

Using the EAST Framework

in the Social and Behaviour Change Work of
Community Health and Nutrition Volunteers

TRAINING GUIDE

ADRA YEMEN



I. About

This brief training guide was prepared by ADRA Yemen in 2023, as part of the Yemen Emergency Multisectoral and Lifesaving Interventions (YEMLI) project. The project was funded by the USAID Bureau for Humanitarian Assistance and technically supported by ADRA International.

The training objective is to increase the ability of the Community Health and Nutrition Volunteers to **promote various behaviours in a way that enables and motivates people to adopt them**. The acquired skills can be used in the context of group sessions, household visits, and individual counselling. The training guidance provided in this document is meant to be used by people who work on enhancing the community volunteers' behaviour change capacities. While it was primarily designed for ADRA Yemen's health and nutrition activities, its content can also easily be used in the context of other sectors, countries, and organizations. The guidance is therefore provided in a Word document so that anyone can easily adjust it to their context.

The training is based on using the EAST framework developed by the [Behavioural Insights Team](#) (see the [original publication](#)). In a nutshell, the framework says that if you want to encourage behaviour change, you have to make it **Easier**,¹ **Attractive**,² **Social**, and **Timely** (EAST). The framework does not pretend to be a universally applicable solution to all behavioural challenges. It just draws our attention to four of the most common behavioural determinants and asks us to understand them better and to use context-specific understanding to **help people make the desired change**.

While the EAST framework was originally designed using examples from economically developed countries, this training guide shows how it can be used effectively in the **context of international development** projects and in the context of **protracted humanitarian crises**, such as in Yemen. The guidance offered in this document was adjusted to such contexts and tested extensively during ADRA's training of two hundred Community Health and Nutrition Volunteers.

The training is designed as a **one-day participatory learning event** using brief talks, individual reflections, work done in pairs and groups, and discussions. As with any other training, it is important to recognize its limitations – while it is likely to increase participants' understanding of how to promote various behaviours effectively, it should be seen as just one of the multiple ways to strengthen people's behaviour change competencies. It **must be accompanied by other types of support**, such as:

- training on SBC communication and facilitation skills
- technical training on the promoted behaviours
- regular workshops discussing the main enablers and barriers to the promoted behaviours
- on-the-job supervision
- regular opportunities to discuss any challenges and possible solutions

ADRA Yemen has developed the guidance and tools for these additional types of learning and can share them with other agencies.

This training module was developed by Petr Schmied, SBC consultant for ADRA Yemen. The author appreciates the useful feedback provided by Helen Catton, Mary Packard, Rose Wilder, Jacqueline Devine, Renuka Bery, Antje Becker-Benton, Nicole Weber, Princess Cervantes, Ragheb Fadhl, Emily Hirata, Armelle Sacher, Ondřej Kácha, Mirela Oprea, Erin Pfeiffer, Million Markos, and Blanche Mattern. If you have suggestions on how the training can be improved or have any questions, please **contact the author** at petschmied07@gmail.com.

¹ In the original EAST framework, E stands for 'easy'. However, because adopting many behaviours often isn't really 'easy', this guide talks instead about making it 'easier'.

² Instead of using the original word 'attractive', this guidance uses the word 'appealing'. This is because when this training module was tested, many people (including native speakers) found the word 'attractive' confusing, as it was understood as 'physically attractive'.

2. Training Requirements

Implementing this training requires the following **facilities and materials**:

- a training room allowing participants to sit in groups of four to five, facing the front of the room
- this training guide printed for the trainer
- one roll of blank flipcharts and a flipchart stand
- the flipcharts with the information specified in the guidance (always underlined)
- markers (one per table and one for the trainer)
- adhesive tape allowing people to attach flipcharts to the wall
- two-pagers with guidance on promoting the three behaviours you selected for the exercise in session 'How to Use the EAST Framework in Participants' Work' (two sets per table; not mandatory – two-pagers are used by ADRA Yemen)
- notepad and pen for each participant
- certificates for participants who complete the training (not mandatory)
- pre / post-tests – see Annex
- refreshments for lunch and a break

The **trainers** should have the following qualifications:

- at least 2 years experience supervising and supporting Community Health and Nutrition Volunteers
- sound knowledge of the soft skills that the volunteers need to promote behaviours effectively
- full understanding of the content of this training guidance
- ability to train others using the principles of adult learning
- keen interest in strengthening volunteers' capacities

The **training participants** should:

- fulfil the criteria for becoming a Community Health and Nutrition Volunteer (or any similar position)
- be able to read and write
- be motivated to learn new knowledge and skills and use them in their everyday work
- have completed ADRA's training on 1) behaviour change communication and facilitation skills; and 2) technical knowledge and skills related to the promoted behaviours

FACILITATOR'S NOTES:

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3. Recommendations for Organizers and Facilitators

Take advantage of the following tips³ to make sure that the training flows smoothly and is effective:

- To ensure that each participant has enough time to practice what they learned and to receive feedback, ensure that each training has 1) **no more than 20 participants** and 2) **two training facilitators**, each providing support to up to 10 participants.
- The training was designed with the following **schedule** in mind:

9:30 – 11:20	Introductions
	Exploring the EAST Framework
11:20 – 11:40	Break
11:40 – 1:00	How to Use the EAST Framework in Participants' Work
1:00 – 2:00	Lunch Break
2:00 – 3:30	Planning the Use of the EAST Framework
3:30 – 4:15	Gallery Walk and Clarifications
	Conclusions

- This document gives you detailed guidance on how to facilitate the entire training. To be able to use it well, you need to be familiar with it. **Allocate at least two full working days for preparation** – reading the guidance, highlighting key points, thinking through the delivery of each session, preparing flipcharts, translating pre/post-tests, arranging the training room, etc.
- The stated duration of each part of the training was tested and is feasible as long as you **manage the time available well**. To do so, you can:
 - o pay attention to the time available for each task and session
 - o keep each session focused on the key learning points
 - o avoid lengthy discussions
 - o when using group work, ask each group to appoint a timekeeper
 - o ask participants to arrive at the training venue at least 15 minutes in advance, to increase the chances that the training can start punctually
 - o ask the participants to return from breaks 5 minutes before the next session starts
- **Remember what your role is:** You are not expected to teach the participants everything this training covers. Your task is to bring out the existing knowledge that the different participants already have so that they can learn from each other, and to complement these with whatever is missing.
- Consider replacing the abbreviation 'EAST' with an **equivalent in the local language** that would be easier to remember and understand for participants who do not speak English.
- **To facilitate better learning**, ensure that at each table there are 1-2 more experienced participants who can support the less experienced ones.
- Ensure that you **prepare all the training materials well in advance**. All instances when you need to distribute a document or use a new flipchart are highlighted like this.
- During the training, **if you sense that attention is fading**, use some of the following tips:
 - *Check yourself:* Are you talking too much? Have you left enough space for the participants?
 - *Check the room:* Is some fresh air or more light needed?
 - *Use an energizer:* Use culturally appropriate energizers that you are familiar with. If you do not know of any, you can try the physical exercise energizer: Ask the participants to stand up and move for a few minutes – stretch their body in all directions, walk a bit, etc.

³ This chapter was prepared using the training module [Agents of Agricultural Change](#) (GIZ, 2022) that was written by the author of this document.

4. Training Guide

4.1 Introduction (25 – 30 minutes)

Greet the participants and **thank** them for coming to the training.

If you do not know each other, **introduce** yourself and ask the participants to introduce themselves briefly.

Clarify what the participants can expect from the training:

- the training was designed to help you promote various behaviours in a way that enables and motivates people to adopt them
- it focuses on:
 - 1) introducing the EAST framework;
 - 2) clarifying how you can benefit from using the framework in your work; and
 - 3) helping you plan to use this framework in your work

Explain that the training involves a few brief presentations but most of the time will be spent on discussions and practicing what the participants have learned.

Explain the training **schedule**.

Ask: “What would you like to ask about before we start?”

Provide **pre-test**. Allocate 15 minutes.

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4.2 Exploring the EAST Framework (50 minutes)

Show a **flipchart** with the following text: ‘The best way to make people change their behaviour is to raise their awareness about the behaviour and its benefits.’

Tell participants: “Those who agree with this statement raise their hand.”

Ask participants who do not agree with the statement (i.e. those who did not raise their hand) to explain why they disagree.

If necessary, clarify why the statement is not correct: because often there are many other factors that prevent people from adopting the behaviour - such as lack of resources, not enough time, lacking skills, or limited support from family members – and focusing just on raising awareness of the behaviour and its benefits usually is not enough. Often, people know what they should be doing and why but they are unable to do it.

Explain: “The EAST framework offers a more helpful perspective on how we can help people adopt the promoted behaviours. Let’s now look at the EAST framework using your own personal experience.”

Ask: “Please think individually about which behaviours you have tried to adopt in your own life, what was preventing you from doing so, and what was helping you. It can be any personal behaviour, such as reading regularly or eating more healthy foods.” Consider starting with an example from your own life. Give people 1-2 minutes, then ask whether anyone would like to share their experience.

Once people share their experience, comment: “All of us have lots of behaviour change experiences from our own lives. Let’s now use these experiences and discuss some of the things that influence whether people adopt a behaviour.”

Ask the following questions:

- 1) “Are you more likely to adopt a new behaviour when adopting and practicing the behaviour is easy or when it is hard?” After they respond, ask: “Why?” Reflect on what the participants say.
- 2) “Are you more likely to adopt a new behaviour when adopting and practicing the behaviour is something that you find appealing or when it is not very appealing?” After they respond, ask: “Why?” Reflect on what the participants say.
- 3) “Are you more likely to adopt a new behaviour when adopting and practicing the behaviour is something that many people are already doing and approve of or when only a few people do it and some even disapprove of it? After they respond, ask: “Why?” Reflect on what the participants say.
- 4) “Do you think that the timing of when people are asked or reminded to practice the behaviour is important or not?” After they respond, ask: “Why?” Reflect on what the participants say.

Say that the discussion has helped clarify what EAST is about. Show the flipchart with the following text: ‘If you want to encourage the adoption of behaviour, make it **Easier, Appealing, Social, and Timely (EAST)**.’ Say that the easier, more appealing, more social, and more timely we make it, the more likely that people will adopt the behaviour.

Explain that there may be other reasons why people do or do not adopt a behaviour – these four are just some of the most common ones. But **we also need to be aware of any other reasons** that were identified by formative research or when working with the targeted populations.

Say: “Let me now explain in greater detail what making it ‘easier’, ‘appealing’, ‘social’, and ‘timely’ means. We will use an example of exclusive breastfeeding – feeding children under six months of age with breastmilk only, no other fluids or foods.” (Note for the facilitator only: Depending on the audience, you can use an example of another behaviour.)

- Making it **EASIER** means that adopting or practicing the behaviour involves fewer difficulties, because people understand clearly what they are supposed to do, know how to do it, think that it is not overly difficult, can access the resources they need, and perhaps even have someone’s support.

Say: “Let’s use the example of exclusive breastfeeding. How can you make adopting and practicing this behaviour easier?” Respond to what the participants say. If you sense that they have not understood this point, clarify it. Possible responses to the question might include, for example:

- helping (especially first-time) mothers access practical breastfeeding counselling
- increasing women’s knowledge on how to prevent and address breastfeeding difficulties
- engaging household members in ensuring that women have the time needed to feed their children with breastmilk only

- Making it more **APPEALING** means that people like what will happen if they practice the behaviour – for example, they will feel good about it, they will gain something, their children will be less ill, they will be appreciated by others, etc.

Say: “Let’s use the example of exclusive breastfeeding. How can you make adopting and practicing this behaviour appealing?” Respond to what the participants say. If you sense that they have not understood this point, clarify it. Possible responses to the question might include, for example:

- sharing testimonies of health workers and mothers about how children who were fed only breastmilk prospered and thrived
- addressing harmful misconceptions, such as that feeding only breastmilk results in children being hungry or thirsty
- focusing on the emotional aspect of breastfeeding, such as the bond it creates between the mother and her child

- Making it more **SOCIAL** means that people think that practicing the behaviour is something that others approve of (or even appreciate) and think that it should be done (i.e. it is a social norm).

Say: “Let’s use the example of exclusive breastfeeding. How can you make adopting and practicing this behaviour social?” Respond to what the participants say. If you sense that they have not understood this point, clarify it. Possible responses to the question might include, for example:

- showing that many other mothers practice exclusive breastfeeding – i.e. that it is the ‘normal’ behavior
- health workers and volunteers appreciating mothers who practice exclusive breastfeeding
- engaging fathers / husbands and other household members in showing clearly that they are supportive of feeding only breastmilk

- Making it more **TIMELY** means that the behaviour is promoted at a time when people are likely to be the most receptive, being both willing and able to practice the behaviour.

Say: “Let’s use the example of exclusive breastfeeding. How does the timing of when you promote exclusive breastfeeding affect whether a woman will practice this behaviour?” Respond to what the participants say. If you sense that they have not understood this point, clarify it. Possible responses to the question might include, for example, promoting exclusive breastfeeding:

- during the later stages of pregnancy
- during the first days and weeks of pregnancy (especially in the case of first-time mothers)
- whenever women face any breastfeeding difficulties

Ask: “What do you think of all this? What is unclear? What do you want to ask about?”

Take a 20-minute break.

FACILITATOR’S NOTES:

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4.3 How to Use the EAST Framework in Participants' Work (80 minutes)

Explain that the key question is now how the participants can use what they learned during the training in the work they are doing. This is what the next exercise will focus on:

- Ask people to divide into pairs.
- Display a flipchart with a list of three behaviours that the participants commonly promote (do not include exclusive breastfeeding / other behaviour you talked about earlier).
- Point to the flipchart and explain that you would like each pair to select one behaviour and discuss how they can make adopting the behaviour easier / appealing / social / timely.
- Ask each pair to decide which aspect of EAST they will discuss – easier / appealing / social / timely (i.e. always *only one aspect* of EAST). Ensure that each aspect of EAST is taken by at least two pairs.
- Encourage the pairs to briefly review the provided two-pager that explains the key barriers and enabling factors to adopting the selected behaviour.
- Provide 20 minutes for the exercise. If any pair finishes earlier, they can discuss another behaviour.
- Once the time is up, each pair should discuss what they brainstormed with another pair who focused on the same aspect of EAST.
- The exercise should take 30 minutes in total.
- Ask whether any clarifications are needed.

Once the exercise is over, say: “Now let’s look together at the ideas everyone here discussed.”

Consider engaging some of the participants in writing key ideas on a flipchart so that everyone can see them.

Ask: “How can you make adopting various behaviours **EASIER**?” First, ask the pairs who worked on this topic and then encourage others to share their thoughts. Respond to what they say. If anything is contrary to good practices, ask others what they think about the given opinion. If any of the following ways of making it easier were not mentioned, explain them:

- understand what makes practicing the behaviour difficult and what could make it easier – this can be done in two ways:
 - 1) by using research findings, such as information included in the two-pagers that ADRA provides for each promoted behaviour
 - 2) by asking the following questions to the people who should adopt a given behaviour:
 - What makes it difficult to [specify the behaviour]? What else makes it difficult?
 - What could make it easier to [specify the behaviour]? What else could help?
- once you have such information, you can use it to make practicing the behaviour easier

What else can help?

- use easy-to-understand language – for example, avoid any abstract terms, provide examples, and be clear about what a person is (not) supposed to be doing
- break bigger goals into more manageable tasks – for example, instead of talking about ‘providing a diverse diet’, appreciate what mothers already do well and discuss how the meals they prepare can be made even more nutritious
- help people gain the lacking knowledge / skills / resources that are needed to practice the behaviour – for example, through providing women with newborns access to practical breastfeeding counselling
- address structural barriers to behaviour change, such as opening times of health services, transport to services, or access to products that people need (e.g. oral rehydration solutions)

Ask: “How can you make adopting various behaviours more **APPEALING?**” First, ask the pairs who worked on this topic and then encourage others to share their thoughts. Respond to what they say. If anything is contrary to good practices, ask others what they think about the given opinion. If any of the following ways of making it more appealing were not mentioned, explain them:

- understand what makes practicing the behaviour (un)appealing – this can be done in two ways:
 - 1) by using research findings, such as information included in the two-pagers that ADRA provides for each promoted behaviour
 - 2) by asking the following questions to people you hope will adopt a given behaviour:
 - *What do you think about the idea of you [specify the behaviour]?*
 - *What do you like about [specify the behaviour]?*
 - *What do you dislike about [specify the behaviour]?*
 - *What would happen if you [specify the behaviour]?*
- once you have such information, you can use it to make practicing the behaviour more appealing

What else can help?

- let people experience or at least hear about the benefits of practicing the behaviour
- show that other people are already practicing the behaviour (and are happy with it)
- engage people’s emotions by, for example, using relevant stories or relating the behaviour to something that people really want and care about (e.g. feeling good about their children’s health, or perceiving themselves as good parents)
- use visually attractive communication materials (e.g. video) that promote the behaviour

Ask: “How can you make adopting various behaviours more **SOCIAL?** This means ensuring that people think that adopting the behaviour is something that others approve of and think that it should be done.” First, ask the pairs who worked on this topic and then encourage others to share their thoughts. Respond to what they say. If anything is contrary to good practices, ask others what they think about the given opinion. If any of the following ways of making it more social were not mentioned, explain them:

- understand whether people who should adopt the behaviour think that others (especially their household members) approve or disapprove of them practicing the behaviour – this can be done in two ways:
 - 1) by using research findings, such as information included in the two-pagers that ADRA provides for each promoted behaviour
 - 2) by asking the following questions of people you hope will adopt a given behaviour:
 - *What would people who are important to you think if you [specify the behaviour]?*
 - *Who would disapprove of you [specify the behaviour]?*
 - *Who is supportive of you [specify the behaviour]?*
- once you have such information, you can use it to ensure that people who should practice the behaviour think that 1) it is something that others approve of and that 2) it should be done

What else can help?

- show that the behaviour is practiced by people they respect – for example, by asking peers who already practice the behaviour to share their experience
- ensure that influential household members (e.g. husbands, in-laws) approve of the behaviour – for example, by engaging them in discussions about the behaviour and its benefits
- use the power of social networks – for example, to discuss in a group people’s opinions about practicing a given behaviour which can give a person more confidence to try it
- encourage people to make public commitments – for example, by giving each participant of a group meeting the opportunity to say what they intend to do based on what they learned during the meeting

Ask: “How can you make adopting various behaviours more **TIMELY**? This means promoting it at a time when people are most willing and able to practice it.” First, ask the pairs who worked on this topic and then encourage others to share their thoughts. Respond to what they say. If anything is contrary to good practices, ask others what they think about the given opinion. If any of the following ways of making it more timely were not mentioned, explain them:

- promoting the behaviour when people can and should practice it – for example, promoting safe water storage at water points or providing breastfeeding counselling to mothers after delivery
- promoting the behaviour when people are most receptive – for example, during and after a child’s illness parents might be more open to following practices that protect the child’s health
- helping people make a specific plan for adopting a given behaviour (when will they do it, how, etc.) can also help

Thank participants for everything they shared.

Ask for questions.

Explain that after lunch you will plan exactly how the participants can use what they just learned.

If the key ideas were recorded on flipcharts, stick the flipcharts to a wall.

Take a lunch break (1 hour).

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4.4 Planning the Use of the EAST Framework (90 minutes)

Consider starting the session with a short energizer.

Say: “Let’s now try to make sure that all of you leave this workshop with many practical ideas of how you can use all the four aspects of the EAST framework in the everyday work you are doing.”

Ask half of the participants to sit at a different table so that they have a chance to discuss things with other people. There should be 4-5 people sitting at each table.

Show a flipchart with at most eight commonly promoted behaviours that were not yet extensively discussed during the training. Ask each group (i.e. people sitting at the same table) to select two behaviours. If possible, try to ensure that:

- each behaviour was selected by at least one group (so that all behaviours are discussed)
- at least two behaviours were chosen by more than one group (so that the groups can compare what they discussed about the same behaviour)

Provide each group with two blank flipcharts and a marker. The flipcharts should have the following text prepared in the local language:

<p>Behaviour:</p> <p>How will we make it:</p> <p>Easier:</p> <ul style="list-style-type: none">--- <p>Appealing:</p> <ul style="list-style-type: none">--- <p>Social:</p> <ul style="list-style-type: none">--- <p>Timely:</p> <ul style="list-style-type: none">---

Display one of the flipcharts, point to it, and ask each group to discuss and write on their flipcharts what they will do to:

- make adopting and practicing the two behaviours easier
- make adopting and practicing the two behaviours more appealing
- make adopting and practicing the two behaviours social
- promote the behaviours in a timely manner

Ask them to:

- be specific and say what exactly they want to do (or are already doing)
- focus on just a few of the most impactful things that they can do
- be realistic and include only actions that they are already taking or can take in the coming weeks
- use the flipchart space efficiently so that additional suggestions can be added later

Allocate 45 minutes. Ask whether any clarifications are needed.

During the 45 minutes, visit each group (even several times), listen to what people say, and provide support, if needed.

Once the time is up, go through the behaviours one by one, asking participants what E / A / S / T actions they would like to take (or are already taking). Always start with the group(s) that discussed the behaviour – ask them to display their flipchart and present their suggestions. Only then ask others for their inputs. Whenever someone makes a good suggestion that is not included in the flipchart, ask a group member to write it down so that all the key tips are summarized in one flipchart.

Appreciate all the good suggestions that participants make. If someone mentions something that is contrary to good practices, ask others what they think about it. Respond to what they say.

4.5 Gallery Walk and Clarifications (25 minutes)

Ask the participants to stick the flipcharts on a wall next to each other. If space allows, leave at least half a meter of space between them.

Say: *“Before we conclude the workshop, I would like you all to have an opportunity to reflect individually on all the suggestions that were made. Let’s now take 10 minutes so that you can read through the flipcharts and see whether there is anything that you would like to start doing.”*

Ask people to go and read the flipcharts. Since many volunteers have smartphones, **encourage them to take photos** that can serve as reminders of how they can use the EAST framework in their everyday work. Participants who do not have smartphones can write down what interests them in their notepads.

Once the time is up, ask: *“What would you like to share with us or ask about? Is there anything that is not completely clear?”* Engage other participants in providing answers.

4.6 Conclusions (20 minutes)

Conclude: *“The main message of the training was that when we encourage behaviour change, we need to make it easier, appealing, social, and timely.”* Point to the flipcharts with participants’ suggestions and say: *“Here we have many suggestions of how you can do it and I encourage you to use them as much as you can. The people you work with will appreciate it and you will be able to achieve even better results.”*

Ask the participants for **feedback** on the training (it can be anonymous), by answering on a piece of paper the following questions written on a flipchart:

- What did you like?
- What could be improved and how?
- What other comments do you have?

Thank the participants for their active engagement, provide **post-tests** (allocate 15 minutes), and conclude the training.

FACILITATOR’S NOTES:

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