**DESIGNING FOR BEHAVIOUR CHANGE FRAMEWORK ON JIGGERS PREVENTION AND CONTROL IN MARAFA ADP, KENYA. SEPTEMBER 2016**

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| **BEHAVIOUR** | **DESCRIPTION OF PRIORITY GROUP** | **SIGNIFICANT DETERMINANTS** | **BARRIER ANALYSIS** | **BRIDGES TO ACTIVITIES** | **ACTIVITIES** |
| **Mothers sweep their homestead and sprinkle water daily and dispose the sweepings in a designated place.** | **Demographic**  - Most of the mothers are in rural settings, aged between 18-40 years  - 90% are illiterate with low or no income  - They live in homesteads with the extended family; houses are of mud walls and grass thatched roofs  - They mainly speak Kiswahili and Giriama  **Daily activities**  - Practice mixed and subsistence farming  - Plant maize, cassava, cow peas and green-grams  - Keep livestock: goats, cattle and chickens  **Common desires**  - They desire to be able to provide for their families, in terms of good food and education for their children  **Barriers to the behaviour**  Cultural barriers:  - Women are not decision-makers in the family  - Interference from relatives as they live as a homestead and not as a household  **What they know, feel and do related to the behaviour**  - Most know that they are supposed to sweep their homesteads but do not know that they are supposed to sprinkle water daily  **Stage of change**  Contemplation (mothers are acknowledging that there is a problem but they’re not yet ready or sure of wanting to make a change) | **1. Perceived access**  **How difficult is it to get what you need to do the behavior?**  - Very difficult | Doers 73%  Non-Doers 27%  Difference 46 | 1. Increase the perception that it’s not difficult at all to get the materials and products needed to routinely do this behaviour. | 1.a Investigate which specific activity or item is making it ‘very difficult’ to sweep homesteads, sprinkle water daily and dispose the sweepings in a designated place (i.e. tools and materials for sweeping and watering, and disposing the sweepings in a designated place)  Include in this investigation communication channels – how do mothers normally receive their information? Radio, TV, phone, community meetings etc.  1.b Testimonies from Doers explaining how they manage to get everything that’s needed to do this behaviour - and how they remember to habitually do the behaviour. |
| **2. Perceived self-efficacy/skills What makes it easier?**  - Availability of tools: brooms, jembes, pangas, sacks, jerry-cans and wheel-barrows | Doers 72%  Non-Doers 30%  Difference 42 | 2. Reinforce the perception that the tools and materials needed to routinely do this behavior are readily available. | 2.a Enable communities to make the items needed to do this behaviour from locally available materials.  2.b Facilitate improvement of the local supply chain for making the needed items available – e.g. mobilize women’s groups to make brushes/brooms which they can sell at a lower price than those in the market. |
| **3. Perceived cues for action**  **How difficult is it to remember?**  -Somewhat difficult | Doers 85%  Non-Doers 66%  Difference 19 | 3. Increase the ability to remember to routinely do this behaviour. | 3.a Short and catchy children’s songs highlighting the importance of this behaviour and including actions to demonstrate the main steps of this multi-part behaviour.  3.b If no IEC materials are available in Kiswahili and Giriama on jiggers prevention and control by sweeping and sprinkling of water in homesteads, production of suitable materials can be considered for complementing the activities designed to address determinants 1 and 2.  3.c Radio messages broadcast in the morning at the time of sweeping the homestead (if the above-mentioned investigation confirms that radio is a common communication channel for mothers). |
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| **Outcome Indicator:** % of mothers in Marafa that sweep their homestead and sprinkle water daily and dispose the sweepings in a designated place. | | **Process Indicators:** Report of study findings completed; Investigation report completed; # of trainings of communities conducted on how to make sweeping materials using local materials; # of women groups who make sweeping materials ;# of radio sessions aired on jiggers prevention; # of IEC (Posters ) printed in local language indicating how jiggers can be controlled/prevented by sweeping and sprinkling of water in homesteads; # of communities who have received IEC materials; # of communities attending testimony sharing sessions; # of mothers sweeping their homestead and sprinkling water daily and disposing the sweepings in a designated place. | | | |