most?

Reflect in breakout groups

- ★ What problem resonated most with you? (Or share a different one!)
- ★ What have you tried to resolve this problem?
- ★ Are there any solutions you have seen or found helpful?

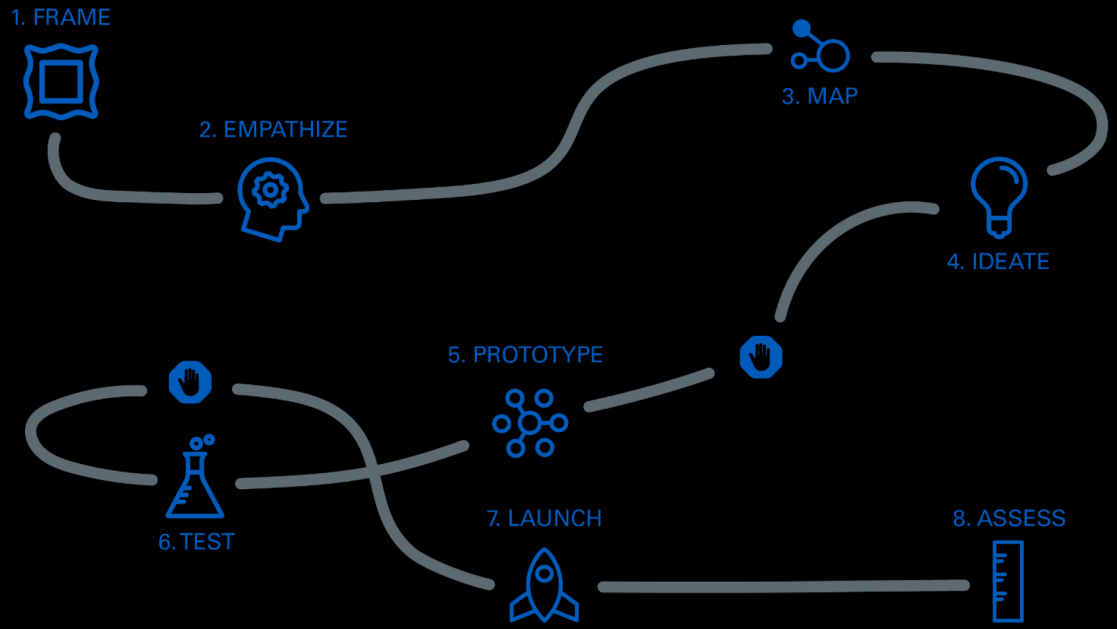
Green Fins Hub with James Greenhalgh



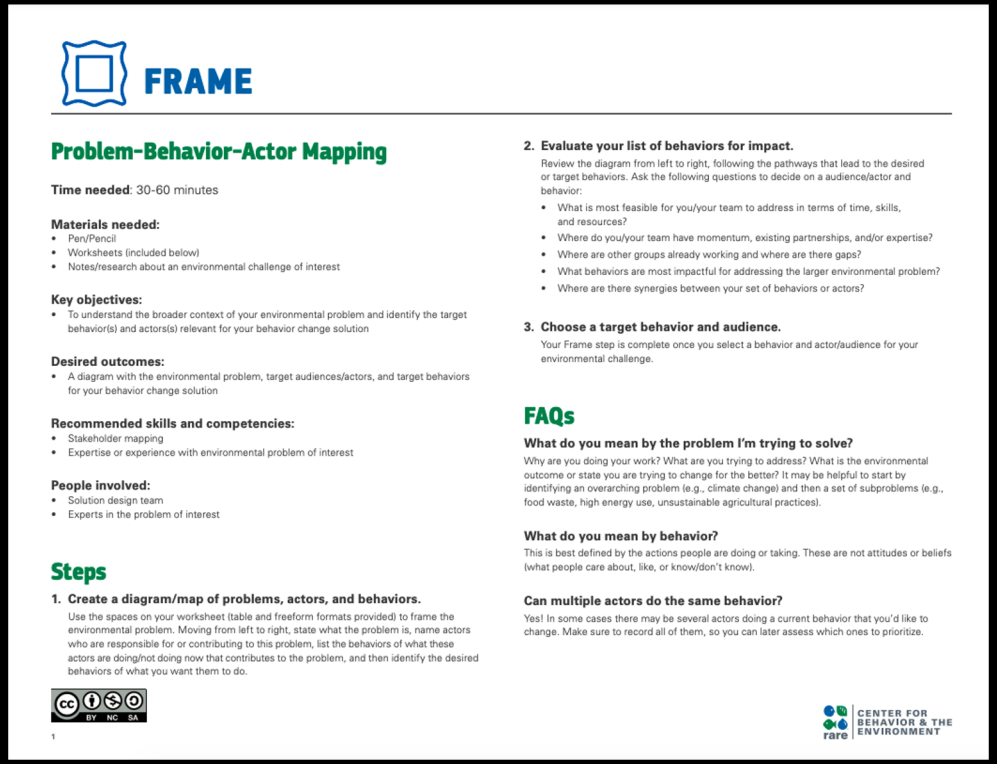


What’s Next? Tools To Try

Behavior-Centered Design



1. Your target behavior is not specific enough.



FRAME

Problem-Behavior-Actor Mapping

Time needed: 30-60 minutes

Materials needed:
- Pen/Pencil
- Worksheets (included below)
- Notes/research about an environmental challenge of interest

Key objectives:
- To understand the broader context of your environmental problem and identify the target behavior(s) and actors(s) relevant for your behavior change solution

Desired outcomes:
- A diagram with the environmental problem, target audiences/actors, and target behaviors for your behavior change solution

Recommended skills and competencies:
- Stakeholder mapping
- Expertise or experience with environmental problem of interest

People involved:
- Solution design team
- Experts in the problem of interest

Steps

1. **Create a diagram/map of problems, actors, and behaviors.**
   Use the spaces on your worksheet (table and freeform formats provided) to frame the environmental problem. Moving from left to right, state what the problem is, name actors who are responsible for or contributing to this problem, list the behaviors of what these actors are doing/not doing now that contributes to the problem, and then identify the desired behaviors of what you want them to do.

2. **Evaluate your list of behaviors for impact.**
   Review the diagram from left to right, following the pathways that lead to the desired or target behaviors. Ask the following questions to decide on a audience/actor and behavior:
   - What is most feasible for you/your team to address in terms of time, skills, and resources?
   - Where do you/your team have momentum, existing partnerships, and/or expertise?
   - Where are other groups already working and where are there gaps?
   - What behaviors are most impactful for addressing the larger environmental problem?
   - Where are there synergies between your set of behaviors or actors?

3. **Choose a target behavior and audience.**
   Your Frame step is complete once you select a behavior and actor/audience for your environmental challenge.

FAQs

What do you mean by the problem I'm trying to solve?
Why are you doing your work? What are you trying to address? What is the environmental outcome or state you are trying to change for the better? It may be helpful to start by identifying an overarching problem (e.g., climate change) and then a set of subproblems (e.g., food waste, high energy use, unsustainable agricultural practices).

What do you mean by behavior?
This is best defined by the actions people are doing or taking. These are not attitudes or beliefs (what people care about, like, or know/don't know).

Can multiple actors do the same behavior?
Yes! In some cases there may be several actors doing a current behavior that you'd like to change. Make sure to record all of them, so you can later assess which ones to prioritize.

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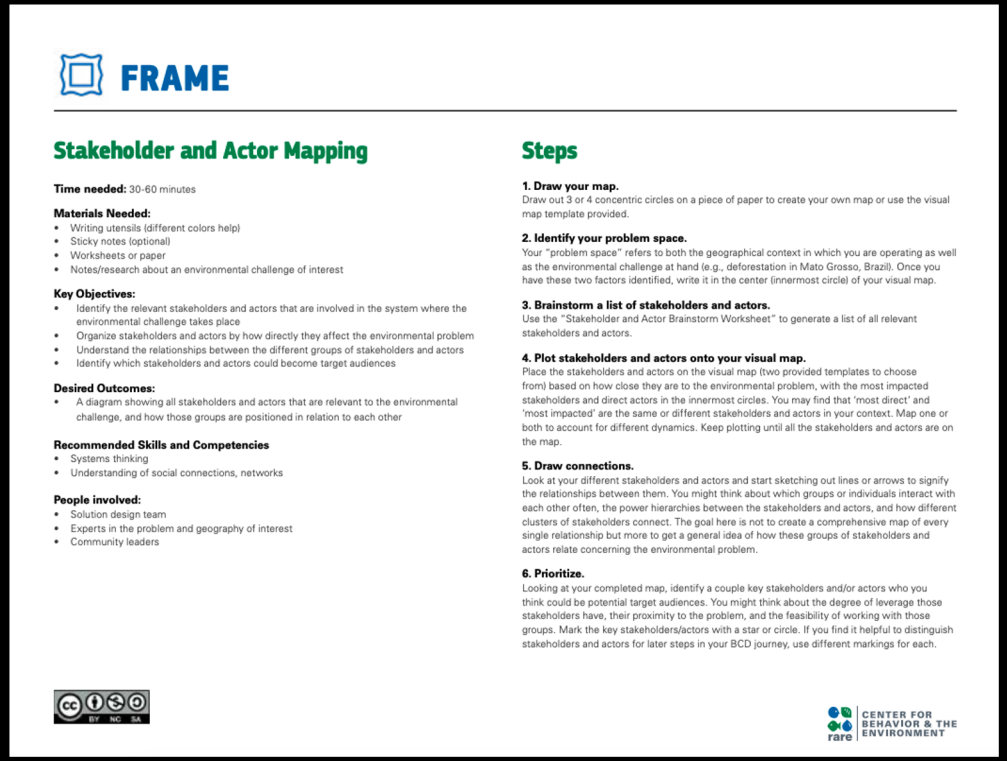
2. Your focus is on the most direct actor rather than system of actors.



FRAME

Stakeholder and Actor Mapping

Time needed: 30-60 minutes

Materials Needed:
- Writing utensils (different colors help)
- Sticky notes (optional)
- Worksheets or paper
- Notes/research about an environmental challenge of interest

Key Objectives:
- Identify the relevant stakeholders and actors that are involved in the system where the environmental challenge takes place
- Organize stakeholders and actors by how directly they affect the environmental problem
- Understand the relationships between the different groups of stakeholders and actors
- Identify which stakeholders and actors could become target audiences

Desired Outcomes:
- A diagram showing all stakeholders and actors that are relevant to the environmental challenge, and how those groups are positioned in relation to each other

Recommended Skills and Competencies
- Systems thinking
- Understanding of social connections, networks

People involved:
- Solution design team
- Experts in the problem and geography of interest
- Community leaders

Steps

1. Draw your map.
Draw out 3 or 4 concentric circles on a piece of paper to create your own map or use the visual map template provided.

2. Identify your problem space.
Your "problem space" refers to both the geographical context in which you are operating as well as the environmental challenge at hand (e.g., deforestation in Mato Grosso, Brazil). Once you have these two factors identified, write it in the center (innermost circle) of your visual map.

3. Brainstorm a list of stakeholders and actors.
Use the "Stakeholder and Actor Brainstorm Worksheet" to generate a list of all relevant stakeholders and actors.

4. Plot stakeholders and actors onto your visual map.
Place the stakeholders and actors on the visual map (two provided templates to choose from) based on how close they are to the environmental problem, with the most impacted stakeholders and direct actors in the innermost circles. You may find that 'most direct' and 'most impacted' are the same or different stakeholders and actors in your context. Map one or both to account for different dynamics. Keep plotting until all the stakeholders and actors are on the map.

5. Draw connections.
Look at your different stakeholders and actors and start sketching out lines or arrows to signify the relationships between them. You might think about which groups or individuals interact with each other often, the power hierarchies between the stakeholders and actors, and how different clusters of stakeholders connect. The goal here is not to create a comprehensive map of every single relationship but more to get a general idea of how these groups of stakeholders and actors relate concerning the environmental problem.

6. Prioritize.
Looking at your completed map, identify a couple key stakeholders and/or actors who you think could be potential target audiences. You might think about the degree of leverage those stakeholders have, their proximity to the problem, and the feasibility of working with those groups. Mark the key stakeholders/actors with a star or circle. If you find it helpful to distinguish stakeholders and actors for later steps in your BCD journey, use different markings for each.

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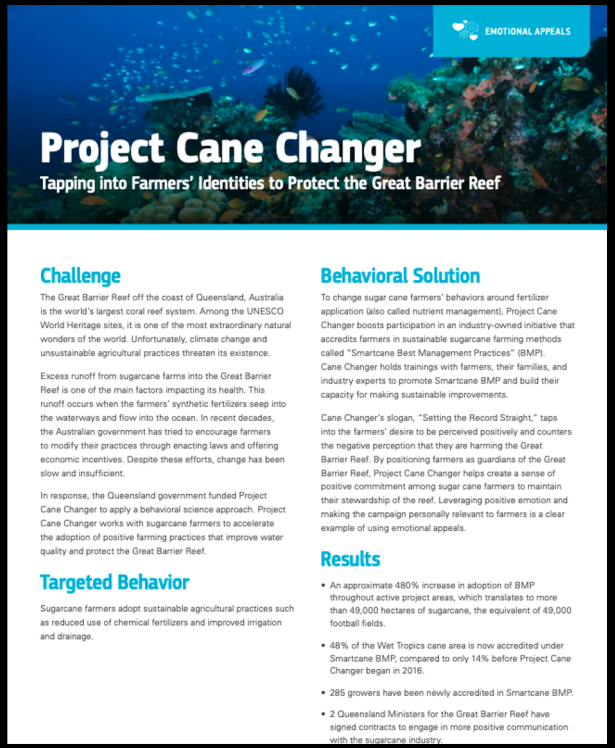
3. You are using untested assumptions to drive your solutions.



EMOTIONAL APPEALS

Project Cane Changer

Tapping into Farmers' Identities to Protect the Great Barrier Reef

Challenge

The Great Barrier Reef off the coast of Queensland, Australia is the world's largest coral reef system. Among the UNESCO World Heritage sites, it is one of the most extraordinary natural wonders of the world. Unfortunately, climate change and unsustainable agricultural practices threaten its existence.

Excess runoff from sugarcane farms into the Great Barrier Reef is one of the main factors impacting its health. This runoff occurs when the farmers' synthetic fertilizers seep into the waterways and flow into the ocean. In recent decades, the Australian government has tried to encourage farmers to modify their practices through enacting laws and offering economic incentives. Despite these efforts, change has been slow and insufficient.

In response, the Queensland government funded Project Cane Changer to apply a behavioral science approach. Project Cane Changer works with sugarcane farmers to accelerate the adoption of positive farming practices that improve water quality and protect the Great Barrier Reef.

Targeted Behavior

Sugarcane farmers adopt sustainable agricultural practices such as reduced use of chemical fertilizers and improved irrigation and drainage.

Behavioral Solution

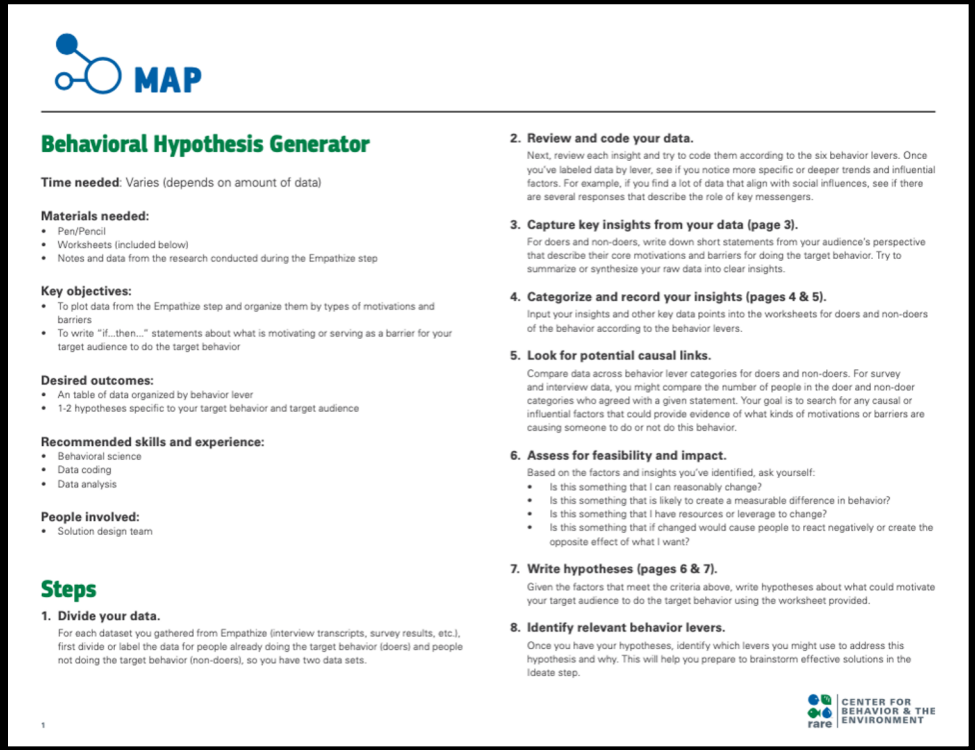
To change sugar cane farmers' behaviors around fertilizer application (also called nutrient management), Project Cane Changer boosts participation in an industry-owned initiative that accredits farmers in sustainable sugarcane farming methods called "Smartcane Best Management Practices" (BMP). Cane Changer holds trainings with farmers, their families, and industry experts to promote Smartcane BMP and build their capacity for making sustainable improvements.

Cane Changer's slogan, "Setting the Record Straight," taps into the farmers' desire to be perceived positively and counters the negative perception that they are harming the Great Barrier Reef. By positioning farmers as guardians of the Great Barrier Reef, Project Cane Changer helps create a sense of positive commitment among sugar cane farmers to maintain their stewardship of the reef. Leveraging positive emotion and making the campaign personally relevant to farmers is a clear example of using emotional appeals.

Results

- An approximate 480% increase in adoption of BMP throughout active project areas, which translates to more than 49,000 hectares of sugarcane, the equivalent of 49,000 football fields.
- 48% of the Wet Tropics cane area is now accredited under Smartcane BMP, compared to only 14% before Project Cane Changer began in 2016.
- 285 growers have been newly accredited in Smartcane BMP.
- 2 Queensland Ministers for the Great Barrier Reef have signed contracts to engage in more positive communication with the sugarcane industry.

4. You do not have a clear hypothesis or theory of change.



MAP

Behavioral Hypothesis Generator

Time needed: Varies (depends on amount of data)

Materials needed:
- Pen/Pencil
- Worksheets (included below)
- Notes and data from the research conducted during the Empathize step

Key objectives:
- To plot data from the Empathize step and organize them by types of motivations and barriers
- To write "if...then..." statements about what is motivating or serving as a barrier for your target audience to do the target behavior

Desired outcomes:
- An table of data organized by behavior lever
- 1-2 hypotheses specific to your target behavior and target audience

Recommended skills and experience:
- Behavioral science
- Data coding
- Data analysis

People involved:
- Solution design team

Steps

1. **Divide your data.**
   For each dataset you gathered from Empathize (interview transcripts, survey results, etc.), first divide or label the data for people already doing the target behavior (doers) and people not doing the target behavior (non-doers), so you have two data sets.

2. **Review and code your data.**
   Next, review each insight and try to code them according to the six behavior levers. Once you've labeled data by lever, see if you notice more specific or deeper trends and influential factors. For example, if you find a lot of data that align with social influences, see if there are several responses that describe the role of key messengers.

3. **Capture key insights from your data (page 3).**
   For doers and non-doers, write down short statements from your audience's perspective that describe their core motivations and barriers for doing the target behavior. Try to summarize or synthesize your raw data into clear insights.

4. **Categorize and record your insights (pages 4 & 5).**
   Input your insights and other key data points into the worksheets for doers and non-doers of the behavior according to the behavior levers.

5. **Look for potential causal links.**
   Compare data across behavior lever categories for doers and non-doers. For survey and interview data, you might compare the number of people in the doer and non-doer categories who agreed with a given statement. Your goal is to search for any causal or influential factors that could provide evidence of what kinds of motivations or barriers are causing someone to do or not do this behavior.

6. **Assess for feasibility and impact.**
   Based on the factors and insights you've identified, ask yourself:
   - Is this something that I can reasonably change?
   - Is this something that is likely to create a measurable difference in behavior?
   - Is this something that I have resources or leverage to change?
   - Is this something that if changed would cause people to react negatively or create the opposite effect of what I want?

7. **Write hypotheses (pages 6 & 7).**
   Given the factors that meet the criteria above, write hypotheses about what could motivate your target audience to do the target behavior using the worksheet provided.

8. **Identify relevant behavior levers.**
   Once you have your hypotheses, identify which levers you might use to address this hypothesis and why. This will help you prepare to brainstorm effective solutions in the Ideate step.

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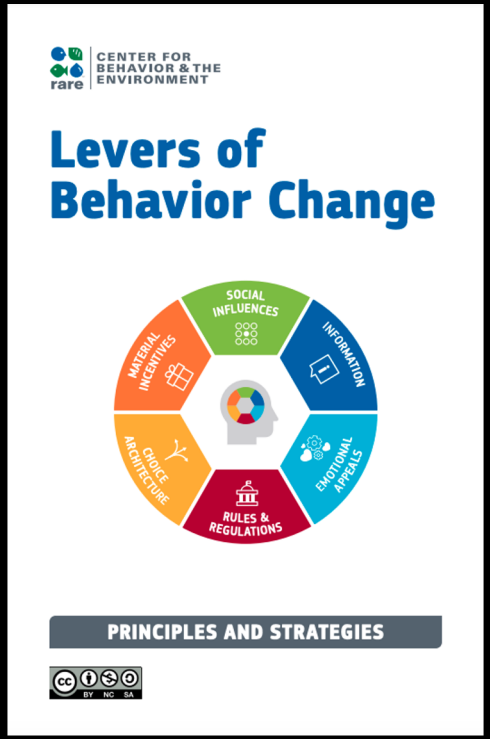
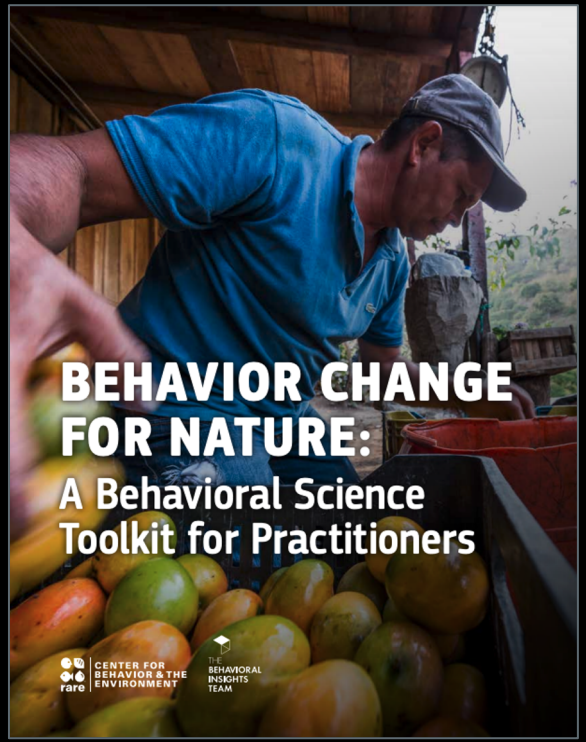
5. You are relying on a narrow set of strategies to change behavior.





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