

# Behaviour Change Toolbox Methodology

3RproMar Project Support for ASEAN Regional  
Action Plan on Combatting Marine Debris

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# List of Abbreviations

3RproMar	Reduce, Reuse, Recycle to Protect the Marine Environment and Coral Reefs
CSEAS	Center for Southeast Asian Studies
ERIA	Economic Research Institute for ASEAN and East Asia
FANTASTIK	Fun without Plastic (Campaign)
FGD	Focus Group Discussion
GIDKP	Gerakan Indonesia Diet Kantong Plastik
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (German Development Cooperation)
IGES	Institute for Global Environmental Strategies
KAP	Knowledge, Attitudes, Practices
NGO	Non-Governmental Organisation
M&E	Monitoring and Evaluation
MoU	Memorandum of Understanding
SOP	Standard Operating Procedures
SUP	Single-Use Plastic
SUPA	Single-Use Plastic Alternative

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# Preface

Jointly coordinated by the ASEAN Secretariat and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of Federal Ministry for Economic Cooperation and Development (BMZ), the ‘Reduce, Reuse and Recycle to Protect the Marine Environment and Coral Reefs’ project (3RproMar) is implemented to support the ASEAN Member States (AMS) in the improvement of implementation capacities for reducing land-based waste leakage to protect the marine environment. The project has started since July 2020 and is expected to be implemented until June 2025.

In order to combat this pressing issue, ASEAN has adopted the Framework of Action on Marine Debris and followed up by the ASEAN Regional Action Plan on Marine Debris (RAP). The RAP identifies potential solutions to overcome unsustainable plastic consumption, waste management and marine debris pollution. In the RAP, behavioural change is stated as a core topic (action 11), as Behavioural change has been viewed as one of the major factors to combat marine debris and national efforts are underway in some of the ASEAN Member States (AMS). This document fulfills the project aims for a common behavioural change methodology developed based on experiences in the ASEAN region, as well as an applicable impact assessment methodology and Ready-to-Use Behaviour Change Solutions for the ASEAN Region.

This document includes all essential tools, text, and structure. Regarding the effective application by Behaviour Change Practitioners the methodology at hand requires further formatting to facilitate practitioner-friendly layout, graphic visualisations and adaptation to different media formats in order to meet the audience’s specific needs.

We want to thank Riska Amelia Hasan, Frederik Caselitz and the entire 3RproMar project team for their support and insights, which complemented our efforts in developing the “Behaviour Change Toolbox Methodology”.

A special thank you is extended to the contributors of the “Ready-to-Use Solutions”. The Institute for Global Environmental Strategies (IGES), Economic Research Institute for ASEAN and East Asia (ERIA), Center for Southeast Asian Studies (CSEAS), River Clean Up, Gerakan Indonesia Diet Kantong Plastik (GIDKP), Making Oceans Plastic Free and Common Seas.

We would like to express our sincere gratitude to the many professionals that were available for interviews, including government officials, academics, NGO representatives, entrepreneurs, consultants and other practitioners sharing their experiences, needs and ideas with us. Among them and in no particular order are Agus Puyi, Atsushi Watabe, Ayako Mizuno, Dwayne Appleby, Alice Yamabe, Grace Pratama, Elsa Noviani, Reo Kawamura, Michikazu Kojima, Ivana Suradja, Natasha Poole, Juan Leonardia, Maria Elenos, Klaus Hanuschke, Benedict Wermter, Yumi Nishikawa, Jessica Chia Shirui, Jialing, Oanh Hoa Su, Arno Dogen, Agista Hjri, Abdullah Handa, Moh Nurhadi, Meifita Handayani, Leo Ratuwalangon, AC Alyzsa Dy, Dev Albao, Celia Siura, Zakiyus Shadicky, Almira Rahardyan, Ros Bandos, Johann Rebert, Christopher Godlove, Chap Sreyphhea, Ye Sokvutheavy, Florian Schmidt and Christian de Boer.

Yogyakarta, May 2024



# Summary

## Welcome to the Behaviour Change Toolbox!

This toolbox is designed to help you develop and implement effective behaviour change campaigns aimed at reducing plastic pollution and promoting sustainable behaviour. Our toolbox is aimed at helping practitioners make behaviour change easy and effective. We chose a user-friendly format, selected and developed practical tools and methods to support you on your journey from your first idea to finalising and evaluating your behaviour change campaign.

Behaviour change has been in demand from different sectors and actors for quite some time. But as our need assessment in preparation for this toolbox has shown, practitioners are lacking skills, know-how and guidance on how to develop successful behaviour change campaigns. In the first Chapter **1. Benefits of Behaviour Change** we summarise the value of applying Behaviour Change approaches in your projects and to reach your goals. The chapter also introduces the six main behaviour change strategies with practical examples to illustrate how they can be applied to real-world scenarios.

We understand that the needs of practitioners differ and therefore offer you a variety of tools to suit your needs. In the second chapter, we have included a series of **2. Ready-to-Use Solutions** for those with limited time and resources to develop their own customised behaviour change solutions. You can use the Ready-to-Use-Solutions to “copy and paste” successful campaigns or to get inspiration by using parts of them for your customised Behaviour Change Campaign. Be aware that “copy and paste” aside from being very attractive, is risky. Your context may be different in parts and you may not be able to replicate the success one to one. To avoid this, learn how to create **Tailor-Made Solutions** for your local context and customise your campaign in the following chapters.

In order to develop a campaign design that works in your context and for the problem that you want to address, you need to be **3. Understanding the Problem and Target**. You will learn how to identify the actors involved, their problem behaviours, and then choose the most promising target behaviours and target groups for your campaign.

To better understand what moves your target group towards change or what obstacles they face, Chapter **4. Understanding the Target Group** guides you through simple research methods and tools to find out more about these motivations and barriers. This is a very valuable part of preparing your campaign, because the better you understand your target group, the better you are equipped to find solutions that work for them.

Based on your results from the previous chapter, it will now be much easier and more effective to start **5. Designing Your Behaviour Change Campaign**. You will formulate hypotheses on how changing specific barriers or motivations can lead to the target behaviour. We will help you create solution ideas and structure them according to the six main behaviour change strategies and pick the most promising ones.

Before you launch your campaign in full, it will help you ensure to not waste your resources and further improve the design of your Behaviour Change Campaigns by **6. Testing and Optimising** your solution. Only when you have made sure that your main hypotheses of change hold up to a reality check, you may move to prepare the full launch.

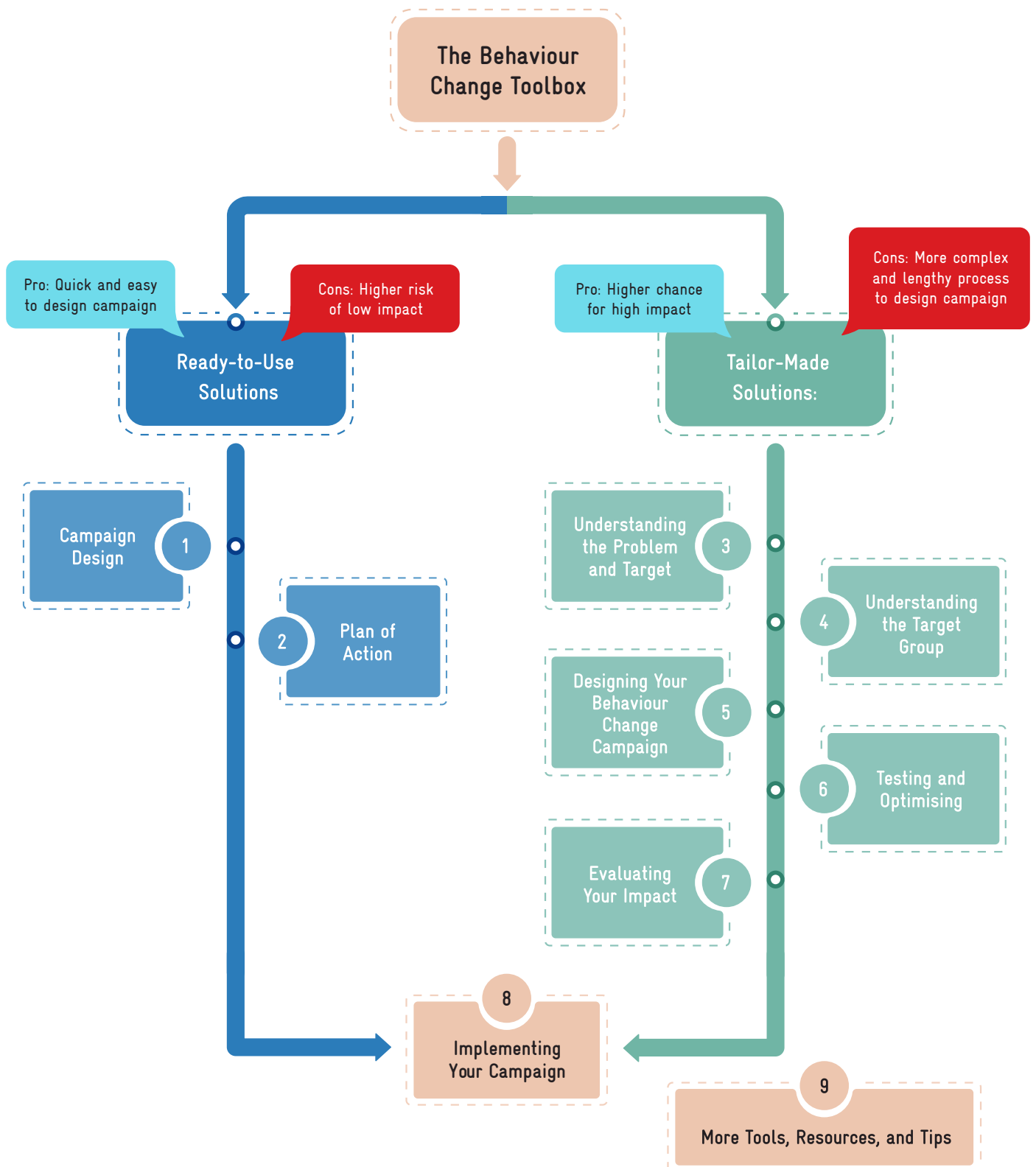
But before the launch, we empower and equip you with the tools to **7. Evaluate Your Campaign**. This is a hugely important part because one of the biggest shortcomings of campaigns is that the vast majority of practitioners have no reliable information on the

impact of their campaigns. We help you show to your funders, supporters, stakeholders and others what you have achieved, and also how to learn to increase your impact even further. We offer tools for an Easy Impact Assessment.

**8. Implementing Your Campaign** successfully depends on good planning. A good and complete plan, from stakeholder engagement to timing, required skills, logistics and more, is what we help you with in this chapter.

By now you have realised that ease-of-use of this toolbox has been a priority for us. We have selected a few tools to not overwhelm you with options and information, but focus on the most important parts. However, there will always be further questions, curiosity or needs we have not been able to fulfill completely. Therefore we offer you **9. More Tools, Resources and Tips** in the last chapter.

# Visual Guide to the Behaviour Change Toolbox Methodology







# Introduction and Benefits of Behaviour Change

1



# *“Behaviour change campaigns enable individuals and communities to align their actions with their values and long-term goals.”*

**B**ehaviour change campaigns are vital because they address the root causes of plastic pollution by modifying human behaviour. By understanding and influencing the decisions people make, these approaches can significantly enhance environmental sustainability, public health and economic efficiency. Some of the main benefits of Behaviour Change Campaigns are:

## **Easier**

Behaviour change approaches often represent a more direct and less resource-intensive method of addressing issues such as plastic pollution compared to alternatives that might require heavy infrastructure investments or complex regulatory frameworks.

## **Cost-Saving**

Reducing plastic consumption can lead to significant cost savings for consumers and businesses alike. Consumers save money by reusing products, and businesses can cut costs by minimising waste and improving efficiencies in materials usage.

## **Increasing Public Awareness and Supporting Environmental Policies**

These campaigns raise awareness about the environmental impacts of plastic pollution, which can lead to increased support for environmental policies. Educated and concerned citizens can make it easier for governments to enact and enforce regulations aimed at reducing plastic pollution, such as bans on single-use plastics.

## **Creating Bigger Impact**

One of the primary benefits of behaviour change campaigns is the reduction of plastic waste at

the source. By influencing individuals to use less disposable plastic, these campaigns can significantly decrease the amount of plastic that ends up in landfills and oceans.

## **Modernising Society**

Behaviour change campaigns often encourage the use of sustainable alternatives to plastic, such as reusable packaging, bottles, and containers. This not only reduces plastic pollution but also fosters a market for modern eco-friendly products, which can lead to broader development in production and consumption patterns.

## **Creating Long-Term Cultural Shifts and Global Impact**

Behaviour change campaigns can help create long-term cultural shifts towards sustainability. By altering the norms and values around plastic usage, these campaigns encourage a new normal where minimising plastic waste is a common practice. Effective behaviour change campaigns can have a worldwide impact, especially if they inspire similar actions and policies in other countries.

Behaviour change approaches are grounded in interdisciplinary insights from psychology, sociology, anthropology, political science, economics, and others, utilising a diverse set of methods to explore and influence human behaviour. Behaviour change is more than just providing information; it is about creating enabling environments towards specific goals such as reducing the use of single-use plastics, stopping littering, and collecting and sorting waste effectively.



The conservation organisation **RARE** structures different behaviour change strategies into six main categories:

### Information:

Explain what needs to be done, why it is important, and how to do it, using easy-to-understand messages.

- Example 1: Offering school programmes that teach lessons on the impact of plastics on the environment and how students can make a difference through daily choices.
- Example 2: Launching a public service announcement campaign on social media, explaining the environmental costs of plastic pollution.

### Emotional Appeals:

Use emotions to motivate people.

- Example 1: Share emotional videos or images showing marine animals harmed by plastic pollution to inspire people to refuse, reduce, reuse, and recycle plastics.
- Example 2: Sharing stories of local initiatives helping plastic pollution-affected individuals and communities to overcome their struggles with the plastic pollution crisis.

### Social Influences:

Show that everyone is doing it or approves of it, making people feel like they should do it too.

- Example 1: Developing community challenges where neighbourhoods compete to reduce their plastic waste the most.
- Example 2: Featuring local influencers in campaigns promoting reusable products.

### Material Incentives:

Use rewards or fines to make people more likely to act in certain ways.

- Example 1: Charging a fee for each plastic shopping bag given to customers at grocery stores.
- Example 2: Giving a discount on coffee when customers bring their own reusable cups.

### Choice Architecture:

Make the preferred choice the easiest one to choose without thinking too much.

- Example 1: In supermarkets, make reusable bags the default option at checkout points. Plastic bags need to be actively requested.
- Example 2: For online food delivery orders, no plastic cutlery is the default option. If cutlery is needed, the customer has to actively request it.

### Rules and Regulations:

Create rules that people and companies must follow, like laws or policies.

- Example 1: Banning single-use plastic items such as straws, utensils, and plates in restaurants, cafes, schools or offices.
- Example 2: Taxing single-use plastic products that fund plastic pollution reduction programmes.

Behaviour change strategies are indispensable tools in reducing plastic pollution and promoting healthier and more sustainable lifestyles. This makes them crucial not only for addressing immediate issues but also for driving long-term, sustainable changes across the globe.

A close-up photograph of a person's hand, palm up, holding a small pile of microplastic debris. The debris consists of tiny, translucent, and colorful fragments. The person is wearing a black beaded bracelet and a silver ring. In the background, another hand is visible, also wearing a bracelet. Below the hand is a white plastic bag, likely for collecting waste. The image is overlaid with a teal banner at the bottom containing the text 'Ready-to-Use Solutions' and a large white number '2' on a teal background.

Ready-to-Use Solutions

2



**R**eady-to-Use Solutions provide a comprehensive framework designed to simplify the development and implementation of effective campaigns, even with limited resources. These solutions are structured to guide you through the main steps of the process of implementation, ensuring that all critical elements are addressed. For implementation details and materials links to the initial organisation are provided. By offering clear, customisable templates and leveraging proven strategies, Ready-to-Use Solutions enable you to create impactful campaigns without the need for extensive expertise and help save on development costs. This approach ensures that high-quality, evidence-based interventions can be deployed quickly and effectively. These solutions are presented in a format similar to a business canvas, making them intuitive and practical for you.

Ready-to-Use Solutions consist of two main components: the **Campaign Design** and the **Plan of Actions**. Each component can be customised to ensure easy adaptation to local circumstances or cultural context: The structure follows the steps of the **Tailor-Made Solution** process in the following chapters of the toolbox, making it easy for you to find the right tools for customisation. All critical aspects of a successful campaign are addressed, from initial strategy to execution and evaluation.

The **Campaign Design** sheet integrates all the essential elements needed for a comprehensive campaign strategy. It includes:

- **Title:** The name of the campaign.
- **Problem:** A clear definition of the behaviour that needs to be changed.
- **Summary of the Programme:** An overview of the campaign's goals and objectives.
- **Target Groups and Their Environment:** Identification of the primary audience and an understanding of their context.
- **Further Stakeholders:** Other important parties involved or affected by the campaign.
- **Barriers:** Challenges and obstacles that may hinder behaviour change.
- **Behavioural Strategy:** Application of behavioural strategies to influence the target behaviour.
- **Target Behaviour:** The specific behaviour the campaign aims to promote.
- **Communication Platform:** Channels and methods for reaching the target group.
- **Indicators for Monitoring and Evaluation:** Metrics to assess the campaign's progress and effectiveness.



The **Plan of Actions** sheet is designed to guide the practical implementation of the campaign. It includes:

- **Timeframe and Team:** Key details about the timeframe, the team involved, and logistical considerations.
- **Logistics and Materials:** Resources required for the campaign.
- **Comprehensive Plan of Actions:** Detailed steps outlining who is responsible for each action and the expected outcomes or indicators of success.
- **Contact Information:** Details for further information or to request additional materials.

By following these structured Ready-to-Use Solutions, you can ensure that your campaigns are well-planned to achieve the desired behaviour change.

We want to encourage you to familiarise yourself in more depth with behaviour change design development and customise each section of the sheet. For example, if you are looking to understand barriers and motivations better, you can refer to the [4. Understanding the Target Group](#) chapter or if you want to adjust or refine the “Behavioural Strategy” field, you can find tools and information in [5. Designing Your Behaviour Change Campaign](#). These adjustments will enhance the effectiveness of your campaign.

We sincerely thank the organisations whose innovative programmes are the basis for the Ready-to-Use Solutions. Their dedication and impactful works have been essential in developing these comprehensive Ready-to-Use Solutions for behaviour change campaigns:

#### **Making Oceans Plastic Free<sup>1</sup> - Single-Use Plastic Free**

**Schools Program:** The programme trains teachers and educates school children about plastic pollution risks and offers alternatives to SUPs, leveraging early intervention for lasting impact.

#### **River Cleanup - Enhancing Waste Management - Empowering Communities for Effective Waste**

**Collection and Sorting:** The campaign focuses on reducing landfill waste by encouraging residents to adopt proper waste sorting habits. It provides functional bins, clear guidelines, and educational initiatives, supported by community leaders, to promote responsible waste management

#### **Diet Kantong Plastik - Less Plastic Waste in Traditional Markets:**

The Less Plastic Waste in Traditional Markets programme aims to reduce single-use plastic bag usage by fostering behavioural change among vendors and shoppers in traditional markets.

#### **ERIA-IGES / Center for Southeast Asian Studies (CSEAS) - Nudging Strategy to Reduce Single-Use Plastic Consumption:**

The programme aims to reduce single-use plastics, focusing on plastic cups and straws in university campus canteens. It promotes the use of reusable cups and the refusal of plastic straws through discounts, charges, and awareness campaigns.

#### **Common Seas - Empowering Mothers with Reusable Diapers:**

This programme introduces reusable diapers and educates low-income women along riverbanks about the environmental and health impacts of disposable diapers. It aims to reduce reliance on disposables by providing a cost-effective alternative.

<sup>1</sup> For full transparency please remember the authors of this toolbox are part of the Making Ocean Plastic Free team.

 Hyperlink is available by clicking the blue texts.



**i** Refer to [page 13](#) for guidance.

## Campaign Design

Example  
Form

<b>Title:</b> Single-Use-Plastic (SUP) Free Schools Program			
<b>Problem:</b> Use of single-use plastic by school children and their families.			
<b>Summary:</b> The programme aims to tackle the significant contribution of plastic habits to plastic pollution. By focusing on education, the programme seeks to empower school children with awareness, knowledge, and alternative behaviours to combat plastic pollution risks. The programme recognises school children as a key target group due to the potential for early intervention and more impactful results. Through the programme's interventions, lifelong positive impacts can be achieved. Additionally, the programme prioritises training teachers as facilitators as multipliers to amplify the programme's outcomes and ensure a sustainable impact even after the implementation phase.			
<b>Target Groups:</b> School children, teacher.	<b>Environment:</b> School.	<b>Stakeholders:</b> School principals, local government (office of education), parents.	<b>Barriers:</b> <ul style="list-style-type: none"> <li>• Convenience/practicability of single-use plastic.</li> <li>• Lack of alternatives to SUPs.</li> <li>• Lack of culture on using reusables.</li> </ul>
<b>Target Behaviour:</b> Refuse and reduce single-use plastic; Reusing alternatives to SUP items.		<b>Communication Platform:</b> <ul style="list-style-type: none"> <li>• Community (workshop, training, event, activity).</li> <li>• School/university (lesson, activities).</li> <li>• Product-Art (movie, song, novel, exhibition).</li> <li>• Personal display (leaflets, brochures, posters).</li> <li>• Personal communication (influencer, door-to-door, face-to-face).</li> </ul>	
<b>Behavioural Strategy:</b>  <b>Information, Emotional Appeals:</b> By showing and explaining marine life suffering due to plastic pollution during lessons, as well as the storytelling of the puppet theatre play. Both strategies were used in Song and Dance performance as well.  <b>Social Influence:</b> Learning new behaviour within a peer group brings in "Social Influences" by collectively promoting the social norm of the target behaviour.  <b>Choice Architecture:</b> Providing convenient alternatives to SUPs to use "Choice Architecture" as a powerful strategy to achieve our target behaviour. Teacher training advertised by Dinas Pendidikan (Local Education Department).  <b>Material Incentives:</b> Teacher training is certified and supports the career (promotion) of the teachers.		<b>Indicators for Monitoring and Evaluation:</b> <ul style="list-style-type: none"> <li>• Amount of single-use plastic used (plastic diary), aiming for a 40% reduction rate.</li> <li>• Increase of knowledge on plastic pollution risks (quiz, survey), aiming for a 25% increase.</li> <li>• Increase of knowledge on how to reduce the use of single-use plastics / reduce plastic pollution (quiz, survey), aiming for a 25% increment.</li> <li>• Increased use of alternatives more than once a week (quiz, survey), aiming for a 25% increase.</li> <li>• Successful training participation by teachers.</li> <li>• MoU with stakeholders.</li> </ul>	

**i** Refer to [page 14](#) for guidance.

## Plan of Actions

Example  
Form

<b>Title:</b> Single-Use-Plastic (SUP) Free Schools Program		<b>Contact:</b> Making Oceans Plastic Free <a href="mailto:education@makingoceansplasticfree.org">education@makingoceansplasticfree.org</a>	
<b>Target Behaviour:</b> Refuse, Reduce single-use plastic; Reusing alternatives to SUP items.			
<b>Timeframe:</b> 9 months.	<b>Team:</b> <ul style="list-style-type: none"> <li>Project Manager – Supervises the project and all staff, leads overall project planning, monitoring, evaluating, reporting, and dissemination of the project (part-time).</li> <li>Educational Trainer.</li> <li>Assistant.</li> <li>Trained Teachers.</li> </ul>		<b>Logistics and Materials:</b> <ul style="list-style-type: none"> <li>MoU with local government.</li> <li><a href="#">Teacher Training materials.</a></li> <li><a href="#">Handbook.</a></li> <li>Single-use plastic alternatives for participants.</li> </ul>
Phase (month)	What to do	Staff or Stakeholder	Expectation/ Outcome
Phase 1 (3 months): Set-up, Stakeholder Engagement, Procurement of Materials			
1.1 (1 month)	Get familiar with the project design and adjust/customise if needed.	Project Manager, Educational Trainer.	
1.2 (1-3 month)	Stakeholder consultation, reach out to the local government (education office) to get official recognition and support for teacher training (e.g. credit points) and identification of participating schools and teachers.	Project Manager, Educational Trainer.	<ul style="list-style-type: none"> <li>MoU with local authorities.</li> <li>Incentives for teachers.</li> <li>Participating schools and teachers.</li> </ul>
1.3 (2-3 months)	Procurement of educational materials: Comics for the students, handbooks for the teachers (18 lessons), handbooks for the teacher training.	Project Manager.	<ul style="list-style-type: none"> <li>Number of participants tasini comic.</li> <li>Number of teacher programme handbooks.</li> <li>Handbook teacher training.</li> </ul>
1.4 (2-3 months)	Procurement of Single-Use Plastic Alternative (SUPA) set: Each participant gets a bag and a tumbler with characters from the educational comic to enhance the key messages. And a water filter per class.	Project Manager.	<ul style="list-style-type: none"> <li>Number of participants reusable bags.</li> <li>Number of participants bottle/tumbler.</li> <li>Number of class water filters.</li> </ul>

Phase 2 (1 month, best: end of summer holidays): Stakeholder Engagement, Recruitment, and Training			
2.1 (3–4 months)	Recruitment and training of teachers. Training for teachers can be held in participating schools. Training by the Educational Trainer, 4 days (two weekends, best at the end of the summer holidays). A simulation of the 18 lessons to be held by the teachers in their class. Consider catering and travel costs as compensation for teachers.	Project Manager, Educational Trainer, Assistant, Teachers.	<ul style="list-style-type: none"> <li>• Number of teachers recruited.</li> <li>• Location and logistics for training.</li> <li>• Training.</li> </ul>
Phase 3 (4 months, best: beginning with new school year): Implementation in Schools			
3.1 (4–8 months)	Implementation by teachers of SUP Free Education activities (18 lessons) with school children.	Teacher.	<ul style="list-style-type: none"> <li>• Every class did all activities.</li> </ul>
3.2 (4–8 months)	Ongoing supervision of teachers through WhatsApp (or similar) group chat and optional visits to schools.	Educational Trainer.	<ul style="list-style-type: none"> <li>• Chat group, weekly feedback.</li> </ul>
Phase 4 (before and at the end of implementation, one month after implementation finished): Monitoring & Evaluation (Impact)			
4.1 (4 months)	Baseline data raised by the teacher: Survey on knowledge and awareness level of students (quiz) and weekly plastic consumption (plastic diary) before implementation starts.	Teacher (Educational Trainer).	<ul style="list-style-type: none"> <li>• Baseline data.</li> </ul>
4.2 (8 months)	Endline data raised by a teacher: The same surveys after the educational activities were implemented.	Teacher (Educational Trainer).	<ul style="list-style-type: none"> <li>• Endline data.</li> </ul>
4.3 (9 months)	Analysis and evaluation of survey data.	Project Manager.	<ul style="list-style-type: none"> <li>• Impact data.</li> </ul>

**i** Refer to [page 13](#) for guidance.

## Example Form

# Campaign Design

**Title:** Enhancing Waste Management – Empowering Communities for Effective Waste Collection and Sorting

**Problem:** Organic waste going to landfills due to bad waste disposal habits.

**Summary:** The campaign tackles the issue of unsorted waste directly brought to landfills, needlessly increasing waste volumes. They want to increase citizen participation in waste management by stimulating good sorting habits. By promoting citizen involvement, residents are provided with functional bins and clear guidelines for separating organic waste. Sorted waste collection occurs three times a week, supported by educational initiatives to enhance residents' waste sorting knowledge. Influential community leaders emphasise the importance of responsible waste management. These comprehensive measures have significantly improved pre-sorted waste collection. The initiative not only enhances waste management and reduces landfill waste but also fosters a circular economy within the community.

**Target Groups:**

Households.

**Environment:**

Household.

**Stakeholders:**

Local government, village authorities, waste management.

**Barriers:**

- Lack of knowledge of how to sort waste.
- No proper infrastructure for sorting.
- Lack of benefits of sorting waste.

**Target Behaviour:**

Segregating Waste (organic/non-organic).

**Communication Platform:**

- Community (workshop, training, event, activity).
- Product.
- Personal display (leaflets, brochures, posters).
- Public display (banner, sticker, poster).
- Personal communication (influencer, door-to-door, face-to-face).

**Behavioural Strategy:**

**Choice architecture:** Readability and presence of sorting signs on the bins and in the community, special stickers for the bins, and a banner for the streets, providing trustworthy and consistent waste pickup and an organic composter for the village are helping to determine and to remind the people to segregate waste.

**Information:** By delivering education on how to create a good sorting habit in a simple interpersonal way.

**Social influence:** By showing their success stories, other villages are expected to follow. The information about the programme is delivered by the community members. Once the project was started, people who were not part of the experiment groups also started asking how to become part of the movement.

**Indicators for Monitoring and Evaluation:**

- Amount of total separated waste, target 30%.
- Reduction rate of waste going to landfill.
- Successful training of change-maker teams.
- Communal composters are used.

**i** Refer to [page 14](#) for guidance.

## Plan of Actions

Example  
Form

<b>Title:</b> Enhancing Waste Management – Empowering Communities for Effective Waste Collection and Sorting		<b>Contact:</b> River Cleanup <a href="mailto:egar@river-cleanup.org">egar@river-cleanup.org</a>	
<b>Target Behaviour:</b> Segregating Waste (organic / non-organic).			
<b>Timeframe:</b> 4 ½ months, ongoing.	<b>Team:</b> <ul style="list-style-type: none"> <li>• Project Manager – Supervises the project and all staff, leads overall project planning, monitoring, evaluating, reporting, and dissemination of the project.</li> <li>• Community Manager.</li> <li>• 2 Waste Collectors.</li> </ul>	<b>Logistics and Materials:</b> <ul style="list-style-type: none"> <li>• Bins.</li> <li>• Readable information sticker.</li> <li>• Information materials.</li> <li>• Communal composter.</li> </ul>	
Phase (month)	What to do	Staff or Stakeholder	Expectation/ Outcome
Phase 1 (1 month): Set-up, Stakeholder Engagement			
1.1	Study the design of the model to be implemented.	Project Manager.	<ul style="list-style-type: none"> <li>• Understanding the programme design.</li> </ul>
1.2	Approach social influencers (kampung leaders) and the local community targeted for the project through observation.	Project Manager.	<ul style="list-style-type: none"> <li>• Overview of stakeholders.</li> </ul>
1.3	Conduct interviews and focus group discussions (FGD) with village leaders and residents from two different villages: one that has successfully implemented good sorting habits (if available) and one that has not.	Project Manager.	<ul style="list-style-type: none"> <li>• Number of FGD.</li> <li>• Analysis of FGDs.</li> </ul>
1.4	Brainstorm with social influencers (kampung leaders) to develop the communication strategy that will be used during the programme implementation.	Project Manager.	<ul style="list-style-type: none"> <li>• Communication strategy.</li> </ul>
1.5	Meet with local religious leaders to communicate and initiate FGD efforts with residents, starting from places of worship (mosque).	Project Manager.	<ul style="list-style-type: none"> <li>• Stakeholder Meetings.</li> </ul>
Phase 2 (1 month): Procurement of Materials and Training			
2.1	Procure sorting bins and their visual graphics.	Project Manager.	<ul style="list-style-type: none"> <li>• Bins with visual branding and key messages of the campaign.</li> </ul>
2.2	Create a communal composter.	Project Manager + Local Social Influencer.	<ul style="list-style-type: none"> <li>• Poster with visual branding and key messages.</li> </ul>
2.3	Construct a shelter for non-organic waste collection.	Project Manager + Local Social Influencer.	<ul style="list-style-type: none"> <li>• Shelter.</li> </ul>

2.4	Provide training to resident groups and simulate door-to-door waste collection.	Project Manager + Local Social Influencer.	<ul style="list-style-type: none"> <li>• Number of participants in training.</li> <li>• Waste collection understood by the target group.</li> </ul>
2.5	Conduct training on organic waste management using the communal composter.	Project Manager + Local Social Influencer.	<ul style="list-style-type: none"> <li>• Number of participants.</li> <li>• Communal composter understood.</li> </ul>
Phase 3 (0.5 month): Implementation at Targeted Kampung			
3.1	Start door-to-door collection.	Project Manager, Transformation Team + Local Social Influencer.	<ul style="list-style-type: none"> <li>• Collection running.</li> </ul>
3.2	Monitor the applied methods.	Project Manager.	<ul style="list-style-type: none"> <li>• Observation.</li> </ul>
3.3	Oversee waste management at the organic centre.	Project Manager, Transformation Team.	<ul style="list-style-type: none"> <li>• Measure the amount of organic waste and quality of separation.</li> </ul>
3.4	Get an official endorsement letter from the village authorities supporting the formation of the transformation group in the targeted village.	Project Manager, Local Social Influencer.	<ul style="list-style-type: none"> <li>• Endorsement letter.</li> </ul>
Phase 4 (1 month): Monitoring & Evaluation (Impact) – Before Implementation and After Implementation			
4.1	Collect waste data and analyse the project's success by comparing waste volumes before and after implementation.	Project Manager, Local Social Influencer.	<ul style="list-style-type: none"> <li>• Baseline data.</li> <li>• Endline data.</li> </ul>
4.2	Gather feedback from the driving groups on issues and solutions encountered during the pilot project.	Project Manager, Local Social Influencer.	<ul style="list-style-type: none"> <li>• Stakeholder feedback report.</li> </ul>



**i** Refer to [page 13](#) for guidance.

## Campaign Design

Example  
Form

**Title:** Less Plastic Waste in Traditional Markets

**Problem:** Heavy use of plastic bags in traditional markets.

**Summary:** The "Less Plastic Waste in Traditional Markets" programme is aimed at reducing the use of single-use plastic bags in traditional markets. The programme's objectives are to: (i) achieve behavioural change evidenced by less single-use plastic by being offered by market vendors and ultimately followed by market-goers, and (ii) achieve awareness and collective action built by vendors and consumers to manifest an environmentally friendly lifestyle. The programme has several key activities. Visual communication materials are disseminated widely throughout the markets, serving as constant reminders for shoppers to bring their reusable bags; conducting the "Plastic Robbery" programme as an educational effort to reduce single-use plastic, and providing free recycled bags in traditional markets.

### Target Groups:

Market vendors, consumers.

### Stakeholders:

Local government, plastic traders, market authorities (local environmental agency, local market management, informal authorities).

### Barriers:

- Convenience/practicality of plastic bags.
- Goods are handed over in a plastic bag without questioning.
- No alternative (reusable bags) available/at hand.
- No regulations in place.

### Environment:

Traditional market.

### Target Behaviour:

Reducing the use of plastic bags, using reusable bags.

### Communication Platform:

- Community (workshop, training, event, activity).
- Product (reusable cups by coffee shops).
- Personal display (leaflets, brochures, posters).
- Public display (banner, sticker, poster).
- Personal communication (influencer, door-to-door, face-to-face).
- Social media/online.
- Traditional media (television, radio, newspaper).

### Behavioural Strategy:

**Material Incentives:** The exchange of plastic bags with reusable bags serves as a material incentive that encourages individuals to adopt sustainable behaviour. By providing an alternative and more environmentally friendly option, this incentive promotes the reduction of plastic waste and supports the use of reusable alternatives.

**Choice architecture:** Standard Operating Procedures (SOP) for vendors and training on plastic-free transaction procedures between traders and consumers contribute to choice architecture. They provide clear guidelines and empower stakeholders to make sustainable choices, facilitating the transition towards plastic-free transactions.

**Rules, Regulations:** Assistance in developing policy recommendations aims to enforce rules and regulations that target traditional markets, promoting their transition towards being free from single-use plastics. This strategy of rules and regulations helps create a framework for sustainable practices and reduces plastic pollution.

**Social Influences:** Social influence is harnessed through people visibly displaying reusable bags, reinforcing positive behaviour. Social media acts as a platform for publicising and promoting individuals engaged in sustainable practices. Organised community exchanges encourage the spread of eco-friendly behaviours, creating a culture of environmental consciousness.

**Information:** Informing about the problem and solution on multiple platforms is raising awareness and providing knowledge to a wider audience.

### Indicators for Monitoring and Evaluation:

- Reduction of single-use plastics provided by traditional market vendors to their customers.
- Awareness and collective action built by vendors, consumers, and government authorities to manifest an environmentally friendly lifestyle.
- Policies.
- Increased media exposure and public awareness.

**i** Refer to [page 14](#) for guidance.

## Plan of Actions

Example Form

<b>Title:</b> Less Plastic Waste in Traditional Markets		<b>Contact:</b> Gerakan Indonesia Diet Kantong Plastik (GIDKP) <a href="mailto:ayo@dietkantongplastik.info">ayo@dietkantongplastik.info</a>	
<b>Target Behaviour:</b> Reducing the use of plastic bags, using reusable bags.			
<b>Timeframe:</b> 7 months.	<b>Logistics and Materials:</b> <ul style="list-style-type: none"> <li>Informational brochures and flyers: printed materials that explain the environmental impact of single-use plastics, the goals of the campaign, and how consumers/vendors can participate.</li> <li>Posters and banners: visual aids to be placed around the market.</li> <li>Content for communication media campaign.</li> <li>Reusable bags, best with branding/campaign communication.</li> </ul>		
<b>Team:</b> <ul style="list-style-type: none"> <li>Project Officer.</li> <li>Surveyors.</li> </ul>			
Phase (month)	What to do	Staff or Stakeholder	Expectation/ Outcome
Phase 1 (1 month): Kick-off Meeting with Stakeholders			
1.1	Coordination meeting with stakeholders by introducing the programme's activities and timeline.	Project Officer, Local Environmental Agency, Local Market Management.	• Stakeholder onboarding.
Phase 2 (1 month): Preparation for Initial Stage			
2.1	Kick-off programme of "Less Plastic Waste in Traditional Markets".	Project Officer, Local Environmental Agency, Local Market Management.	• Kick-off event.
2.2	Baseline Research (before implementation): Survey on information about general plastic consumption in the market, operational costs from traders by providing plastic bags/packaging for free, and the possibility of alternative packaging providers in the market.	Project Officer, Surveyors, Local Market Management.	<ul style="list-style-type: none"> <li>Develop research tools.</li> <li>Collecting data.</li> <li>Filtering data.</li> <li>Analyse data.</li> </ul>
Phase 3 (2 months): Community Outreach			
3.1	Focus Group Discussion with traders, group of consumers, and group of alternative packaging providers.	Project Officer, Local Market Management.	• Insight through FGDs.
3.2	Develop/adjust the module and action plan to reduce plastic consumption for the traditional market.	Project Officer, Local Market Management.	• Action plan.
3.3	Production and installation of communication material inside and surrounding the market.	Project Officer, Local Market Management.	• Communication material.
Phase 4 (1 month): Campaign Activation			
4.1	Training workshop for vendors to implement the developed module.	Project Officer, Local Market Management, Traders, Consumers.	<ul style="list-style-type: none"> <li>Number of participants.</li> <li>Module understood.</li> </ul>

4.2	<p>Activation:</p> <ul style="list-style-type: none"> <li>• Information dissemination to the public regarding the campaign in the market.</li> <li>• Public competition: Plastic Free Shop and Cook at the Market.</li> </ul>	Project Officer, Local Market Management, Traders, Consumers.	<ul style="list-style-type: none"> <li>• Outreach.</li> <li>• Engagement.</li> </ul>
4.3	<p>Monitoring and evaluation survey within the midterm of the programme: to show the response and perception about the programme after the discussion and communication material are implemented.</p> <ul style="list-style-type: none"> <li>• Collecting data.</li> <li>• Filtering data.</li> <li>• Analyse data.</li> </ul>	Project Officer, Surveyors, Local Market Management.	<ul style="list-style-type: none"> <li>• Progress report.</li> </ul>
4.4	Upgrading communication material in the market area (if it is broken or lost).	Project Officer, Local Market Management.	<ul style="list-style-type: none"> <li>• Maintenance.</li> </ul>
Phase 5 (1 month): Final Monitoring and Evaluation Survey			
5.1	Monitoring and evaluation survey at the end of programme implementation to show the impact (waste reduction, behaviour change, etc.) compared to before implementation.	Project Officer, Surveyors, Local Market Management.	<ul style="list-style-type: none"> <li>• Endline data.</li> <li>• Final Report.</li> </ul>

**i** Refer to [page 13](#) for guidance.

## Campaign Design

Example  
Form

**Title:** Nudging Strategy to Reduce Single-Use Plastic Consumption

**Problem:** Usage of plastic straws and single-use plastic cups.

**Summary:** This programme aims at reducing single-use plastics, specifically targeting plastic cups and straws, across diverse canteen types on university or school campuses with a central area with various food vendors, nudging the use of reusable plates and cups and reduction of plastic straws. The applied strategy is to ask for extra charges when a single-use plastic item (cup, straw, plate) is used to incentivise not using straws or bringing your reusable tumbler or cup. Single-use items were kept out of sight. To enhance the programme's effectiveness, employ emotional appeals and host public events to raise awareness about the environmental impact of single-use plastics.

**Target Groups:**

Students, vendors, cafe owner.

**Environment:**

University, food court or canteens on campus.

**Stakeholders:**

Canteens, food vendors, students, university/school canteen, waste management.

**Barriers:**

- Convenience/practicality of single-use plastics (even though good knowledge about problems related to disposable plastics).
- No supporting infrastructure on campus.
- No regulations on campus.

**Target Behaviour:**

Refusing plastic straws and using your tumbler instead of a plastic cup.

**Communication Platform:**

- Community (workshop, training, event, activity).
- Product (reusable cups by coffee shops).
- Personal display (leaflets, brochures, posters).
- Public display (banner, sticker, poster).
- Personal communication (influencer, door-to-door, face-to-face).
- Social media/online.

**Behavioural Strategy:**

**Choice Architecture:** Straws on-demand only, by removing single-use plastic straws from the front display, customers need to request them actively.

**Information/Emotional appeals:**

- The initiative includes emotional appeals and public events to raise awareness. Vendors display stickers with messages like "Juicenya Asik, Sedotannya Toxic" (Juice is cool, but the straw is toxic) and place them on canteen tables.
- Shop sellers wear aprons with emotional messages and place posters near the cashier.
- The "FANTASTIC" plastic-free campaign features events like customer pledges, a movie screening and discussion with environmental groups/NGOs and Carbon Ethics, a recycling centre workshop, and talk shows with plastic reduction and sustainable lifestyle experts. The project team shares content on the official Instagram account of the Student Executive Board.

**Material Incentives:** A discount of 10% for customers bringing their tumblers and a charge of IDR 2,000 is imposed for straws.

**Indicators for Monitoring and Evaluation:**

- Weekly monitoring of straw and plastic cups.
- Comparison of Monday's prepared straws with those remaining on Friday.
- Sales data (amount of given discounts).
- Key metrics include the number and percentage of plastic straws and cups used before and after the intervention, the cost of buying plastic straws before and after the intervention, the number of customers choosing to use their tumblers at the coffee shop before and after the intervention, and the number of customers opting for reusable cups at the coffee shop before and after the intervention.
- Survey on the knowledge, attitudes, and practices on single-use plastics consumption.

**i** Refer to [page 14](#) for guidance.

## Plan of Actions

Example  
Form

<b>Title:</b> Nudging Strategy to Reduce Single-Use Plastic Consumption		<b>Contact:</b> ERIA-IGES / Center for Southeast Asian Studies (CSEAS) <a href="mailto:watabe@iges.or.jp">watabe@iges.or.jp</a>	
<b>Target Behaviour:</b> Refusing plastic straws and using your own tumbler instead of a plastic cup.			
<b>Timeframe:</b> 7 months.	<b>Logistics and Materials:</b> <ul style="list-style-type: none"> <li>• Informational Brochures and Flyers: Printed materials that explain the environmental impact of single-use plastics, the goals of the campaign, and how individuals can participate.</li> <li>• Posters and Banners: Visual aids to be placed around the campus, particularly in high-traffic areas and near food vendors, highlighting key messages and promoting the campaign.</li> <li>• Digital Content: Posts, videos, and infographics for social media platforms, including the official Instagram account of the Student Executive Board, to reach a wider audience and engage students online.</li> <li>• Optional: Reusable Tumblers and Cups: Distribution of branded reusable tumblers or cups to students, possibly as part of welcome packages for freshmen or as rewards for participating in campaign activities.</li> <li>• Stickers and Decals: Engaging and catchy stickers with messages like "Juicenya Asik, Sedotannya Toxic" to be placed on tables, counters, and reusable items to reinforce the campaign's message.</li> </ul>		
<b>Team:</b>			
<ul style="list-style-type: none"> <li>• Project Team.</li> <li>• Partner Team (Lecturers and Students).</li> </ul>			
Phase (month)	What to do	Staff or Stakeholder	Expectation/ Outcome
Phase 1 (0,5 month): Stakeholder Engagement, Focus Group Discussion			
1.1	Form a team as a partner at the project implementation location containing lecturers and students at the university.	Project Leader and Team Members (Project Team).	<ul style="list-style-type: none"> <li>• Team of lecturers and students.</li> </ul>
1.2	Identify stakeholders who will be involved in the project: e.g. lecturers, students, beverage sellers in traditional canteens, and employees in modern coffee shops.	Project Team and Partner Team (Lecturers and Students).	<ul style="list-style-type: none"> <li>• Contact list of stakeholders.</li> </ul>
1.3	Enhance knowledge of the project design for the partner team and adjust/customise if needed.	Project Team and Partner Team.	<ul style="list-style-type: none"> <li>• Workshop/ training with a partner team.</li> </ul>
1.4	Conduct focus group discussions (FGD) with the partner team and sellers in traditional canteens: Discuss the implementation of the project and encourage the new regulation that sellers are not allowed to provide plastic straws to consumers unless requested, but an additional fee of IDR 2000 will be charged.	Project Team and Partner Team.	<ul style="list-style-type: none"> <li>• Number of FGD.</li> <li>• Number of agreement of sellers.</li> </ul>
1.5	Conduct focus group discussion (FGD) with the partner team and employees at modern coffee shops: Discuss the implementation of the project and encourage the employees to ask consumers to buy using their own tumblers and inform them that there is a 10% discount for consumers who buy drinks using their own tumblers.	Project Team and Partner Team.	<ul style="list-style-type: none"> <li>• Number of FGD.</li> <li>• Number of agreement of sellers.</li> </ul>
Phase 2 (1 month): Collecting Baseline Data on Straw and Cup Consumption			
2.1	Collect baseline data before project implementation by the partner team: Average number of plastic straws and plastic cups used in a month before the intervention.	Partner Team.	<ul style="list-style-type: none"> <li>• Number of plastic straws.</li> <li>• Number of plastic cups.</li> </ul>

Phase 3 (0,5 month): Conducting a Knowledge, Attitudes, Practices (KAP) Survey			
3.1	Design the survey questionnaire on consumers' knowledge, attitudes, and practices of single-use plastic consumption.	Project Team.	• Survey.
3.2	Recruit volunteers from students to assist with data collection as enumerators.	Project Team.	• List of recruited students.
3.3	Conduct a briefing for the enumerators before collecting data.	Project Team.	• Feedback that the task is understood.
3.4	Analyse survey results and write a survey report to see consumer knowledge, attitudes, and practices related to single-use plastic consumption.	Project Team.	• Survey report.
Phase 4 (1 month): Seminar and Kick-off Project Meeting			
4.1	Organise seminars to raise awareness of plastic issues before the start of the project: Invite government speakers such as the Ministry of Environment and Forestry, as well as experts in the environmental field.	Project Team, Partner Team, Experts on Environmental Issues.	• Number of participants. • Number of list of speakers.
4.2	The seminar is followed by a kick-off meeting to mark the beginning of the project implementation: A symbolic handover of tumblers and aprons containing persuasive messages to the traditional canteen and modern coffee shop representatives.	Project Team and Partner Team.	• Number of participants. • Number of fotos of handover.
Phase 5 (4 months): Implementation in the University			
5.1	Project implementation with all consumers in traditional canteens and modern coffee shops at the university.	Consumers, Sellers at the Canteen, Employees at the Coffee Shop.	• Number of participating canteens. • Number of participating coffee shops.
5.2	Ongoing supervision of the project team through WhatsApp (or similar) group chat and monthly visits to the traditional canteen and modern coffee shop.	Project Team.	• Chat group, monthly feedback.
5.3	Installation of 2 banners in the traditional canteen and 1 roll banner in front of the modern coffee shop related to the encouragement for plastic reduction and awareness of the project.	Project Team.	• Banner.



Phase 6 (2 months): Conducting Plastic-free Events			
6.1	Launch FANTASTIK (Fun without Plastic) campaign, e.g. by pledging stamps on tree paintings.	Partner Team.	<ul style="list-style-type: none"> <li>• Campaign design.</li> </ul>
6.2	Offline campaigns at the university: Movie screening and discussion with Environmental NGOs (Greenpeace and Carbon Ethics). Workshop with Recycling Business on transforming plastic. Workshop and training with a Recycling Centre on upgrading single-use plastics. Talk show on reducing single-use plastic and sustainable lifestyle with expertise.	Partner Team, NGOs, Trainers, Recycling Industry, and Expertise on the Environmental Issues.	<ul style="list-style-type: none"> <li>• Number of participants.</li> <li>• Number of positive feedback on events.</li> </ul>
6.3	Online campaigns: Creating content on single-use plastic reduction and uploading it to the official Instagram account, eg. of the Student Executive Board.	Partner Team.	<ul style="list-style-type: none"> <li>• Outreach.</li> <li>• Number of posts</li> <li>• Interaction.</li> </ul>
Phase 7 (4 months): Monitoring and Collecting Data During the Implementation of the Project			
7.1	Weekly monitoring by partner team in the university: Advise and educate those who still use plastic straws in the traditional canteen.	Partner Team.	<ul style="list-style-type: none"> <li>• Weekly progress reports.</li> </ul>
7.2	Collecting weekly data on the plastic straws for the implementation in the traditional canteen.	Partner Team.	<ul style="list-style-type: none"> <li>• Number of plastic straws used.</li> </ul>
7.3	Collecting weekly data on the plastic cups for implementation in the modern coffee shop.	Partner Team.	<ul style="list-style-type: none"> <li>• Number of plastic cups prevented.</li> </ul>
7.4	Observing the consumer's behaviour and doing simple interviews with consumers on the project implementation.	Partner Team.	<ul style="list-style-type: none"> <li>• Observation reports.</li> </ul>
Phase 8 (1 month): Reporting and Evaluation			
8.1	Creating weekly data reports of plastic straws in the traditional canteen: By partner team in the university.	Partner Team.	<ul style="list-style-type: none"> <li>• Number of plastic straws prevented.</li> </ul>
8.2	Creating weekly data reports of plastic cups in the modern coffee shop: By partner team in the university.	Partner Team.	<ul style="list-style-type: none"> <li>• Number of plastic cups prevented.</li> </ul>
8.3	Develop a narrative report for each activity during project implementation: By partner team in the university.	Partner Team.	<ul style="list-style-type: none"> <li>• Narrative report.</li> </ul>
8.4	Analyse and compile all data on plastic straws and plastic cups: before and after project implementation.	Partner Team.	<ul style="list-style-type: none"> <li>• Endline data.</li> </ul>

**i** Refer to [page 13](#) for guidance.

## Campaign Design

Example  
Form

**Title:** Empowering Mothers with Reusable Diapers

**Problem:** Single Use Diaper Waste Being Thrown into the River.

**Summary:** This initiative targets low-income women, the primary users of disposable diapers along riverbanks to reduce the amount of disposable diapers thrown into rivers. To tackle this issue, reusable diapers have been introduced to educate these mothers about the environmental and health risks associated with disposable diapers, while providing a cost-effective alternative. Reusable diapers not only save money and reduce diaper rash but also aim to decrease the reliance on disposables and alter waste disposal practices. The objective is for these mothers to advocate for reusable diapers among their peers, benefit from incentives linked to diaper sales, and continue using and purchasing reusable diapers themselves.

**Target Groups:**

Households, midwives, mothers.

**Environment:**

Household, health centre.

**Stakeholders:**

Local government, health care professionals.

**Barriers:**

- Lack of knowledge about reusable diapers.
- Inconvenience to clean reusable diapers.
- High investment and cleaning costs of reusable diapers.
- Worries about health problems when using reusable diapers.

**Target Behaviour:**

People who live in close proximity to rivers are cutting back on the number of disposable diapers they use and are stopping the practice of disposing of their waste in waterways.

**Communication Platform:**

- Community (workshop, training, event, activity).
- Product (reusable diapers).
- Public display (banner, sticker, poster).
- Personal communication (influencer, door-to-door, face-to-face).
- Social media/online.

**Behavioural Strategy:**

**Material Incentives/Information:** Providing free sample reusable diapers and offering discount vouchers based on calculations of potential savings when using exclusively reusable diapers versus a combination of reusable and single-use options. The aim extends beyond economic benefits; seeking to support mothers by enhancing the product materials to address washing concerns and ensure greater convenience and comfort in usage.

**Information / Emotional Appeals:** Integration of emotional appeal alongside factual information as a key strategy in educational approach. Discussion of the environmental impact of single-use diapers, and how this can affect human health, particularly for babies. In addition to developing educational brochures and videos, talk shows with doctors were hosted to raise awareness about diaper rash and usage duration, aiming to educate more about the benefits of reusable diapers.

**Social Influence:** Incorporation of social influence by featuring testimonials from mothers who have used reusable diapers, showcasing them in short promotional videos.

**Indicators for Monitoring and Evaluation:**

- Post-Test Questionnaires for Beneficiaries to evaluate the impact of the reusable diaper initiative. These questionnaires assess changes in knowledge, attitudes, and diaper usage practices, as well as gather feedback on the education sessions and satisfaction with reusable diapers.
- Surveys – Impact Assessment for Promoters: Conduct surveys with health workers and community leaders involved in the programme to evaluate their experiences and perspectives.
- Monitoring the Usage of Reusable Diapers: Regularly monitor how beneficiaries use the reusable diapers to ensure sustained impact. This includes check-ins and follow-up visits to observe adoption and proper use, addressing any issues like maintenance and hygiene practices.

**i** Refer to [page 14](#) for guidance.

## Plan of Actions

Example  
Form

<b>Title:</b> Empowering Mothers with Reusable Diapers		<b>Contact:</b> Common Seas <a href="mailto:celia@commonseas.com">celia@commonseas.com</a>	
<b>Target Behaviour:</b> People who live in close proximity to rivers are cutting back on the number of disposable diapers they use and are stopping the practice of disposing of their waste in waterways.			
<b>Timeframe:</b> 7 ½ months.	<b>Logistics and Materials:</b> <ul style="list-style-type: none"> <li>• Training materials: manuals, presentations, handouts on project objectives, methodologies, and outcomes.</li> <li>• Venue: location for training sessions.</li> <li>• Reusable diapers for distribution.</li> <li>• Educational materials: brochures, and instructional videos on reusable diaper benefits and usage.</li> <li>• Communication tools: social media content, newspaper articles, posters, and partnership agreements with media outlets.</li> </ul>		
<b>Team:</b> <ul style="list-style-type: none"> <li>• Project Manager.</li> <li>• Field Staff.</li> <li>• Director.</li> <li>• M&amp;E Specialist.</li> <li>• Business Development Manager.</li> </ul>			
Phase (month)	What to do	Staff or Stakeholder	Expectation/ Outcome
Phase 1 (0,5 month): Teambuilding, Preparations			
1.1	Team building: The Project Manager and Field Staff will participate in comprehensive training sessions that encompass the project's objectives, methodologies, and anticipated outcomes. Prior to implementation, the Director will offer oversight and mentorship to ensure that all team members are thoroughly prepared and aligned with the project's goals.	Project Manager, Field Staff, Director.	• Motivated and prepared team.
Phase 2 (1 month): Beneficiaries and Stakeholders Identification			
2.1	Categorise Babies by Age for reusable diaper distribution: To effectively distribute reusable diapers, it's important to categorise babies by age. Infants and toddlers have different diaper needs, so identifying these age groups helps target those who would benefit most.	Project Manager, Field Staff, Director.	• Age groups of babies.
2.2	Understand Disposable Diaper Usage Patterns: Analysing how families currently use disposable diapers is essential. This involves collecting data on usage frequency, duration of wear, and disposal methods. Such insights reveal the environmental impact and the benefits of switching to reusable diapers. It also helps identify challenges and habits to address in educational sessions.	Project Manager, Field Staff, Director.	• Observations, formal/informal interviews.
2.3	Collaborate with Public Health Services for Data Collection: Partnering with local health services like health centres and maternity hospitals is crucial for data collection. These institutions are trusted by the community and can provide accurate information on beneficiaries' health status, diaper needs, and demographics. Collaboration with health workers aids in efficient data gathering, smooth distribution, and effective educational initiatives.	Project Manager, Field Staff, Director.	• Meetings and endorsement (written or verbal).

Phase 3 (2 months): Product Introduction and Community Education			
3.1	Selection of Area, Reusable Diaper Distribution, and Pre-Test: Identify specific regions for implementing the programme, distribute reusable diapers to chosen beneficiaries, and conduct a pre-test. This pre-test assesses the community's initial conditions, disposable diaper usage patterns, and readiness to switch to reusable alternatives.	Director, Business Development Manager, and Project Manager.	<ul style="list-style-type: none"> <li>Regions for implementation.</li> <li>Pre-test (baseline).</li> <li>Distribution of reusable diapers.</li> </ul>
3.2	Education Event for Beneficiaries: Organise educational sessions for recipients on the benefits of reusable diapers. These events will discuss the environmental impact of disposable diapers, proper usage and care of reusable diapers, and health benefits for babies, aiming to encourage the transition to reusable diapers.	Director, Business Development Manager, and Project Manager.	<ul style="list-style-type: none"> <li>Number of participants.</li> <li>Benefits are clear to target group and they are motivated to use reusable diapers.</li> </ul>
3.3	Programme Communication Media: Promote the programme through various communication channels, including newspapers, social media, and partnerships with media outlets for broad coverage. Highlight the programme's goals and achievements, and acknowledge partner companies of reusable diapers producers. Rewards (eg. Eco-Kit) for their support and contributions.	Director, Business Development Manager, and Project Manager.	<ul style="list-style-type: none"> <li>Outreach: number of articles of posts featuring the campaign.</li> </ul>
Phase 4 (2 months): Monitoring and Impact Assessment			
4.1	Post-Test Questionnaires for Beneficiaries – Impact Assessment: Administer post-programme questionnaires to beneficiaries to evaluate the impact of the reusable diaper initiative. These questionnaires assess changes in knowledge, attitudes, and diaper usage practices, as well as gather feedback on the education sessions and satisfaction with reusable diapers.	M&E Specialist and Business Development Manager.	<ul style="list-style-type: none"> <li>Endline data (questionnaires).</li> </ul>
4.2	Surveys – Impact Assessment for Promoters: Conduct surveys with health workers and community leaders involved in the programme to evaluate their experiences and perspectives.	M&E Specialist and Business Development Manager.	<ul style="list-style-type: none"> <li>Endline data (surveys).</li> </ul>
4.3	Monitoring the Usage of Reusable Diapers: Regularly monitor how beneficiaries use the reusable diapers to ensure sustained impact. This includes check-ins and follow-up visits to observe adoption and proper use, addressing any issues like maintenance and hygiene practices. Ongoing support ensures maximum and lasting benefits, tracks reduction in disposable diaper waste.	M&E Specialist and Business Development Manager.	<ul style="list-style-type: none"> <li>Endline data (observation).</li> </ul>

Phase 5 (1 month): Market Actors Establishment			
5.1	Campaigns, Workshops, and Training for Market Actors: Launch campaigns, workshops, and training sessions to engage and educate market actors about the reusable diaper programme.	Director, Business Development Manager, and Project Manager.	<ul style="list-style-type: none"> <li>• Number of workshops and trainings.</li> <li>• Campaign engagement.</li> </ul>
5.2	Skill Training for Health Workers and Promoters in Target Areas: Provide specialized training for health workers and promoters in target areas. This training covers the benefits of reusable diapers, proper usage and maintenance, and effective communication strategies. Enhanced skills enable health workers and promoters to better advocate for the programme, address concerns, and ensure correct use of reusable diapers within the community.	Director, Business Development Manager, and Project Manager.	<ul style="list-style-type: none"> <li>• Number of participants.</li> <li>• Test understanding of training (feedback).</li> </ul>
5.3	Development of Promotional Tools to Support Market Actor Activities: Create promotional tools such as brochures, flyers, posters, social media content, and instructional videos to support market actors. These tools disseminate information about the reusable diaper programme, highlight its benefits, and encourage adoption. They also help market actors effectively communicate with potential customers and address any questions or misconceptions, enhancing the programme's visibility and credibility.	Director, Business Development Manager, and Project Manager.	<ul style="list-style-type: none"> <li>• Branding and key messages for campaign media.</li> </ul>
Phase 6 (1 month): Closure, Stakeholders Gathering, and Final Report			
6.1	Closing Event with Community, Government, Partners, and Private Entities: The closing event marks the formal conclusion of the programme, gathering community members, government officials, and project partners. It celebrates the initiative's achievements with presentations, beneficiary testimonials, and acknowledgments of everyone's efforts.	Director, Business Development Manager, and Project Manager.	<ul style="list-style-type: none"> <li>• List of participants.</li> <li>• Stakeholder satisfaction.</li> </ul>
6.2	Award Programme and Honourary Mention for Main Contributors: Recognise key contributors through an award programme and honourary mentions, appreciating the significant efforts and support from individuals, organisations, and partners.	Director, Business Development Manager, and Project Manager.	<ul style="list-style-type: none"> <li>• Awards.</li> <li>• Stakeholder satisfaction.</li> </ul>
6.2	Data Analysis and Final Reporting: Perform thorough data analysis to understand the programme's performance and outcomes, using pre-test and post-test results, survey responses, and monitoring reports.	Director, Business Development Manager, and Project Manager.	<ul style="list-style-type: none"> <li>• Final report.</li> </ul>





## Understanding the Problem and Target

3





*"Change does not start with action; it starts with understanding. Understand deeply, and you will be equipped to drive fundamental change."*

**Y**ou are likely using this Toolbox because you already know which environmental problem you want to address. You may also already have an idea of which group you want to target and what you want them to do. In this chapter, we want to invite you to take a step back and first gain a deeper understanding of these different factors. We look at the actors involved, what behaviours are causing the problem, and which target group and behaviours are most promising to solve the problem.

To do so we start using a Problem - Actor - Behaviour Table. Go ahead and fill the table by going from left to right, adding details for each column:

What environmental problem are you addressing?	Prompt: Describe the environmental problem you want to focus on:		
Who is involved (who plays a role in this issue)?	Prompt: List the people, groups, or organisations connected to this problem. Who is contributing to the problem?		
What behaviours are causing the problem?	Prompt: Identify the specific actions (or lack of action) that are making the problem worse:		
What should they do differently?	Prompt: Define the positive action (target behaviour) you want people to take to help solve the issue:		

Click here for the exercise form >

\*This table is adapted from *Levers of Behavior Change - Behavior Change for the Environment - Rare*.

We now want to help you optimise your selections of target groups and behaviour. To do this, we invite you to review your responses in the table with the help of some additional tools.

### Optimising Target Group and Behaviour Selection:

Before reconsidering the selection of target group(s) we want to encourage you to expand the list of people or groups of people that occur to you when thinking about the environmental problem beyond the actors causing it.

Expand your list of actors by replying to the following questions in the Target GROUP Brainstorm List below:

#### Target GROUP Brainstorm List

- Who plays a role in the daily aspects of this issue?
- Which groups hold influence in this environmental or geographic setting?
- Whose needs and priorities are important for solving this issue?
- Who benefits from solving the environmental problem?
- Who gains from maintaining the status quo?

[Click here for the exercise form >](#)

Before moving on to the next step, we want to ask you to do the same expansion of a target behaviour list by replying to the questions below in the Target BEHAVIOUR Brainstorm List:

#### Target BEHAVIOUR Brainstorm List

- What positive behaviours are currently being practiced that could be encouraged further?
- What are the easiest behaviours to change in the short term?
- What alternatives can be offered to replace harmful behaviours?
- Which behaviours can be adopted with the least resistance from the community?
- What innovative behaviours can be introduced that stakeholders might not have considered before?

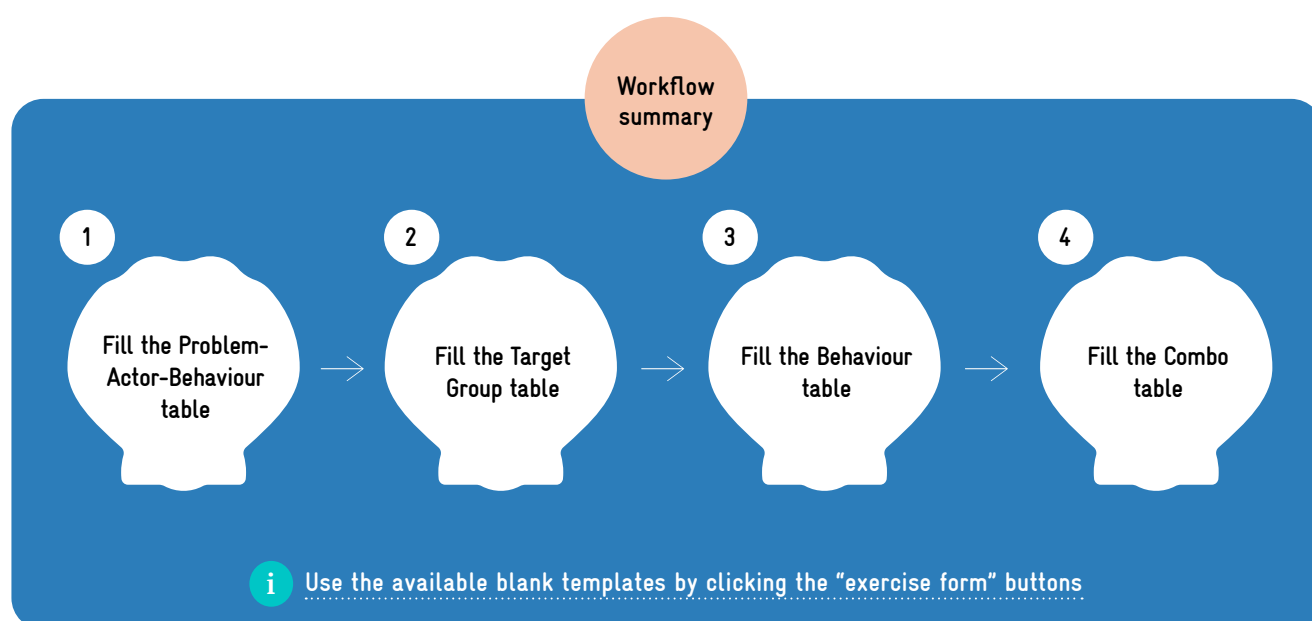
[Click here for the exercise form >](#)

It is now time to combine the target behaviours and target groups you have brainstormed above. Feel free to create many different combinations in the COMBO Table below:

### COMBO Table

Target Group	Target Behaviour

[Click here for the exercise form >](#)



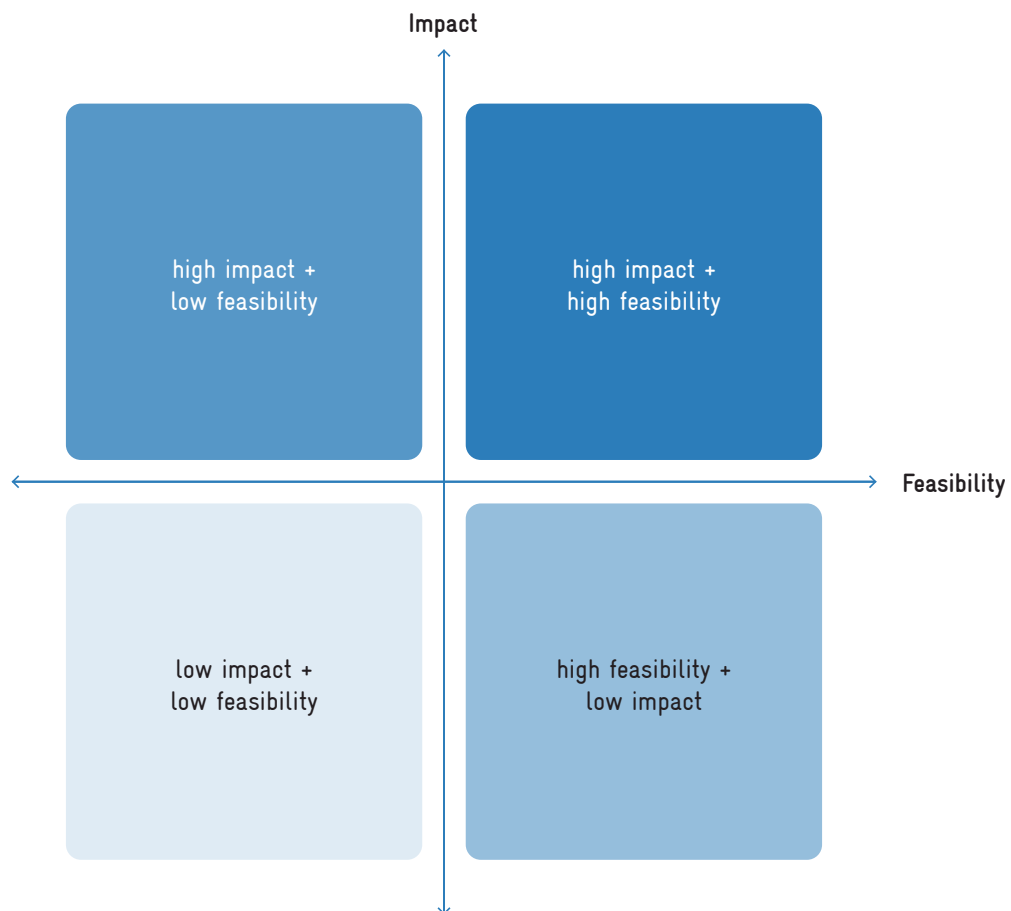
You have created several combinations. We will now help you **select the most promising target groups and behaviours** by filtering your combos based on two crucial criteria. **Effectiveness** and **Feasibility**. You may have a good guess already about the expected effectiveness and feasibility in regard to the different target groups and behaviours you have come up with. Let's build on that and add some further considerations:

- 1.) **Effective** to solve the given problem:
  - a.) Are there at least some in the target group already engaging in the target behaviour?
  - b.) Is there evidence of similar interventions in a similar context that have been successful? Do some online research or have a conversation with other practitioners from government bodies, NGOs, and private sector actors. Discuss what has worked, what has not, and their recommendations.
- 2.) **Feasible** to implement and be adopted by the target group:
  - a.) Target Behaviour should not require complex skills or multiple steps, significantly more time, money, or labour.
  - b.) Target Behaviour should not contradict social norms or go against interests of relevant stakeholders.

Based on these effectiveness and feasibility considerations, we now help you review and prioritise our most promising Target Group and Behaviour Combos. To do so, please use the **Optimised Target Selector** tool below. To use the tool, please enter the combos in the selector tool according to how effective and feasible you think each combo is.

### Optimised Target Selector

[Click here for the template >](#)



*\* This table is adapted from [Levers of Behavior Change - Behavior Change for the Environment – Rare](#).*

The combos ending up furthest in the top right corner of the selector are the ones to choose for your intervention.



Congratulations! You have now chosen the most promising Target Group and Target Behaviour based on profound considerations. You are now ready to proceed to the next chapter.

**i** Fill in this exercise form with your identification. Refer to [page 33](#) for guidance.

## Problem – Actor – Behaviour Table

Exercise  
Form

What environmental problem are you addressing?	Prompt: Describe the environmental problem you want to focus on:		
Who is involved (who plays a role in this issue)?	Prompt: List the people, groups, or organisations connected to this problem. Who is contributing to the problem?		
What behaviours are causing the problem?	Prompt: Identify the specific actions (or lack of action) that are making the problem worse:		
What should they do differently?	Prompt: Define the positive action (target behaviour) you want people to take to help solve the issue:		

This table is adapted from *Levers of Behavior Change - Behavior Change for the Environment – Rare*.

**i** Fill in this exercise form with your identification. Refer to [page 34](#) for guidance.

## Brainstorm List

Exercise  
Form

Target GROUP Brainstorm List	Target BEHAVIOUR Brainstorm List
1. Who plays a role in the daily aspects of this issue?	1. What positive behaviours are currently being practised that could be encouraged further?
2. Which groups hold influence in this environmental or geographic setting?	2. What are the easiest behaviours to change in the short term?
3. Whose needs and priorities are important for solving this issue?	3. What alternatives can be offered to replace harmful behaviours?
4. Who benefits from solving the environmental problem?	4. Which behaviours can be adopted with the least resistance from the community?
5. Who gains from maintaining the status quo?	5. What innovative behaviours can be introduced that stakeholders might not have considered before?

- i** Combine the target behaviours and target groups you have brainstormed above.  
 Refer to [page 35](#) for guidance.  
 Feel free to create many different combinations in the COMBO Table below.

## COMBO Table

Exercise  
Form

Target GROUP	Target Behaviour

- i** Fill in this exercise form by identifying the Target Group and Target Behaviour combination from the COMBO Table. Refer to [page 34 and 35](#) for guidance.

## Optimised Target Selector

The diagram is a 2x2 matrix titled 'Optimised Target Selector'. The vertical axis is labeled 'Impact' with an upward arrow, and the horizontal axis is labeled 'Feasibility' with a rightward arrow. The quadrants are defined as follows:

- Top-Left (High Impact, Low Feasibility):** Labeled 'high impact + low feasibility'. It contains an example: 'Target Group: Government' and 'Target Behaviour: Full enforcement of environmental law', followed by three dotted lines for additional input.
- Top-Right (High Impact, High Feasibility):** Labeled 'high impact + high feasibility'. It contains five dotted lines for input.
- Bottom-Left (Low Impact, Low Feasibility):** Labeled 'high impact + high feasibility' (Note: This label appears to be a typo in the original image, likely intended to be 'low impact + low feasibility'). It contains five dotted lines for input.
- Bottom-Right (Low Impact, High Feasibility):** Labeled 'high feasibility + low impact'. It contains five dotted lines for input.

\* This table is adapted from *Levers of Behavior Change - Behavior Change for the Environment – Rare*.



A man wearing a red polo shirt, white gloves, and a light blue surgical mask is pouring a mixture of white and red rice from a clear plastic bag into a blue metal container. The container is part of a larger blue structure, possibly a sorting or processing machine. In the background, the legs and feet of other people are visible, suggesting a public or community setting. The overall scene is brightly lit, and the colors are vibrant.

## Understanding the Target Group

4



# *“Successful behaviour change campaigns depend on how well you understand the motivation, barriers and context of your target group’s behaviour”*

To better understand what moves your target group towards change or what is in their way, it will be helpful to conduct a simple research. In the following, we will assist you with some tools that will make it easier for you to collect data and then learn more about your target group. Please also make sure to read chapter 7. **Evaluate your Impact** before starting to collect data. This is the time to also collect data to create your baseline against which you measure your impact after the implementation of interventions.

## Collecting Information

Best is to start collecting data by observing and interviewing your target group. Optionally, you can consider including stakeholders who may be able to contribute data on the target group from their perspectives.

When looking for informants from your target group, try to make a pre-selection of an equal number of informants that are Doers and Non-Doers of the target behaviour.

You will be able to learn a lot from those who are already doing the target behaviour (Doers), because they are your examples of what has already worked. Finding out which motivation has helped them to do the target behaviour may be a very valuable cue to what may motivate others as well. Also finding out which barriers the Doers have, what the reasons are that make it still difficult for them, will help you identify critical factors. Addressing these critical factors (barriers) gives you an opportunity to be more effective.

You will also gain important insights from those not doing the target behaviour yet (Non-Doers). To understand which are the main barriers towards adopting the target behaviour will clarify best what your behaviour change strategies will have to resolve. Similarly, understanding more about the general motivations of non-doers can inspire you to find a connection of those motivations with the target behaviour. Let us now turn to the 3 tools (**Observation Guideline, Interview - Guideline General and Interview Guideline - Behaviour Change Strategy**) that help you collect the data:

First, you find the Observation Guideline below guiding you through what factors to pay attention to when observing:

### Observation Guideline

1. With whom are people interacting when deciding to do the [problem behaviour/target behaviour]<sup>2</sup>?
2. What information in regard to [problem behaviour/target behaviour] is available to the people?
3. What factors influence their decision-making regarding performing the [problem behaviour/target behaviour]?

[Click here for the exercise form >](#)

<sup>2</sup> Whenever you see the placeholder “[...]” please replace it with the actual “problem behaviour”, “target behaviour” or “problem”.



We also included the **Interview Guideline - General**, which provides you with general questions you can ask your target group to learn more about what motivates and challenges them towards successfully performing the target behaviour.

#### Interview Guideline - General

1. What do you think are positive consequences of practising the [target behaviour]?
2. What do you think are negative consequences of practising the [target behaviour]?
3. What makes it difficult for you to do the [target behaviour]?
4. What could make it easier for you to do the [target behaviour]?

[Click here for the exercise form >](#)

With the same goal in mind and to make it easier for you in the next chapter when we start developing successful behaviour change strategies, we have added here the **Interview Guideline - Behaviour Change Strategy**. This guideline suggests more specific questions corresponding to each of the six Behaviour Change Strategies that we first introduced to you in **Chapter 1**.

## Interview Guideline - Behaviour Change Strategy

Emotional Appeals	Social Influences
<ul style="list-style-type: none"> <li>- What values and goals drive you?</li> <li>- What are major concerns in your life?</li> <li>- What emotions are important to you?</li> <li>- What emotions, positive or negative, trigger you most?</li> <li>- How do you feel when doing [problem behaviour/target behaviour]?</li> </ul>	<ul style="list-style-type: none"> <li>- Who matters to you, who inspires you (e.g. on social media, in your community)?</li> <li>- With whom do you interact for [problem behaviour/target behaviour]?</li> </ul>
Material Incentives	Choice Architecture
<ul style="list-style-type: none"> <li>- How do costs affect your behaviour in choosing [problem behaviour/target behaviour]?</li> </ul>	<ul style="list-style-type: none"> <li>- How does convenience affect your behaviour in choosing [problem behaviour/target behaviour]?</li> <li>- What is the context of choices for your [problem behaviour/target behaviour] (e.g. What is the default mode, more visible, described more simply)?</li> </ul>
Rules & Regulations	Information
<ul style="list-style-type: none"> <li>- What laws or rules may influence your [problem behaviour/target behaviour]?</li> </ul>	<ul style="list-style-type: none"> <li>- What do you know about the [problem]?</li> <li>- What do you know about the [problem behaviour] and possible consequences of it?</li> <li>- What do you know about the [target behaviour] and why it matters?</li> </ul>

[Click here for the exercise form >](#)

<sup>3</sup> Whenever you see the placeholder “[...]” please replace it with the actual “problem behaviour”, “target behaviour” or “problem”.

## Analysing Information

By now you have accomplished the largest and most challenging part of this chapter - the data collection. What follows now is analysing and sorting the data you have collected from observations and interviews.

While your questions from **Interview Guideline - Behaviour Change Strategy** already provided you with structuring and sorting your data, you may have to find (analyse) the fitting behaviour change strategy for observations and answers you have received from **Interview Guideline - General**. Feel free to summarise relevant observations and information from interviews, making sure to not omit important information.

As a last step of analysis of your data, identify for the doers and non-doers which information is motivation, which is a barrier, and fill the Doers and Non-Doers Tables respectively.

## Doers Table

Emotional Appeals	Social Influences	Materials Incentives
<ul style="list-style-type: none"> <li>- What values and goals drive you?</li> <li>- What are major concerns in your life?</li> <li>- What emotions are important to you?</li> <li>- What emotions, positive or negative, trigger you most?</li> <li>- How do you feel when doing [problem behaviour/target behaviour]?</li> </ul>	<ul style="list-style-type: none"> <li>- Who matters to you, who inspires you (e.g. on social media, in your community)?</li> <li>- With whom do you interact for [problem behaviour/target behaviour]?</li> </ul>	<ul style="list-style-type: none"> <li>- How do costs affect your behaviour in choosing [problem behaviour/target behaviour]?</li> </ul>
<u>Motivations:</u>	<u>Motivations:</u>	<u>Motivations:</u>
<u>Barriers:</u>	<u>Barriers:</u>	<u>Barriers:</u>
Choice Architecture	Rules & Regulations	Information
<ul style="list-style-type: none"> <li>- How does convenience affect your behaviour in choosing [problem behaviour/target behaviour]?</li> <li>- What is the context of choices for your [problem behaviour/target behaviour] (e.g. What is the default mode, more visible, described more simply)?</li> </ul>	<ul style="list-style-type: none"> <li>- What laws or rules may influence your [problem behaviour/target behaviour]?</li> </ul>	<ul style="list-style-type: none"> <li>- What do you know about the [problem]?</li> <li>- What do you know about the [problem behaviour] and possible consequences of it?</li> <li>- What do you know about the [target behaviour] and why it matters?</li> </ul>
<u>Motivations:</u>	<u>Motivations:</u>	<u>Motivations:</u>
<u>Barriers:</u>	<u>Barriers:</u>	<u>Barriers:</u>

Click here for the exercise form >

<sup>4</sup>Whenever you see the placeholder “[...]” please replace it with the actual “problem behaviour”, “target behaviour” or “problem”.

## Non-Doers Table

Emotional Appeals	Social Influences	Materials Incentives
<ul style="list-style-type: none"> <li>- What values and goals drive you?</li> <li>- What are major concerns in your life?</li> <li>- What emotions are important to you?</li> <li>- What emotions, positive or negative, trigger you most?</li> <li>- How do you feel when doing [problem behaviour/target behaviour]<sup>5</sup>?</li> </ul>	<ul style="list-style-type: none"> <li>- Who matters to you, who inspires you (e.g. on social media, in your community)?</li> <li>- With whom do you interact for [problem behaviour/target behaviour]?</li> </ul>	<ul style="list-style-type: none"> <li>- How do costs affect your behaviour in choosing [problem behaviour/target behaviour]?</li> </ul>
<u>Motivations:</u>	<u>Motivations:</u>	<u>Motivations:</u>
<u>Barriers:</u>	<u>Barriers:</u>	<u>Barriers:</u>
Choice Architecture	Rules & Regulations	Information
<ul style="list-style-type: none"> <li>- How does convenience affect your behaviour in choosing [problem behaviour/target behaviour]?</li> <li>- What is the context of choices for your [problem behaviour/target behaviour] (e.g. What is the default mode, more visible, described more simply)?</li> </ul>	<ul style="list-style-type: none"> <li>- What laws or rules may influence your [problem behaviour/target behaviour]?</li> </ul>	<ul style="list-style-type: none"> <li>- What do you know about the [problem]?</li> <li>- What do you know about the [problem behaviour] and possible consequences of it?</li> <li>- What do you know about the [target behaviour] and why it matters?</li> </ul>
<u>Motivations:</u>	<u>Motivations:</u>	<u>Motivations:</u>
<u>Barriers:</u>	<u>Barriers:</u>	<u>Barriers:</u>

Click here for the exercise form >

<sup>5</sup> Whenever you see the placeholder “[...]” please replace it with the actual “problem behaviour”, “target behaviour” or “problem”.



**i** Fill in this exercise form with your identification. Refer to [page 42](#) for guidance.

## Observation Guideline

Exercise  
Form

With whom are people interacting when deciding to do the \_\_\_\_\_?  
(Please write the problem/target behaviour in the prompt question.)

What information in regard to \_\_\_\_\_ is available to the people?  
(Please write the problem/target behaviour in the prompt question.)

What factors influence their decision-making regarding performing the \_\_\_\_\_?  
(Please write the problem/target behaviour in the prompt question.)

- i** Fill in this exercise form with the actual problem behaviour/target behaviour.  
Refer to [page 43](#) for guidance.

## Interview Guideline – General

Exercise  
Form

What do you think are positive consequences of practising the \_\_\_\_\_?  
(Please write the target behaviour in the prompt question.)

What do you think are negative consequences of practising the \_\_\_\_\_ ?  
(Please write the target behaviour in the prompt question.)

What makes it difficult for you to do the \_\_\_\_\_?  
(Please write the target behaviour in the prompt question.)

What makes it difficult for you to do the \_\_\_\_\_?  
(Please write the target behaviour in the prompt question.)

- i** Fill in this exercise form with the actual problem behaviour/target behaviour.  
Refer to [page 43](#) for guidance.

## Interview Guideline - Behaviour Change Strategy

Exercise  
Form

Emotional Appeals	What values and goals drive you?	
	What are major concerns in your life?	
	What emotions are important to you?	
	What emotions, positive or negative, trigger you most?	
	How do you feel when doing_____*?	
Social Influences	Who matters to you, who inspires you (e.g. on social media, in your community)?	
	With whom do you interact for_____*?	
Material Incentives	How do costs affect your behaviour in choosing _____*?	
Choice Architecture	How does convenience affect your behaviour in choosing _____*?	
	What is the context of choices for your_____* (e.g. What is the default mode, more visible, described more simply)?	

- i** Fill in this exercise form with the actual problem behaviour/target behaviour.  
Refer to [page 43](#) for guidance.

## Interview Guideline - Behaviour Change Strategy

Exercise  
Form

Rules & Regulations	What laws or rules may influence your _____*?	
Information	What do you know about the _____ (problem)?	
	What do you know about the _____ (problem behaviour) and possible consequences of it?	
	What do you know about the _____ (target behaviour) and why it matters?	

**i** Fill in this exercise form with your observation. Refer to [page 42](#) for the definition of Doers and Non-Doers, and to [page 44-45](#) for guidance.

## Doers Table

Exercise  
Form

Emotional Appeals	Social Influences	Materials Incentives
1. What values and goals drive you? 2. What are major concerns in your life? 3. What emotions are important to you? 4. What emotions, positive or negative, trigger you most? 5. How do you feel when doing _____*?	1. Who matters to you, who inspires you (e.g. on social media, in your community)? 2. With whom do you interact for _____*?	1. How do costs affect your behaviour in choosing _____*?
<u>Motivations:</u>	<u>Motivations:</u>	<u>Motivations:</u>
<u>Barriers:</u>	<u>Barriers:</u>	<u>Barriers:</u>



- i** Fill in this exercise form with your observation. Refer to [page 42](#) for the definition of Doers and Non-Doers, and to [page 44–45](#) for guidance.

## Doers Table

Exercise  
Form

Choice Architecture	Rules & Regulations	Information
<p>1. How does convenience affect your behaviour in choosing _____*?</p> <p>2. What is the context of choices for your _____* (e.g. What is the default mode, more visible, described more simply)?</p>	<p>1. What laws or rules may influence your _____*?</p>	<p>1. What do you know about the _____ (problem)?</p> <p>2. What do you know about the _____ (problem behaviour) and possible consequences of it?</p> <p>3. What do you know about the _____ (target behaviour) and why it matters?</p>
<p><u>Motivations:</u></p>	<p><u>Motivations:</u></p>	<p><u>Motivations:</u></p>
<p><u>Barriers:</u></p>	<p><u>Barriers:</u></p>	<p><u>Barriers:</u></p>

- i** Fill in this exercise form with your observation. Refer to [page 42](#) for the definition of Doers and Non-Doers, and to [page 44-45](#) for guidance.

## Non-Doers Table

Exercise  
Form

Emotional Appeals	Social Influences	Materials Incentives
1. What values and goals drive you? 2. What are major concerns in your life? 3. What emotions are important to you? 4. What emotions, positive or negative, trigger you most? 5. How do you feel when doing _____*?	1. Who matters to you, who inspires you (e.g. on social media, in your community)? 2. With whom do you interact for _____*?	1. How do costs affect your behaviour in choosing _____*?
<u>Motivations:</u>	<u>Motivations:</u>	<u>Motivations:</u>
<u>Barriers:</u>	<u>Barriers:</u>	<u>Barriers:</u>

- i** Fill in this exercise form with your observation. Refer to [page 42](#) for the definition of Doers and Non-Doers, and to [page 44–45](#) for guidance.

## Non-Doers Table

Exercise  
Form

Choice Architecture	Rules & Regulations	Information
<p>1. How does convenience affect your behaviour in choosing _____*?</p> <p>2. What is the context of choices for your _____* (e.g. What is the default mode, more visible, described more simply)?</p>	<p>1. What laws or rules may influence your _____*?</p>	<p>1. What do you know about the _____ (problem)?</p> <p>2. What do you know about the _____ (problem behaviour) and possible consequences of it?</p> <p>3. What do you know about the _____ (target behaviour) and why it matters?</p>
<p><u>Motivations:</u></p>	<p><u>Motivations:</u></p>	<p><u>Motivations:</u></p>
<p><u>Barriers:</u></p>	<p><u>Barriers:</u></p>	<p><u>Barriers:</u></p>



## Designing Your Behaviour Change Campaign

5





**A**t this point, you have gathered all the necessary information to design your Behaviour Change Campaign: The barriers and motivations of Doers and Non-Doers, categorised to one of six Behaviour Change Strategies. You are now ready for the three steps to design your Behaviour Change Campaign:

### Step 1

The first of 3 steps in this chapter is about creating an ABC Change Hypothesis, a one-sentence summary of how you imagine to get your target group towards the target behaviour. You will create several of these hypotheses. But before you start, here is how we suggest you do it. Pick one of the motivations or barriers that you have listed in Chapter 4 and that you aim to change, and then add the target behaviour to finish the hypothesis. This is the general form of the change hypothesis:

***“If I can change A, I expect the target group to do B”***

In other words, A is your point of intervention and B is your goal of intervention. A should be a motivation or barrier, and B is your target behaviour or a part of it. To illustrate this further, please see the two examples below.

**Example 1:** “If I can change people’s view so that using reusable water bottles is cost-saving (A), then I expect more people to switch to reusable bottles (B)”.

A: Your point of intervention - is the motivation to save costs  
B: Your goal of intervention - is to switch to using reusable bottles

**Example 2:** “If I can change people’s view so that using reusable water bottles is not inconvenient (A), I expect a decrease in the use of single-use plastic bottles (B)”.

A: Your point of intervention - is the barrier of the perceived inconvenience  
B: Your goal of intervention - is to switch to using reusable bottles



We can now add the last part of the Change Hypothesis - C - what behaviour change strategy is this about and why? Since you have already sorted the motivation and barriers according to one of the six Behaviour Change Strategies in the previous chapter 4, you just need to double check whether it is still the one fitting best to your Change Hypothesis and explain why you believe this is the right Behaviour Change Strategy category. Adding C to the previous Example 1 and 2 will help you best understand this last part:

**Example 1:** “If I can change people’s view so that using reusable water bottles is cost-saving (A), then I expect more people to switch to reusable bottles (B)”.

**Example 2:** “If I can change people’s view so that using reusable water bottles is not inconvenient (A), I expect a decrease in the use of single-use plastic bottles (B)”.

C: Behaviour change strategy - is **Monetary Incentive**, because that motivation is connected to saving costs, thus providing additional money to the target group.

C: Behaviour change strategy - is **Choice Architecture**, because the barrier of inconvenience is connected to the perception of a higher convenience of choosing to buy a single-use plastic bottle and the alternative choice perceived with a lower convenience of having to find a place to refill a reusable water bottle.

Below you find the **ABC Change Hypothesis Table** to fill with all of the Change Hypothesis you can come up with based on your results from chapter 4 - the motivations and barriers you have identified. Add as many rows in the table as you need.

Example  
Form

Nr	Behaviour Change Strategy	ABC Change Hypothesis	Final Ideas
Ex. 1	<input type="checkbox"/> Emotional Appeals <input type="checkbox"/> Social Influences <input checked="" type="checkbox"/> Monetary Incentives <input type="checkbox"/> Choice Architecture <input type="checkbox"/> Rules and Regulations <input type="checkbox"/> Information	<p>A: “If I can change people’s view so that using reusable water bottles is cost-saving,”</p> <p>B: then I expect more people to switch to reusable bottles”.</p> <p>C: Behaviour change strategy is Monetary Incentive, because the motivation is connected to saving costs, thus providing additional money to the target group.</p>	
Ex. 2	<input type="checkbox"/> Emotional Appeals <input type="checkbox"/> Social Influences <input type="checkbox"/> Monetary Incentives <input checked="" type="checkbox"/> Choice Architecture <input type="checkbox"/> Rules and Regulations <input type="checkbox"/> Information	<p>A: “If I can change people’s view so that using reusable water bottles is not inconvenient,</p> <p>B: I expect a decrease in the use of single-use plastic bottles”.</p> <p>C: Behaviour Change Strategy is Choice Architecture, because the barrier of inconvenience is connected to the perception of a higher convenience of choosing to buy a single use plastic bottle and the alternative choice perceived with a lower convenience of having to find a place to refill a reusable water bottle.</p>	

NR. 1	<input type="checkbox"/> Emotional Appeals <input type="checkbox"/> Social Influences <input type="checkbox"/> Monetary Incentives <input type="checkbox"/> Choice Architecture <input type="checkbox"/> Rules and Regulations <input type="checkbox"/> Information		
NR. 2	<input type="checkbox"/> Emotional Appeals <input type="checkbox"/> Social Influences <input type="checkbox"/> Monetary Incentives <input type="checkbox"/> Choice Architecture <input type="checkbox"/> Rules and Regulations <input type="checkbox"/> Information		

[Click here for the exercise form >](#)

## Step 2

It is now time to brainstorm solution ideas and create specific behaviour change strategies inspired by the six Behaviour Change Strategy categories. You may want to also think beyond and for example combine or mix different categories. Do not limit yourself, freely explore any ideas, be brave. In step 3 we will filter and reality check your ideas, but here please allow yourself to use your full imagination.

We suggest you to:

- Brainstorm your own ideas first, each person in your team individually.
- You can then share your ideas with your colleagues and freely combine and optimise ideas.
- Create the list of final ideas.

Example  
Form

Nr	Behaviour Change Strategy	ABC Change Hypothesis	Final Ideas
1	<input type="checkbox"/> Emotional Appeals <input type="checkbox"/> Social Influences <input type="checkbox"/> Monetary Incentives <input type="checkbox"/> Choice Architecture <input type="checkbox"/> Rules and Regulations <input type="checkbox"/> Information	...	...
2	<input type="checkbox"/> Emotional Appeals <input type="checkbox"/> Social Influences <input type="checkbox"/> Monetary Incentives <input type="checkbox"/> Choice Architecture <input type="checkbox"/> Rules and Regulations <input type="checkbox"/> Information	...	...
3		...	...
add more			

### Step 3

Congratulations on your long list of many amazing ideas for strategies. Your next goal is to filter out the most promising ones. This is what we do here in step 3. There are many lessons learned from past behaviour change campaigns by other organisations, and we have compiled them in the two checklists below, the To Do Checklist and the Not To Do Checklist.

Make use of these “To Do” and “Not To Do” checklists to assess your ideas by ticking (✓) the “Yes” or “No” box in each checklist, as applicable. Before you actually mark your idea, you may want to directly optimise your ideas by including parts of the “To Do” list and also change aspects of your ideas to avoid the “Not To Do”.

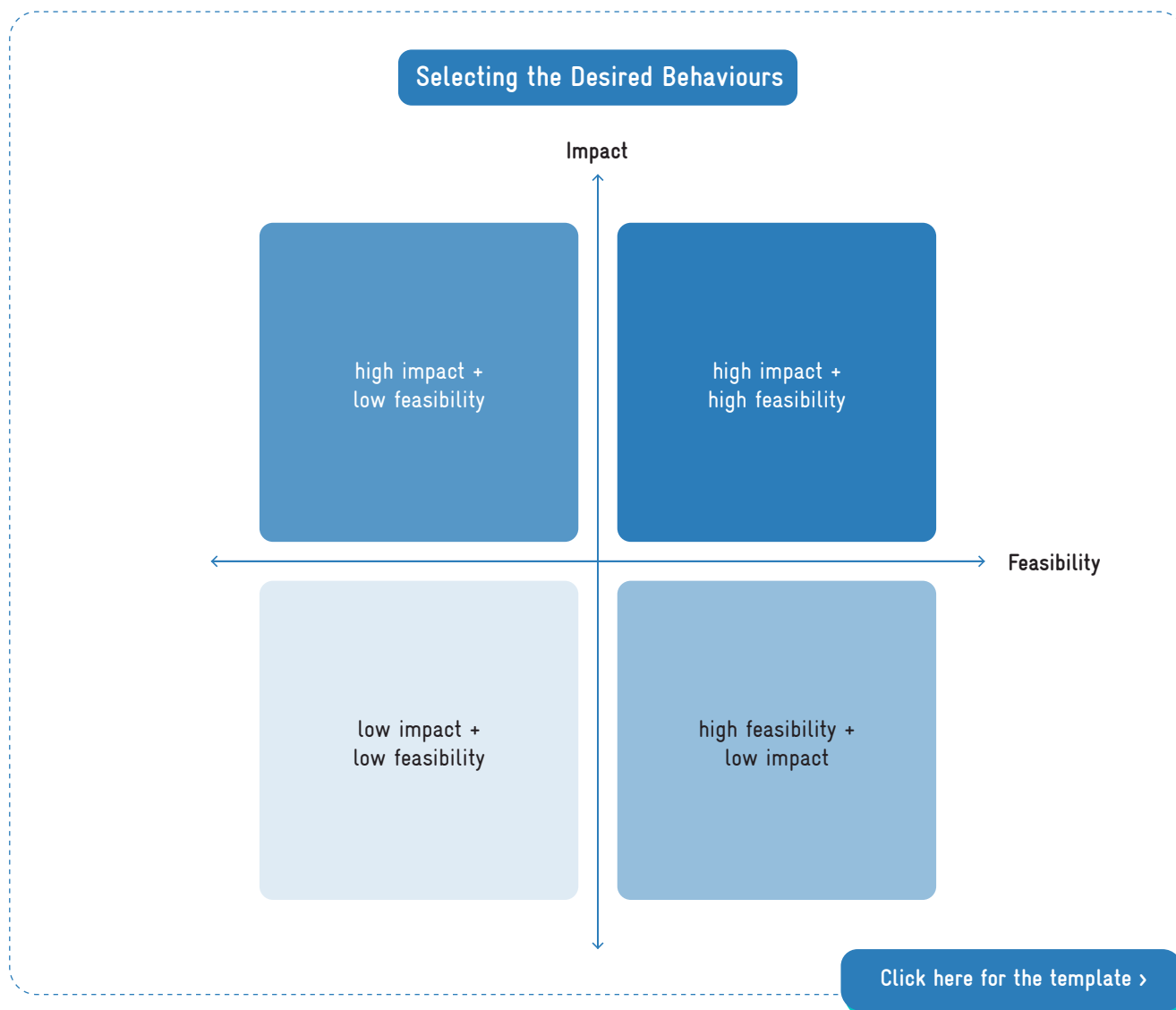
To Do Checklist	Not To Do Checklist
<b>1. Simplifying Messages</b> Use simple language for easy readability and understanding. Do not complicate but get to the core of the message.	<b>1. Freezing in Fear</b> Using fear can lead to people freezing in passivity and anxiety. You can reduce this risk by being specific about what your target group can do to minimise the causes creating that environmental issue the fear is based on.
<b>2. Being Credible</b> Check your message to ensure that people believe the underlying claim of your message. Being realistic not idealistic allows people to listen, connect and act in accordance with your messages.	<b>2. Creating Temporary Incentives</b> The target behaviour may go away when the incentive goes away. Make sure that incentives are part of a sustainable model of change. Also be aware that intrinsic motivation can be reduced through monetary incentives.
<b>3. Making it Easy</b> People tend to choose the easiest option available. To promote desirable behaviours, you can minimise minor obstacles or inconveniences, set the preferred choice as the default, or restructure how choices are presented to make the preferred behaviours more accessible.	<b>3. Being Too Funny</b> Funny campaigns can draw attention and be memorable, but humour is also a psychological tool to avoid or mentally resolve a challenge such as an environmental one. In that case, it may take away motivational sources towards the target behaviour. Make sure to use humour carefully.
<b>4. Getting Attention</b> People are more inclined to adopt a behaviour when it grabs their attention. You can ask questions, be surprising, trigger curiosity, or attract attention using relevant or eye-catching visual cues and increase motivation by highlighting the benefits.	<b>4. Focusing on Altruism</b> Some people are strongly motivated by altruism. Most people however focus on their immediate needs, over group benefits and even their own future interests.
<b>5. Timing It Right</b> Think about timing and make sure your intervention is effective at the moment people make choices or during times of change in general. Also highlight immediate environmental benefits of sustainable behaviour, and help people to plan ahead.	<b>5. Stopping with Awareness</b> Believing that raising awareness about the problem will automatically result in behaviour change is one of the most common misconceptions. Awareness can help but most of the time is not enough to establish behaviour change.
<b>6. Customising</b> Think about timing and make sure your intervention is effective at the moment people make choices or during times of change in general. Also highlight immediate environmental benefits of sustainable behaviour, and help people to plan ahead.	<b>6. Shaming</b> Shame as a method to change behaviour often backfires. Many people may oppose it, others avoid such negative feelings.

<b>7. Influencing</b> People imitate others, especially those with recognised or aspirational status such as public or popular figures.	<b>7. Modeling What Not to Do</b> People tend to just copy what they see. Even though you create a different message by telling or showing them what not to do. On the subconscious level it may influence your target group to imitate the “wrong” behaviour.
<b>8. Using Collective Norms</b> People want to do the right thing. You can make behaviour more publicly visible, and also share norm-based cues about what is acceptable and expected. Emphasise opportunities for people to help each other.	<b>8. Creating Distance</b> If your campaign communicates in too abstract ways, lacking engaging, tangible and relevant stories and content for the target group, you may lose touch and influence towards them.
<b>9. Specifying Behaviour</b> Be specific about what you want your target group to do. Avoid general recommendations but be to the point and give clear direction on your target actions.	<b>13. Personalising</b> Address your target group directly with “you” and do not shy away from telling them directly what to do e.g. “Refill your bottle”.
<b>10. Encouraging Commitments</b> Encourage people to pledge publicly or privately to achieve a specific goal. After making such a commitment, they are more inclined to fulfill it and change their habits.	<b>14. Ensuring Acceptability</b> Assess and anticipate social, cultural and political impacts of your intervention for different stakeholders and target groups, making sure to avoid negative effects.
<b>11. Being Positive</b> Harness the power of positive emotions like pride, hope, or optimism. Connect to what people care about. People who feel these positive emotions while engaging in the target behaviour are more likely to maintain the behaviour over time and create new habits.	<b>15. Including Replication and Scaling Opportunities</b> Creating an intervention that can be replicated and scales has valuable benefits you may want to include in your intervention and solution design.
<b>12. Honouring Each Effort</b> The solution is – just like the problem – the sum of many small contributions. Honour each effort by each person. Make them feel the target behaviour matters.	<b>16. Safeguarding Sustainability</b> Plan beyond the campaign and intervention period to make sure your impact lasts and does not create (unintended) negative environmental effects.

[Click here for the checklist form](#)

Once you have assessed all of your ideas using the checklists and see one or more ticks (✓) in the 'To Do' checklist, you will have a better sense of which ideas are the most promising. You have successfully applied the first filter. We now turn towards using the second filter – the Optimised Ideas Selector. It is a tool for assessing your ideas based on expected impact and feasibility similar to the Optimised Target Selector in chapter 3.

## Optimised Ideas Selector



\* This table is adapted from *Levers of Behavior Change - Behavior Change for the Environment – Rare*.

The ideas for which you expect the highest feasibility and best impact will end up in the top right corner, representing your most promising Behaviour Change Strategy ideas that you will take into the next chapter for testing and optimising.

**i** Fill in this exercise form with your hypothesis.  
Refer to [page 55, 56, 57](#) for guidance.

## ABC Change Hypothesis (Step 1) and Final Ideas (Step 2)

Exercise  
Form

Nr	Behavior Change Strategy	ABC Change Hypothesis	Final Ideas



**i** Tick (✓) the “Yes” box when applicable, and the “No” box when it is not.

## To Do Checklist (Step 3)

Exercise  
Form

To Do Checklist	Yes	No
<b>1. Simplifying Messages</b> Use simple language for easy readability and understanding. Do not complicate but get to the core of the message.		
<b>2. Being Credible</b> Check your message to ensure that people believe the underlying claim of your message. Being realistic not idealistic allows people to listen, connect and act in accordance with your messages.		
<b>3. Making it Easy</b> People tend to choose the easiest option available. To promote desirable behaviours, you can minimise minor obstacles or inconveniences, set the preferred choice as the default, or restructure how choices are presented to make the preferred behaviours more accessible.		
<b>4. Getting Attention</b> People are more inclined to adopt a behaviour when it grabs their attention. You can ask questions, be surprising, trigger curiosity, or attract attention using relevant or eye-catching visual cues and increase motivation by highlighting the benefits.		
<b>5. Timing It Right</b> Think about timing and make sure your intervention is effective at the moment people make choices or during times of change in general. Also highlight immediate environmental benefits of sustainable behaviour, and help people to plan ahead.		
<b>6. Customising:</b> Think about timing and make sure your intervention is effective at the moment people make choices or during times of change in general. Also highlight immediate environmental benefits of sustainable behaviour, and help people to plan ahead.		
<b>7. Influencing</b> People imitate others, especially those with recognised or aspirational status such as public or popular figures.		
<b>8. Using Collective Norms</b> People want to do the right thing. You can make behaviour more publicly visible, and also share norm-based cues about what is acceptable and expected. Emphasise opportunities for people to help each other.		
<b>9. Specifying Behaviour</b> Be specific about what you want your target group to do. Avoid general recommendations but be to the point and give clear direction on your target actions.		
<b>10. Encouraging Commitments</b> Encourage people to pledge publicly or privately to achieve a specific goal. After making such a commitment, they are more inclined to fulfill it and change their habits.		
<b>11. Being Positive</b> Harness the power of positive emotions like pride, hope, or optimism. Connect to what people care about. People who feel these positive emotions while engaging in the target behaviour are more likely to maintain the behaviour over time and create new habits.		

<b>12. Honouring Each Effort</b> The solution is – just like the problem – the sum of many small contributions. Honour each effort by each person. Make them feel the target behaviour matters.		
<b>13. Personalising</b> Address your target group directly with “you” and do not shy away from telling them directly what to do e.g. “Refill your bottle”.		
<b>14. Ensuring Acceptability</b> Assess and anticipate social, cultural and political impacts of your intervention for different stakeholders and target groups, making sure to avoid negative effects.		
<b>15. Including Replication and Scaling Opportunities</b> Creating an intervention that can be replicated and scales has valuable benefits you may want to include in your intervention and solution design.		
<b>16. Safeguarding Sustainability</b> Plan beyond the campaign and intervention period to make sure your impact lasts and does not create (unintended) negative environmental effects.		



**i** Tick (✓) the “Yes” box when applicable, and the “No” box when it is not.

## Not to Do Checklist (Step 3)

Exercise  
Form

Ideas	Yes	No
<b>1. Freezing in Fear</b> Using fear can lead to people freezing in passivity and anxiety. You can reduce this risk by being specific about what your target group can do to minimise the causes creating that environmental issue the fear is based on.		
<b>2. Creating Temporary Incentives</b> The target behaviour may go away when the incentive goes away. Make sure that incentives are part of a sustainable model of change. Also be aware that intrinsic motivation can be reduced through monetary incentives.		
<b>3. Being Too Funny</b> Funny campaigns can draw attention and be memorable, but humour is also a psychological tool to avoid or mentally resolve a challenge such as an environmental one. In that case, it may take away motivational sources towards the target behaviour. Make sure to use humour carefully.		
<b>4. Focusing on Altruism</b> People are more inclined to adopt a behaviour when it grabs their attention. You can ask questions, be surprising, trigger curiosity, or attract attention using relevant or eye-catching visual cues and increase motivation by highlighting the benefits.		
<b>5. Timing It Right</b> Some people are strongly motivated by altruism. Most people however focus on their immediate needs, over group benefits and even their own future interests.		
<b>6. Shaming:</b> Shame as a method to change behaviour often backfires. Many people may oppose it, others avoid such negative feelings.		
<b>7. Modeling What Not to Do</b> People tend to just copy what they see. Even though you create a different message by telling or showing them what not to do. On the subconscious level it may influence your target group to imitate the “wrong” behaviour.		
<b>8. Creating Distance</b> If your campaign communicates in too abstract ways, lacking engaging, tangible and relevant stories and content for the target group, you may lose touch and influence towards them.		

- i** Fill in this exercise form to identify your most promising Behaviour Change Strategy ideas. Refer to [page 60](#) for guidance...

## Optimised Ideas Selector

The diagram is a 2x2 matrix titled 'Optimised Ideas Selector'. The vertical axis is labeled 'Impact' with an upward arrow, and the horizontal axis is labeled 'Feasibility' with a rightward arrow. The four quadrants are labeled as follows:

- Top-Left (High Impact, Low Feasibility):** Labeled 'high impact + low feasibility'. It contains a blue box with six horizontal dotted lines for notes.
- Top-Right (High Impact, High Feasibility):** Labeled 'high impact + high feasibility'. It contains a dark blue box with six horizontal dotted lines for notes.
- Bottom-Left (Low Impact, Low Feasibility):** Labeled 'low impact + low feasibility'. It contains a light blue box with six horizontal dotted lines for notes.
- Bottom-Right (Low Impact, High Feasibility):** Labeled 'high feasibility + low impact'. It contains a medium blue box with six horizontal dotted lines for notes.

\* This table is adapted from *Levers of Behavior Change - Behavior Change for the Environment – Rare*.



## Testing and Optimising

6





**G**reat work so far! You have already completed most of the work in developing your Behaviour Change Campaign Design, but there are very important parts left. We help you address them now. It is time to bring what you have been creating in your mind out into reality and see whether your change hypothesis and solution ideas hold up to a reality-check. Let us create a prototype, test and optimise your behavioural solution.

To **create a prototype**, consider the following suggestions, and remember you can always go back to adapt and improve your solution. Nothing is set in stone, yet:

- 1) Create a more complete draft of your idea.
  - a) What are the different steps from beginning to end?
  - b) Who is involved? - think about stakeholders and beyond your target group.
  - c) What skills are required from your team?
  - d) What additional materials, media and logistics do you need?
  - e) Which locations are relevant to your solution?
- 2) Simplify your solution and pick the most essential features of it - the parts that you believe make your solution effective.
- 3) It may be helpful to divide your solution up into different smaller parts, a number of small prototypes.
- 4) You aim at simulating scenarios of what will happen once you implement your solution, but doing so with fewer resources, time and scope.
- 5) Once you have your prototype(s) and simulation scenarios ready, go ahead and select people from your target group for the upcoming testing.

Before you start testing, let us prepare what to look out for when testing. Which are the parts to put your attention to? We help you with that by offering two valuable tools, the **Hypothesis Tester** and the **Test Checklist**.

Your Behaviour Change solutions are based on the ABC Change Hypotheses which you had developed in Chapter 5. Let us check now whether the hypotheses are accurate when testing them. To do so, go back to Chapter 5 and the ABC Change Hypotheses of the solutions you decided to choose after applying the filters. Copy the hypothesis into the left column, and then what to focus on during your test in the right column. To illustrate this we use Example 1 and 2 from the ABC Change Hypotheses.



## Hypothesis Tester

Example  
Form

Hypothesis	Test Focus
<b>Example 1:</b> "If I can change people's view so that using reusable water bottles is cost-saving, then I expect more people to switch to reusable bottles."	<ul style="list-style-type: none"> <li>- Does my solution work so that people understand and agree that using reusable water bottles is cost-saving?</li> <li>- Do they start using reusable bottles more often?</li> </ul>
<b>Example 2:</b> "If I can change people's view so that using reusable water bottles is not inconvenient, I expect a decrease in the use of single-use plastic bottles."	<ul style="list-style-type: none"> <li>- Does my solution work so that people find using reusable water bottles convenient enough?</li> <li>- Do they start using reusable bottles more often?</li> </ul>
(...)	(...)
(...)	(...)

[Click here for the exercise form >](#)

We have provided you with a To Do and Not To Do Checklist previously and encouraged you to assess your ideas based on them. It is now time to have the testing help you with that assessment. We have summarised some of the most important things to look out for when doing your testing, which you find in the Test Checklist below.

## Test Checklist

<b>Aware?</b> Does the solution come to the attention of your target group? Are they aware of all the relevant parts of the solution?	Tick (✓) the "Yes" or "No" box, as applicable.
<b>Understood?</b> Does the target group understand the intervention and communication of the solution?	(...)
<b>Beneficial?</b> Does the target group like the solution? Is it appealing enough, useful enough?	(...)
<b>Trusted?</b> Is the solution credible and trusted by the target group?	(...)
<b>Acceptable?</b> Is the solution socially, culturally and politically acceptable to the target group and stakeholders?	(...)

[Click here for the exercise form >](#)

Once you have conducted the testing and have made your observations based on the Hypotheses Tester and the Test Checklist, you may have already noted several aspects of your solution that can be improved and optimised. Please proceed with making the necessary adjustments. If any of your test results were critical and indicated that your solution was not functioning effectively, please re-test after implementing your optimisations. Continue this process until you achieve satisfactory test results that give you confidence in the solution's successful full-scale replication.

**i** Fill in this exercise form with your hypothesis tester. Refer to [page 68](#) for guidance.

## Hypothesis Tester

Exercise  
Form

Hypothesis	Test Focus

- i** Fill in this exercise form by ticking (✓) the “Yes” box when applicable, and the “No” box when it is not. Refer to [page 68](#) for guidance.

## Test Checklist

Exercise  
Form

Things to look out for	Yes	No
<b>Aware?</b> Does the solution come to the attention of your target group? Are they aware of all the relevant parts of the solution?		
<b>Understood?</b> Does the target group understand the intervention and communication of the solution?		
<b>Beneficial?</b> Does the target group like the solution? Is it appealing enough, useful enough?		
<b>Trusted?</b> Is the solution credible and trusted by the target group?		
<b>Acceptable?</b> Is the solution socially, culturally and politically acceptable to the target group and stakeholders?		



## Evaluating Your Impact

7





**M**any practitioners struggle with the topic of evaluations. They find them difficult and time consuming. Often evaluations are entirely skipped or conducted only half-heartedly. In their experience, the tools available are overly complex and not suited for projects with rather limited resources.

In this chapter, we show you how easy impact evaluations can be. We provide you with simple tools that allow you a valuable understanding of the impact of your campaign. This understanding brings two key benefits. First, the opportunity to learn and improve your work to achieve greater success. Second, the ability to clearly show the real change and impact of your efforts to your funding and supporting institutions and stakeholders.

Let us start by helping you to learn from your own intervention more effectively. Getting better and better at what you are doing, creating more impact, being more successful, starts with taking some moments and reflecting. The Learning Tool below guides you through some central reflection topics.

## Learning Tool

Example  
Form

### 1. What went well?

*Helping you to identify the successful parts of your approach and what to build on towards even more impact in the future replications.*

### 2. What would you do differently?

*Challenges you have identified and already know how to do better towards more impact in upcoming projects.*

### 3. What questions do you now have?

*Indicating opportunities for further reflection and research to better understand and overcome some critical issues.*

[Click here for the exercise form >](#)

Let us now go beyond the learning reflections from above and help you set up an easy and very valuable impact assessment for your campaign interventions. In this chapter we start with some examples that will illustrate to you how easy impact assessments can be.

## Easy Impact Assessment Example 1

Example  
Form

<b>Campaign Description:</b>  SUP Free School Programme – A series of 12 Behaviour Change Activities implemented over several weeks to reduce single-use plastic use in schools	<b>Target Behaviour:</b>  Reducing the use of single-use plastic	<b>Target Group:</b>  School Children
<b>1. Impact Indicator</b> Self-Reported Target Behaviour: School Children were asked to report their single-use plastics use with the help of "Plastic Diaries".		
<b>2. Assessment Strategy</b> Before-After Assessment: School children received a form called "Plastic Diary".  <u>Baseline:</u> Before the intervention started, school children were asked to document how many single-use plastics they used (5 Categories: Plastic Bags, Plastic Bottles, Plastic Straws, Plastic Cups, Plastic Packaging) for each day (for a total of one week).  <u>Endline:</u> After the intervention school children were once again asked to document their single-use plastics use for one week.		
<b>3. Analysis</b> The data collected on how many single-use plastic school children have used before (Baseline) and after (Endline) the intervention you can use to calculate the difference and estimate your impact.  Results for the school children in the baseline: 1000 pcs of single-use plastics per week.  Results for the school children in the endline: 610 pcs of single-use plastics per week.  Calculate the percentage of reduction: a. Subtract the endline value from the baseline value: $1000 - 610 = 390$ b. Divide the result by the baseline value: $390 / 1000 = 0.39$ c. Multiply by 100 to get the percentage: $0.39 \times 100 = 39\%$		
<b>4. Impact Statement</b> "The percentage reduction of reported single-use plastic use by school children, from before the intervention to after is 39%".		

Above you see a simple before-after assessment with self-reported behaviour. Going through this example you may already compare it to your own solution idea and how this concept applies. You may get lucky and can transfer it very easily, or you may have to consider some other options to find the right fit for your approach.



The easy impact assessment is based on two major choices. First, the one about the best fit for your impact indicator and second about your assessment strategy.

Below you find a list of 6 categories of Impact Indicators. Different target behaviour, groups and context may require different impact indicators, but in general your preference should be from top to bottom. Try to use 1. Observable Target Behaviour. If it does not work for your specific intervention try to apply 2. Observable Indirect Target Behaviour. If this does not work for your intervention go to the next, and so on.

Example  
Form

### Impact Indicators

1. **Observable Target Behaviour:** Directly observing and measuring the specific behaviour you aim to change or promote.

**Example:** Observing students buying less single-use plastic bottles.

**Pros:**

- Direct Measurement: Provides direct evidence of behaviour change.
- High Reliability: Observations are often more reliable than self-reports.

**Cons:**

- Resource-Intensive: Requires time and effort to observe and record behaviours.
- Potential for Observer Bias: Observers may unintentionally influence the behaviour or interpret it subjectively.

2. **Observable Indirect Target Behaviour:** Observing a related behaviour that indirectly indicates progress towards the target behaviour.

**Example:** Observing students using reusable bottles.

**Pros:**

- Indirect Insight: Can provide valuable information when direct observation is not possible.
- Easier to Measure: Often easier and less intrusive to observe related behaviours.

**Cons:**

- Less Direct: May not fully capture the target behaviour.
- Potential Misinterpretation: Indirect behaviours may be influenced by factors unrelated to the target behaviour.

3. **Observable Results of Target Behaviour:** Measuring the direct outcomes or consequences of the target behaviour.

**Example:** Measuring the decrease in the amount of single-use plastic bottles in school trash bins.

**Pros:**

- Clear Outcome Measurement: Directly shows the impact of behaviour changes.
- Tangible Data: Provides concrete evidence of results.

**Cons:**

- Time Lag: Results may take time to manifest, delaying assessment.
- External Influences: Results can be affected by external factors beyond the behaviour change.

4. **Observable Results of Indirect Target Behaviour:** Observing the outcomes or consequences of a related behaviour that indicates progress towards the target behaviour.

**Example:** Observing an increase in students bringing a reusable bottle to school.

**Pros:**

- Broad Impact Insight: Shows wider impacts of behaviour changes.
- Additional Data Points: Provides a solution if alternative impact indicators are not feasible.

**Cons:**

- Indirect Measurement: Less direct than measuring target behaviour results.

**5. Self-reported Target Behaviour:** Collecting data through self-reports where individuals describe their own behaviour.

**Example:** Students documenting their frequency of buying single-use plastic bottles.

Pros:

- Easy to Collect: Can be gathered through surveys or interviews, with less resources required.
- Participant Insight: Provides insights directly from those engaging in the behaviour.

Cons:

- Self-report Bias: Participants may misreport their behaviour, intentionally or unintentionally.
- Memory Recall Issues: Accuracy depends on participants' ability to recall their behaviour accurately.

**6. Self-reported Indirect Target Behaviour:** Collecting self-reported data on behaviours related to the target behaviour, which indirectly indicate progress.

**Example:** Students documenting their frequency in refilling their reusable bottles.

Pros:

- Easy to Collect: Can be gathered through surveys or interviews, with fewer resources required.
- Easier to Measure: Often easier and less intrusive to observe related behaviours.

Cons:

- Indirect Measurement: May not accurately reflect the target behaviour.
- Self-report Bias: Participants may misreport their behaviour, intentionally or unintentionally.
- Memory Recall Issues: Accuracy depends on participants' ability to recall their behaviour accurately.

Finding the right impact indicator for your behaviour change campaign design may have taken you some time and discussions with your team. But once you have identified your best option, you have mastered a critical part and are ready for the second important choice: the Assessment Strategy.

We present to you only three assessment strategies to simplify the choice. Similarly to above, 1. Randomised Before-After Assessment represents the highest standard - meaning validity and reliability - of your impact assessments, and therefore the ideal choice if you have the required skills, capacities and context. However, it is likely for your situation that 2. Before-After Assessment with Control Group or even 3. Simple Before-After Assessment is a better fit.



## Assessment Strategies

1. **Randomised Before-After Assessment with Control Group:** Randomly assigning participants from your target group to either the intervention or control group and comparing measurements before and after the intervention.
 

Pros:

  - Highest Validity: Considered the gold standard for impact assessments, providing the most reliable results and robust understanding of the intervention's true effect.

Cons:

  - Resource-Intensive: Requires significant time, effort, and financial resources.
  - Complex Implementation: Logistically challenging to design and execute.
  - Ethical Considerations: Randomly assigning participants to control or treatment groups may raise ethical issues.
2. **Before-After Assessment with Control Group:** Comparing measurements of the target behaviour or outcomes before and after the intervention, including a control group that does not receive the intervention.
 

Pros:

  - Greater Validity: Helps isolate the effect of the intervention from other influences.

Cons:

  - Complexity and increased resources: More complicated and costly to design and execute.
  - Selection Bias: Without a randomised selection, underlying selection patterns may negatively affect accurate measuring of intervention.
  - Potential Ethical Issues: Ethical concerns may arise from withholding the intervention from the control group.
3. **Simple Before-After Assessment:** Comparing measurements of the target behaviour or outcomes before and after the intervention without a control group.
 

Pros:

  - Greater Validity: Helps isolate the effect of the intervention from other influences.

Cons:

  - Complexity and increased resources: More complicated and costly to design and execute.
  - Selection Bias: Without a randomised selection, underlying selection patterns may negatively affect accurate measuring of intervention.
  - Potential Ethical Issues: Ethical concerns may arise from withholding the intervention from the control group.

If you can successfully conduct option 1. Randomised Before-After Assessment with Control Group, we congratulate you on such accomplishment. For everyone else, going with option 2 or 3 is very valuable and often the realistic alternative to the first “golden standard” option.

As the Cons above illustrate, there are disadvantages to options 2 and 3. Your assessment results are less valid and strong, but nevertheless better than the 90% of campaigns we assessed in a stocktaking of campaigns in Southeast Asia in 2023, which did not provide such minimum standards of impact assessment information. At this point we consider it helpful to share with you another Easy Impact Assessment Example for a different setting, this time with a different Impact Indicator and Assessment Strategy. It will help you to get more familiar with the choices and support you in finding your Easy Impact Assessment Design.

## Easy Impact Assessment Example 2

Example  
Form

### Campaign Description:

Refill your Bottle Programme: Promoting water refills in hotels and restaurants for tourists to not buy SUP plastic bottles, but instead refill their bottles. Information about refills with big posters in front of restaurants and hotels and flyers in guests' rooms

### Target Behaviour:

Reducing the use of single-use plastic

### Target Group:

School Children

#### 1. Impact Indicator

Observable Indirect Target Behaviour: Hotels and restaurants are asked to keep track of how many refills they are giving out to guests.

#### 2. Assessment Strategy

Before-After Assessment with control group:

Hotels and Restaurants are being asked to keep track of how many water refills guests requested. This could be measured e.g. either a.) by the consumption of water in refill stations/gallons in case it is unassisted refill stations, or b.) if staff helps with refills over the counter by keeping track of the amount of requests.

Baseline: Before the intervention started and posters and flyers were used, Hotels and Restaurants were asked to keep track of how many refills were issued for one week.

Endline: After the interventions, Hotels and Restaurants who participated in the campaign with posters and flyers were asked to keep track of refills for another week.

Control: After the interventions, Hotels and Restaurants that did not participate in the campaign with posters and flyers were asked to keep track of refills for another week.

#### 3. Assessment Strategy

##### a. Difference in Difference:

The data collected on how many refills before (Baseline) and after (Endline and Control) the intervention you can use to calculate the difference and estimate your impact.

- Results for refills of gallons by Hotels and Restaurants in the baseline: 100 refills per week.
- Results for refills of gallons by Hotels and Restaurants in the endline: 300 refills per week.
- Results for refills of gallons by Hotels and Restaurants in the control: 120 refills per week.

##### b. Calculate the reduction in plastic bottles:

- Subtract the control value from the endline value:  $300 - 120 = 180$

##### c. Calculate the percentage of increase in refills:

- Subtract the control value from the endline value:  $300 - 120 = 180$
- Divide the result by the control value:  $180/120 = 1.5$
- Multiply by 100 to get the percentage:  $1.5 \times 100 = 150\%$

(Comment for those interested to understand in more detail: The control group is the non-participants in the programme. The increase in refills from 100 in the baseline to 120 in the control group is therefore more likely due to not intervention-related other reasons. To assess the impact of the interventions we should leave those other reasons out. To do so we calculate the impact against the control group and not the baseline. This is the benefit of control group assessments, it helps to not count other factors influencing the target group and behaviour as something part of the intervention.)

#### 4. Impact Statement

- i. Hotels and Restaurants have reported a reduction of an estimated 180 plastic bottles a week.  
Assumption: one refill equals one less plastic bottle bought.
- ii. Hotels and Restaurants have reported an increase of an estimated 150% in water refills.

We have mentioned collecting data before and after the campaign interventions as central points of time for when to measure. For additional insights and if your resources allow, please also consider collecting data throughout the implementation phases. If you have several behaviour change strategies that are not activated at the same time, you will be able to understand the impact of each strategy by collecting data after each strategy has been implemented. Also think about collecting additional endline data one or more years after the initial campaign has been implemented. You will be able to learn about your long term impact and the sustainability of your solution.

There are several logistical challenges you will have to overcome when collecting data. A complete guide would go beyond the scope of this toolbox, but we have compiled a Data Collection Checklist, summarising some critical factors for you to help remember.

Example  
Form

## Data Collection Checklist

Critical Factors to Remember	Tick (✓) the "Yes" or "No" box, as applicable.
<b>Confidential:</b> Assure the respondent that answers will not be shared with anyone else and make sure to keep this promise.	(...)
<b>Comfortable:</b> Demonstrating kindness and friendliness will help create a comfortable environment, encouraging respondents to be more open and honest in their answers.	(...)
<b>Honest:</b> Highlighting the need and value for providing information that accurately represents their true feelings, knowledge, and opinions.	(...)
<b>Verified:</b> Ensure the accuracy of information by asking indirect questions like, "If I asked your colleagues or friends, how often would they say you refill your water bottle each day?" Check answers with colleagues or other family members and through observations.	(...)
<b>Sensitive:</b> Avoid sensitive questions. These questions can make respondents uncomfortable, leading to less honest answers or even a reluctance to participate.	(...)
<b>Immediate:</b> Make sure to ask about behaviour without delays, for example "How many plastic bottles did you buy yesterday?" instead of "...last week"?	(...)

[Click here for the exercise form >](#)

**i** Fill in this exercise form with your observation. Refer to [page 72](#) for guidance.

## Learning Tool (1)

Exercise  
Form

### What went well?

Helps you to identify the successful parts of your approach and what to build on towards even more impact in future replications.





**i** Fill in this exercise form with your observation. Refer to [page 72](#) for guidance.

## Learning Tool (2)

Exercise  
Form

What would you do differently?

Challenges you have identified and already know how to do better towards more impact in upcoming projects.



**i** Fill in this exercise form with your observation. Refer to [page 72](#) for guidance.

## Learning Tool (3)

Exercise  
Form

What questions do you now have?

Indicating opportunities for further reflection and research to better understand and overcome some critical issues.



- i** Fill in this exercise form by ticking (✓) the “Yes” box when applicable, and the “No” box when it is not. Refer to [page 78](#) for guidance.

## Data Collection Checklist

Exercise  
Form

Critical Factors to Remember	Yes	No
<b>Confidential:</b> Assure the respondent that answers will not be shared with anyone else and make sure to keep this promise.		
<b>Comfortable:</b> Demonstrating kindness and friendliness will help create a comfortable environment, encouraging respondents to be more open and honest in their answers.		
<b>Honest:</b> Highlighting the need and value for providing information that accurately represents their true feelings, knowledge, and opinions.		
<b>Verified:</b> Ensure the accuracy of information by asking indirect questions like, “If I asked your colleagues or friends, how often would they say you refill your water bottle each day?” Check answers with colleagues or other family members and through observations.		
<b>Sensitive:</b> Avoid sensitive questions. These questions can make respondents uncomfortable, leading to less honest answers or even a reluctance to participate.		
<b>Immediate:</b> Make sure to ask about behaviour without delays, for example “How many plastic bottles did you buy yesterday?” instead of “...last week”?		





Implementing  
Your Campaign

8





**Y**ou have tested your behaviour change solution, and it has worked! What a success you have achieved already. Let us bring it now to the real implementation level together. In the previous chapter we already asked you to draft a more complete version of your solution idea. It will be very helpful for your implementation to add some more details now. We help you with that by providing you with the Plan of Activities tool later in this chapter.

But before we come to that, we want you to deep dive into the topic of stakeholders, how to avoid risks from stakeholders and how to benefit from them instead. Earlier you have already considered stakeholders in chapter 3 when identifying the target group and target behaviour. You have made sure to not go against the interests of the stakeholders involved. When doing the research in chapter 4 you may have included the valuable perspective of stakeholders as well. In chapter 5 and 6 you have considered in the To Do and Test Checklist that your solution idea is acceptable for stakeholders.

Build on this critical and valuable consideration of stakeholders by continuing to communicate regularly on the purpose and details of your solution interventions. Consider especially frequent communication and exchange with collaborating and affected stakeholders to integrate their concerns and experiences into the implementation plan.

Aside from ensuring that stakeholders do not become a source of friction and cause of conflict, let us now help you make sure you get additional benefits from engaging with them. Do so by identifying key stakeholders with strong connections to your community or target audience, as well as those with influence, leadership, or authority. Involve them from the start to get attention, create awareness and generate ownership by integrating them into the interventions. With the Stakeholder Engagement Tool below you get help on who to engage and how to do it:



## Stakeholder Engagement Tool

Example  
Form

### 1. Who are the stakeholders you should engage?

There are two stakeholder groups with two different qualities. One offers authority and leadership, the other one influence.

#### A. Leadership and Authority Stakeholders.

These are the stakeholders that can offer e.g. alternatives to single-use plastics and waste management infrastructure. They can remove structural barriers and provide rules and regulations towards the target behaviour.

- a. Governments.
- b. Industries and Businesses.
- c. NGOs.

#### B. Influencer Stakeholders.

These stakeholders can help to influence your target group by modeling and promoting the target behaviour.

- a. Social Media Influencers.
- b. Community Groups.
- c. Family Role Models.

### 2. How to engage with stakeholders?

Find below some inspiration for a process on how to include stakeholders.

- A. Initial Contact: Send a collaboration letter to the institution, possibly including a campaign proposal if required.
- B. Follow-Up: Stay in touch with the institution's contact person for updates, feedback and approval. Arrange a meeting to discuss your proposal and objectives. Consistent follow-up is key.
- C. Formal Agreement: Once approved, draft a Memorandum of Understanding (MoU) to outline stakeholder roles.
- D. Engagement and Involvement: Involve stakeholders in both planning and execution phases. Invite them to participate in activities.
- E. Monitoring and Reporting: Conduct ongoing monitoring and evaluation, providing regular progress updates.
- F. Final Reporting: Submit a final report detailing activities, evaluations, and suggestions for future improvements. Thank stakeholders for their support and involvement.

Let us now turn to the Plan of Activities tool we mentioned at the beginning of this chapter. This tool will help cover important aspects of your planning, resource management, team coordination and by getting an activity overview to potentially avoid challenges. If you had a deeper look into chapter 2. [Ready-to-Use Solutions](#), you are already familiar with the format. It summarises the key information on when and for how long to do the activity, what to do exactly and on who is doing it/is involved. See below a Plan of Activities example of Ready-To-Use-Solutions of the “SUP FREE SCHOOLS” project and below the empty Plan of Activities.





## EXAMPLE - Plan of Activities

Example  
Form

HOW LONG?	WHAT TO DO?	WHO?
Timing - in months How many months does this activity take? e.g. If only two weeks, use 0,5.	Describe the activity What are the goals and details of the activity?	Staff or Stakeholder Who is involved in the activity - internal staff or stakeholder? What skill is required?
3 months	Set up, Stakeholder engagement, Procurement of materials.	
	Get familiar with the project design and adjust/customise if needed.	Project Manager, Educational Trainer.
	Stakeholder consultation, reach out to the local government (education office) to get official recognition and support for teacher training (eg. credit points) and identification of participating schools and teachers.	Project Manager, Educational Trainer.
	Procurement of educational materials: Comics for the students, handbooks for the teachers (18 lessons), handbook for the teacher training.	Project Manager.
	Procurement of single-use plastic alternative (SUPA) set: Each participant gets a bag and a tumbler with characters from the educational comic to enhance the key messages. And a water filter per class.	Project Manager.
1 month	Stakeholder engagement, recruitment and trainings.	
	Recruitment and training of teachers: Training for teachers can be held in participating schools. Training by the Educational Trainer, 4 days (two weekends, best at the end of the summer holidays). Basically a simulation of the 18 lessons to be held by the teachers in their class. Consider catering and travel costs as compensation for teachers.	Project Manager, Educational Trainer, Assistant, Teachers.
4 month	Implementation in schools.	
	Implementation by teachers of SUP Free Education activities (18 lessons) with school children.	Teacher.
	Ongoing supervision of teachers through WhatsApp (or similar) group chat and optional visits in schools.	Educational Trainer.
1 month	Monitoring & Evaluation (Impact) - before implementation and after implementation.	
	Baseline data raised by the teacher: Survey on knowledge and awareness level of students (quiz) and on weekly plastic consumption (plastic diary) before implementation starts.	Teacher, Educational Trainer.
	Endline data raised by teacher: Same surveys after the educational activities were implemented.	Teacher, Educational Trainer.
	Analysis and Evaluation of survey data.	Project Manager.

[Click here for the exercise form >](#)



**i** Fill in this exercise form with your plan of activities referring to the example on [page 86](#).

## PLAN OF ACTIVITIES

Exercise  
Form

HOW LONG?	WHAT TO DO?	WHO?
Timing - in months How many months does this activity take? e.g. If only two weeks, use 0,5.	Describe the activity What are the goals and details of the activity?	Staff or Stakeholder Who is involved in the activity - internal staff or stakeholder? What skill is required?

< Click here for the example form





More Tools, Resources,  
and Tips

9





1. **Behaviour Change Toolkit:** A practical and easy-to-read toolkit nicely complementing this guide. Available at: <https://www.behaviourchange.net/document/33-behaviour-change-toolkit>
2. **Caldwell, J. (2021).** *Reducing Plastic Pollution: Campaigns That Work*. Available at: [Reducing Plastic Pollution: Campaigns That Work](#)
3. **Choosing the Small Doable Actions:** A brief video showing how to select the most effective behaviours. Available at: <https://www.youtube.com/watch?v=x3b7ZK0uF9k&t=7s>
4. **Economic Research Institute for ASEAN and East Asia (ERIA) and Institute for Global Environmental Strategies (IGES). (2024).** *Breaking the Plastic Habit: A Guidance Note and Practical Toolkit*. Available at: [Breaking the Plastic Habit: A Guidance Note and Practical Toolkit Lessons from Single-Use Plastic Behaviour Change Interventions in Indonesia, the Philippines, Thailand, and Viet Nam](#)
5. **GIZ. (2019).** *Practitioners Guide – Social and Behaviour Change: Insights and Practice*. Available at: [giz\\_sbc-practitioners-guide\\_web.pdf](#)
6. **How-to Guides:** Dozens of helpful mini-guides on almost any aspect of SBC communication activities, including initial preparations, design of SBC messages and materials, M&E, and more. Available at: <https://healthcommcapacity.org/health-communication/sbcc-online-courses-2/>
7. **People in Need (PIN). (2017).** *Behaviour Change Toolkit: For International Development Practitioners*. Available at: [Publications - People in Need](#)
8. **RARE Behaviour Lever Resources. (2024).** Available at: [Levers of Behavior Change - Behavior Change for the Environment – Rare](#)
9. **Three Myths of Behaviour Change:** Excellent TED Talk tackling the main behaviour change myths. Available at: <https://www.behaviourchange.net/document/88-three-myths-of-behaviour-change-what-you-think-you-know-that-you-dont>
10. **United Nations Environment Programme and GRID-Arendal. (2020).** *The Little Book of Green Nudges*. Available at: [The Little Book of Green Nudges | UNEP - UN Environment Programme](#)
11. **Waste4Change. (2023).** *Behaviour Change Strategy and Playbook for Waste Management by Kemenkomarves in cooperation with World Bank*. Available at: [Behavior Change Strategy and Playbook for Waste Management by Kemenkomarves in cooperation with World Bank](#)
12. **www.behaviourchange.net:** Website providing guidance on various formative research methods (including questionnaire templates) and approaches for addressing the identified barriers. Available at: <https://www.behaviourchange.net/>





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