CAMBODIA MSME 2/BEE FY2011

GUIDE TO YEAR 3 WORK PROGRAM STRATEGIES AND DIRECTIONS: UPGRADING OF RETAIL MARKETS

CONTRACT NO. EEM-I-00-07-00009-00

TASK ORDER NO. 04

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CAMBODIA MSME 2/BEE PROJECT

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Section 1:
OVERVIEW OF YEAR 3 WORK PROGRAM AND STRATEGIES

A. ASSESSMENT OF CURRENT STATUS OF PILOT MARKETS

The exposure visit to the Siem Reap market appears to be the most powerful in initiating upgrading initiatives among the different stakeholders in the pilot markets with the market owners generally taking the lead particularly in terms of financial investment.

1. Marked improvement in physical infrastructure, layout and zoning, and cleanliness in the area

The project has been successful in motivating market owners to invest in the upgrading of the market physical infrastructure (roof, cemented floors, stalls). Products, vendors, and consumers are better protected from heat and rain and they no longer have to bear with "muddy" floors. Improvement in the market layout is also gradually being implemented to create more spacious walkways for customers and, at the same time, help in reducing cross contamination risks. Vendors seem to be more conscientious in keeping their areas clean while market owners have stepped up efforts to promote better waste management and garbage collection system. From the discussions with the different stakeholders, the Cambodia MSME project through the study tour has made some inroads in conveying to key stakeholders the benefits of upgrading. Market owners are willing to invest and recognize the potential benefits and Return on Investments. For the District Governors/Local Government Units, the upgrading of wet markets in line with current thrusts and are willing to give legislative support to facilitate upgrading.

However, while these improvements are a clear step forward, the different stakeholders would need technical guidance to ensure that upgrading initiatives are aligned to basic food safety and quality standards, customer expectations, and financially viable.

2. Collaborative relationships gradually evolving between and among the different stakeholders (market owners, vendors, district governor/local government units)

Considerable progress has been made in the establishment of Market Committees and in promoting good working relationship between and among the different stakeholders. Pilots indicate the potential of larger scale and longer-term collaboration. These relationships can be further strengthened and upgrading efforts can be more focused if the players are assisted in the development and implementation of a collective vision and basic standards/market protocols to guide the upgrading directions.

3. The need for positive transformation of informal practices that guide current practices

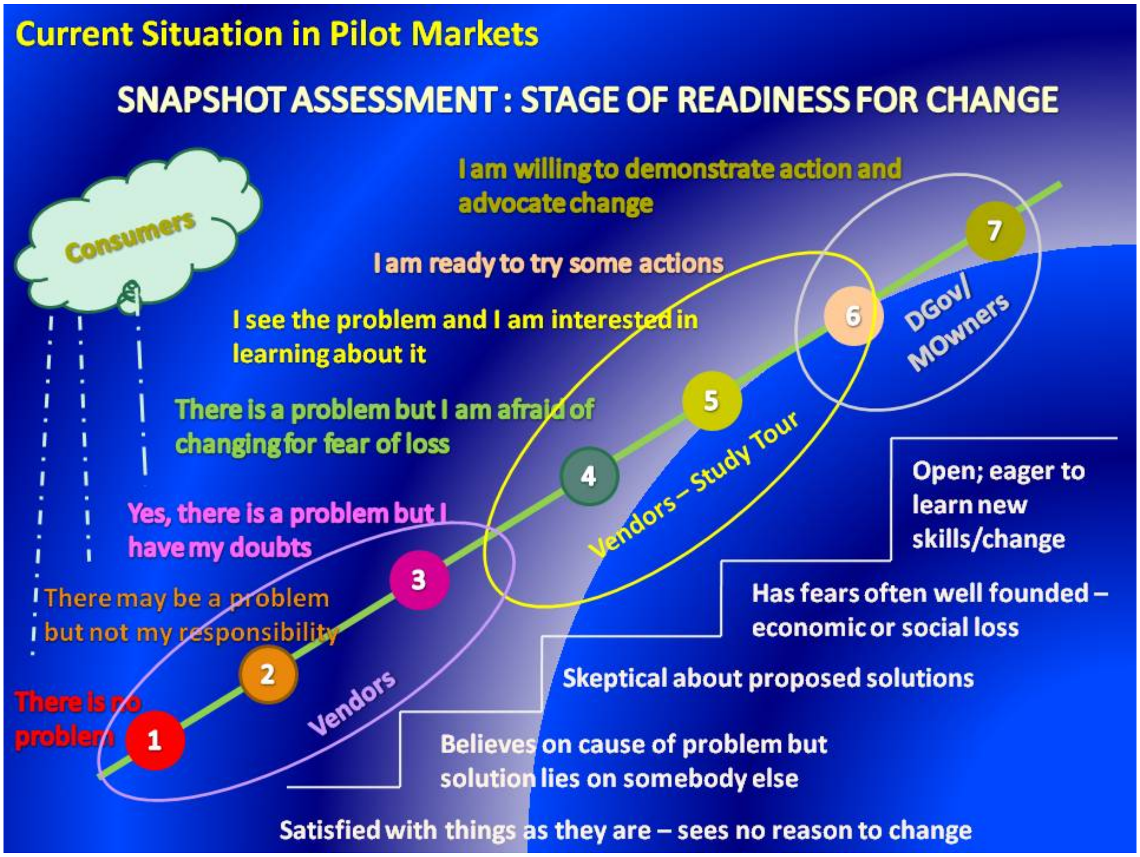
Market stall holders pay fees to the market committee and municipality for outlet rental, market administration and sanitation. However, sanitary standard operation procedures are not in place. Behavior and practices of vendors and consumers are generally governed by informal norms, which in many cases demonstrate the lack of know-how and emphasis on basic food safety and quality standards. The Cambodian consumer also has misconception regarding certain post harvest procedures (e.g., fish packed with ice and frozen meat are considered not to be fresh). The main food-selection criteria used by both consumers and vendors generally related to: aesthetic appearance of the food and food stand; appearance of the food vendor; interpersonal trust in the vendor; and price and accessibility of food.

To develop strategies for change, it is necessary to first understand the thought processes behind their current actions: What do they know? Care about? Think about? Who influences them? It is also essential to find out about their barriers to change and drivers for change and the ratio of one to the other. External barriers include: it costs too much, technology isn't accessible, laws are conflicting, etc. Personal barriers include: the person doesn't recognize the problem, doesn't know what to do, doesn't consider it a priority, thinks it's too hard, doesn't have friends doing it, etc. By having a good understanding of our target groups, designing behaviour change strategies will be a less risky, more focused process. Below are some examples of behavior determinants of stakeholders in the pilot markets and potential interventions.

Behavior determinants	Possible Intervention Strategy
Effective disinfectants are generally not known, although available. Thus, current practice in cleaning stalls is not effectively reducing pathogens Majority of the vendors clean their stalls to remove dirt (visible to the eye); this is a good starting point for effective pathogen removal.	Work with suppliers to promote available disinfectants suitable for different types of stalls including proper cleaning and sanitation procedures.
Lack of staff (regulating authorities such as Camcontrol)	Catalyzing behavior change; institutional capacity building, Supply chain governance required including consensus on basic food safety and quality standards compliance measures.
Customers are more concerned about price rather than food safety. Customers have strong influence over vendors	Customers' awareness about food-safety issues has to be increased.
Vendors do not perceive any food safety risk with current practice of using cartons or newspapers as mats for meat; rusty containers for fish Emerging consciousness on neatness of stalls but does not necessarily include safe food	Risks should be explained. Invisible risks should be made 'visible' (e.g., glow germ exercise) The term neatness has to be extended to visible and invisible cleanliness
Perception that fish packed with ice is not fresh	Demonstration on rate of spoilage and deterioration; simple cost and benefit analysis

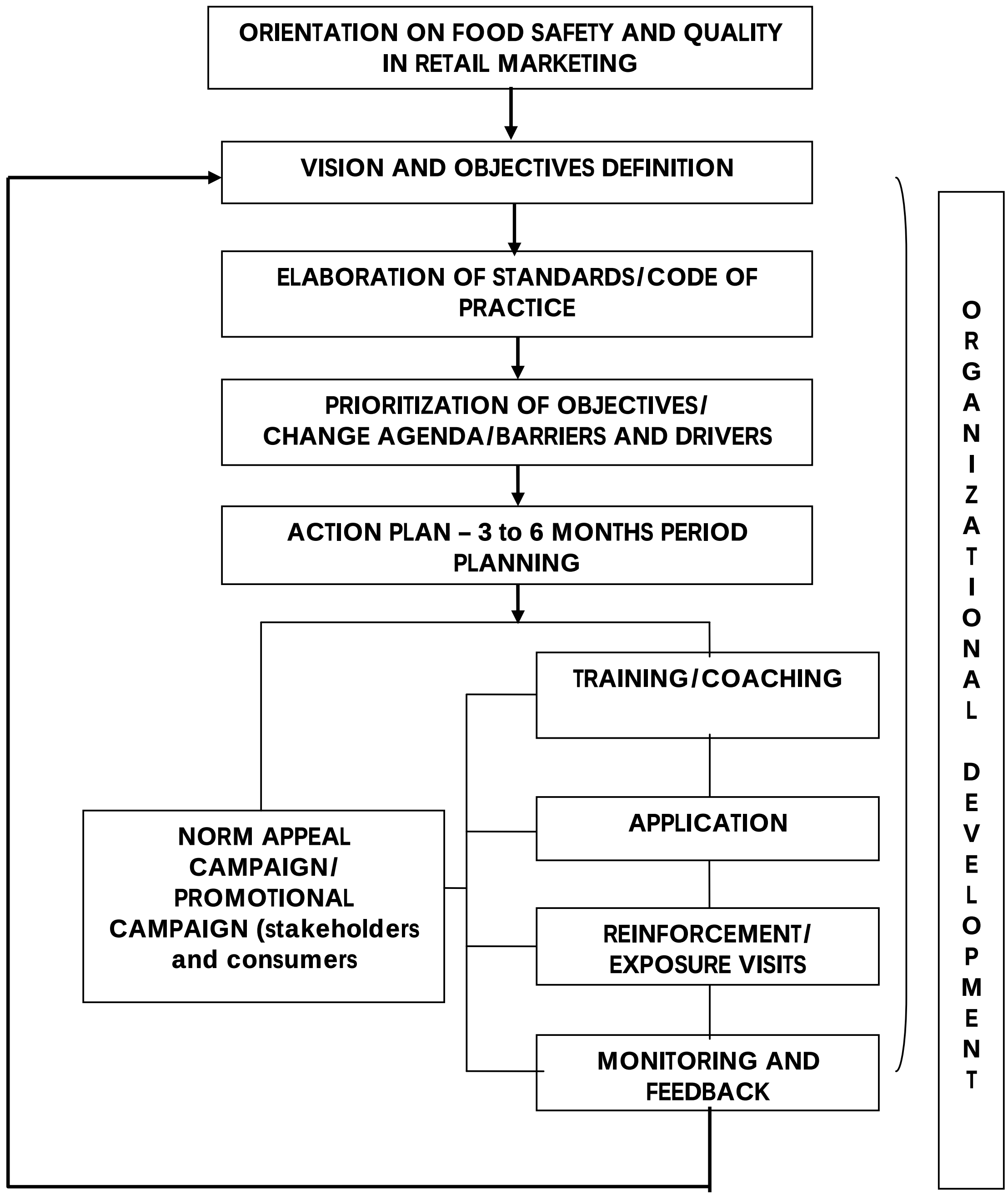
4. Snapshot Assessment: Readiness for Change

A range of influential features in the environment (social, cultural, religion, legal, political, and resources) must be in place to enable a person to change. People are more motivated to change when it is based on their own decisions and choices, rather than an authority figure telling them what to do. Visits and interactions with people exhibiting the desired behavior (e.g., the Siem Reap exposure visit) appear to be very effective in helping stakeholders in the pilot markets resolve many of their doubts about the change initiative. People see information from peers who have undergone the process as more credible than information from other sources. As such, it is oftentimes important to demonstrate the viability and benefits of the change initiative. People generally change their behavior because: a) their values support it; b) they think it is important; c) they think they can; d) they worked through their doubts; e) they are ready for it; and f) they have a good plan and adequate support.



For vendors who are on Stages 1 to 3, it may be of little help to bombard them with information on market upgrading issues that do not fit into their own way of thinking. It is important to first facilitate self-realization via participatory assessment tools. Information campaign and capacity building activities are generally more effective if the stakeholders themselves have concluded that there is a problem or the need for upgrading and are interested to do something about it.

B. PROPOSED WORK PROGRAM



The components described above need to be carried out mostly in sequence. In some cases, two steps may be carried out in parallel; at other times, the project may back up a step and re-think or re-try. The steps are not intended to be a rigid formula; instead, the steps serve as milestones to make the implementation process more effective.

The recommended framework combines local knowledge of stakeholders about conditions, beliefs, and resources with the more scientific knowledge of food safety and marketing experts. A key factor in this framework is the need for stakeholders to work together and to arrive at a consensus on the upgrading directions and its implementation. This may entail several stages:

a) Formation stage: the different stakeholders get together and agrees on common interests and objectives; stakeholders get to know and form opinions about each other

b) Organization stage: roles and functions are defined and plans are made

c) Normative stage: rules are made on how the work will be done; trust and cohesion start to develop

d) Performance stage:plans are implemented

Making joint choices, assigning responsibilities and monitoring action increase the commitment of the stakeholders to achieve the agreed changes. It also facilitates getting commitment for the upgrading objectives from a wide cross-section in the wet market including the other players in the pork and fish supply chains.

Likewise, in this framework, the stakeholders themselves collectively decide what they will change and how they will achieve the change. The project does not direct the change but helps stakeholders to choose the key changes and organize the process of change. The change process is conducted in small incremental steps guided by iterative planning and feedback monitoring.

The succeeding sections provide guidelines on the various tools and methodologies for each of the subcomponents of the proposed work program for Year 3.

Note:

Some of the tools described here are part of the documentation submitted by SDCAsia to ACDI-VOCA and published in the USAID Microlinks website as well as excerpts from presentation made during the Breakfast Seminar last March 2010. Some variations were made on some of the workshops to fit in with the Cambodian context as per discussions with the USAID MSME Cambodian team).

Section 2:
ORIENTATION ON FOOD SAFETY AND QUALITY IN RETAIL MARKETING

A. OBJECTIVES

1. To introduce the concepts of food safety and quality assurance vis-à-vis cost and health benefits
2. To present an overview of market relevant safety and quality aspects specifically concerning fish/seafood and meat.

B. TARGET AUDIENCE

To be conducted in Siem Reap, Svay Rieng, Kampong Cham covering the following audiences:

- Market owners
- Vendors
- District Governors/Market Committee
- Influential opinion makers in the community (to represent consumers)
- Community Working Group
- Media

C. SAMPLE ORIENTATION AGENDA AND DESIGN

Topic	Time
The Important Role of Wet/Fresh Markets in the Community	10 minutes
Food Safety … Food Quality … Improved Profits in Your Hands	30 minutes
Product Quality Attributes and Consumer Satisfaction and Income	15 minutes
Food Safety and Quality Standards	15 minutes
Overview of Generic Fresh Retail Market Standards	20 minutes
Overview of retail market upgrading component of the project and acknowledge of core group of stakeholders leading the process	15 minutes

<u>Main Features</u>

- 2 hours orientation

- Orientation should be interactive --- combination of theoretical inputs as well as exercises to facilitate self-realization on the importance of food safety

- May be best conducted after selling hours in the market (preferably afternoon) --- position more as a social event rather than really “educational”

Key Points and Messages

1. The Important Role of Wet/Fresh Markets in the Community

   a. Each of the stakeholders involved in the management and operations of the wet market plays an important role in providing Cambodian households easy access to food, an accessible market for small farmers and fishers and traders, and a source of revenue for the commune/town/municipality.

   b. To be able to further harness the income generation potentials of the wet markets and, at the same time, serve better the consumers that provide us our livelihoods, it is time to work together to upgrade the wet markets to improve sanitation, product quality image, and the overall shopping experiences while still preserving the traditional charm.

2. Food Safety … Food Quality … Improved Profits are in Your Hands

   a. Glow Germ Exercise

   Glow Germ Exercise: for participants to have a visual simulation on concept of “Germs in Hands”

GloGerm Kit: Php 4,500 per kit

MARLATEK Inc. Germwise Division
600 Laurier Blvd.
Brockville, ON. K6V 6B3
Telephone: 1800-909-3507 · (613) 342-8561
Fax: 1800-342-4988 · (613) 342-5279
E-mail: sales@germwise.com
http://www.germwise.com/contact.asp
ONLINE ORDER

Glenwood Technologies International, Inc.
Unit 3101, 31st Floor Atlanta Center
No. 31 Annapolis St., San Juan City
Philippines 1502
Tel. No. (632) **470.2325**
Fax No. (632) **571.8146** or (632) **470.2323 loc.123**
email:gti-info@glenwoodtechnologies.com
http://www.glenwoodtechnologies.com/contactus.html

Note:
One kit can be used for all the orientation

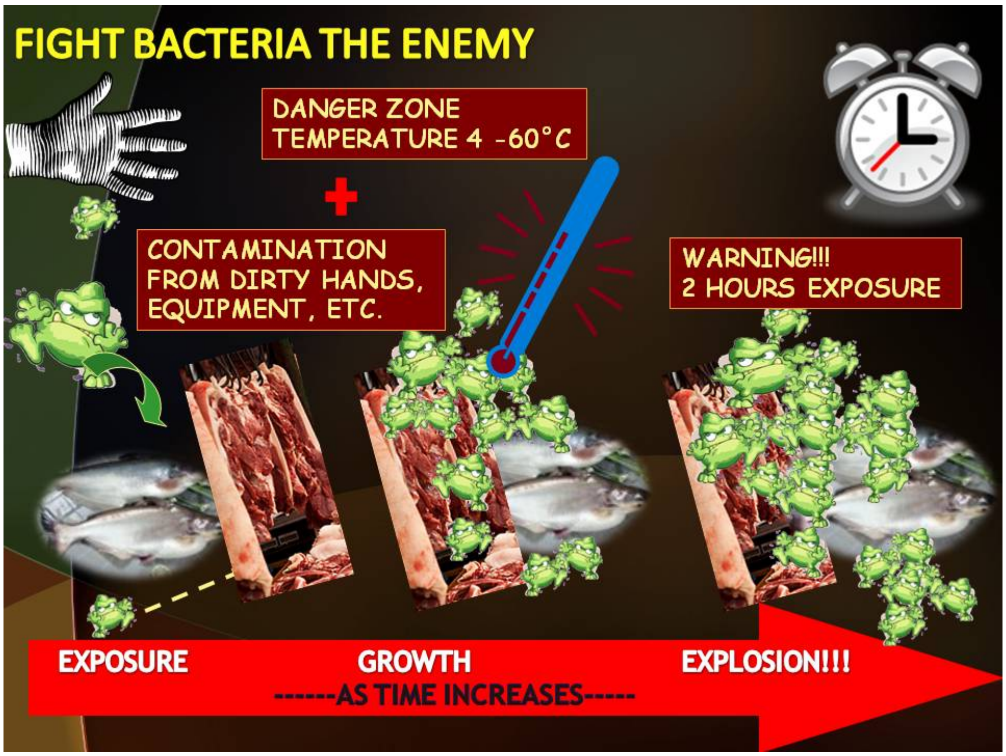
Steps in Conducting Exercise

1. **Participants apply a small amount of the lotion form of the product to their hands, rubbing it on like hand lotion. When they look at their hands under a UV light, they should be covered with glowing "germs."**
2. **Participants then wash their hands as they would normally. After washing, look at their hands under the UV light again. If handwashing was thorough, there should not be any "germs" remaining. Any areas not washed well will glow.**

A hazard is something that can cause product adulteration and potentially result in harm to the consumer. The three categories of hazards are biological, chemical and physical. Prevention of the occurrence of a hazard is favored over any type of remedial action to correct a problem after it has occurred. The primary biological hazards are microorganisms. These include bacteria, parasites, viruses and some fungi or molds that produce allergens. Chemical hazards may be naturally occurring substances, agricultural chemicals and lubricants or non-agricultural pollutants. Allergens are chemical hazards that can cause rapid, acute illness. Other chemical hazards can cause chronic illness. Physical hazards cause injury rather than illness. These include metal, glass, wood, plastic, stones and personal effects such as jewelry.

Hazards may be introduced with source materials or via carryover or contamination of products during handling, storage and transportation. Conditions such as unclean floors, tables, containers, and hands can contribute to contamination with pathogens.

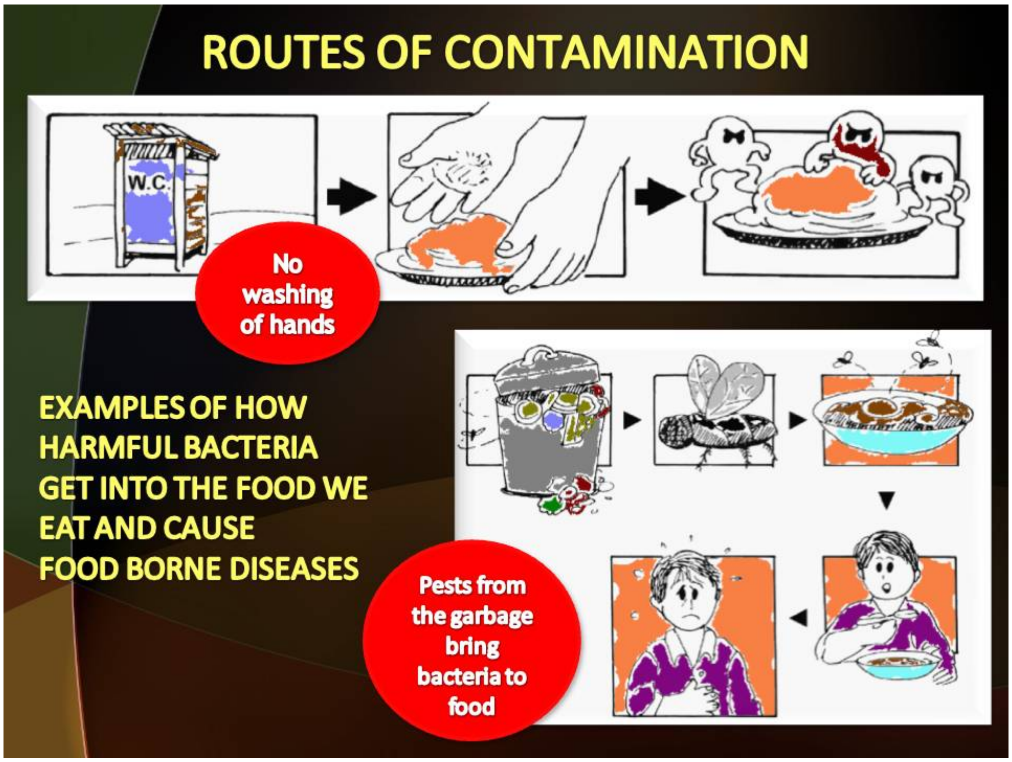
You and I can carry microbial pathogens on our skin, hair, hands, and digestive systems or respiratory tracts. Unless we understand and follow basic food protection principles, we may be unintentionally contaminate fresh produce and fresh-cut produce, food contact surfaces, water supplies, or other people, and thereby, create the opportunity to transmit foodborne illness.



Bacteria can grow extremely rapidly and management strategies should be designed first to prevent contamination, secondly to limit survival, and thirdly, to inhibit the growth (in the case of bacteria) of any contamination that may have occurred. A single bacterium, for example E. coli, can reproduce under optimum conditions to reach a population of over one million cells within 7 hours. Once harmful food bacteria began to multiply, they can affect food quality in several ways: a) break down or degrade the food (e.g., slimy coating on meat, discoloration; b) shelf-life of product is shortened; c) product appearance deteriorates; and d) produce substances like toxins that can cause illness.

Bacteria grow quickly in temperatures considered as "Danger Zones (temperature between 40 F and 135 F or 4 C and 57 C. Keeping food out the dangerous temperature zone is one of the most effective ways to slow bacterial growth.

Harmful bacteria growth leads to product spoilage which translates into lost revenue. The key causes of food deterioration are affected by: microorganisms, temperature, moisture or dryness, air, light, insects, parasites, or rodents.



It is very easy to contaminate food unknowingly. The cutting board, for example, can be a source of hazard if not properly washed and disinfected. When foods like meat and vegetables go on the same cutting board, they can contaminate each other. Some of the frequent ways contamination takes place are: a) improper chilling or refrigeration; b) contaminated/ dirty utensils and equipment; products are exposed to dirty surfaces/conditions; c) cross contamination; and d) poor personal hygiene.

Good sanitation practices slow bacterial growth and your actions can help prevent spoilage and food borne illnesses. Good sanitation and personal hygiene can help extend shelf life of products and maintain product quality. The best way to avoid bacterial growth or contamination is to keep everything that comes into contact with food clean and sanitized throughout the day. People are the chief sources of food contamination. To minimize food contamination and keep food quality high, it is important to practice good hygiene at all times. You can maintain high cleanliness standards by following proper personal hygiene standards related to:

Hand washing: Unwashed hands can carry up to 15 million germs.

Wear clean gloves: Wearing of appropriate and clean gloves when preparing of serving food can help minimize contamination. Wearing gloves though is a not a substitute for hand washing. One should change gloves between handling raw and ready to eat food.

Clean clothing and aprons: Soiled and dirty clothing are sources of unwanted bacteria. In addition, a dirty apron or clothing does not present a good image of your stall and your products.

Smoking, eating, or drinking: Never smoke, drink, or eat in your stalls as this may also be a cause of contamination.

Handling money: If you serve the customer and handle the money yourself, it is advisable to take your gloves off, handle the money, then wash your hands, and put on clean gloves again.

Illness: If you are sick, you should not be directly handling food.

Jewelry: Jewelry can be another source of contamination. Jewelry is not only hard to clean but pieces of it could fall off and contaminate food.

Hair: On the average, a person loses 80 hairs a day so wearing a hairnet will help prevent hair from falling off to food. Aside from hair being a source of contamination, it would only take one hair in the meat to make a customer unhappy with your product.

Fingernails. Keeps fingernails clean and trimmed property. Dirty fingernails are unsightly and can cause contamination.

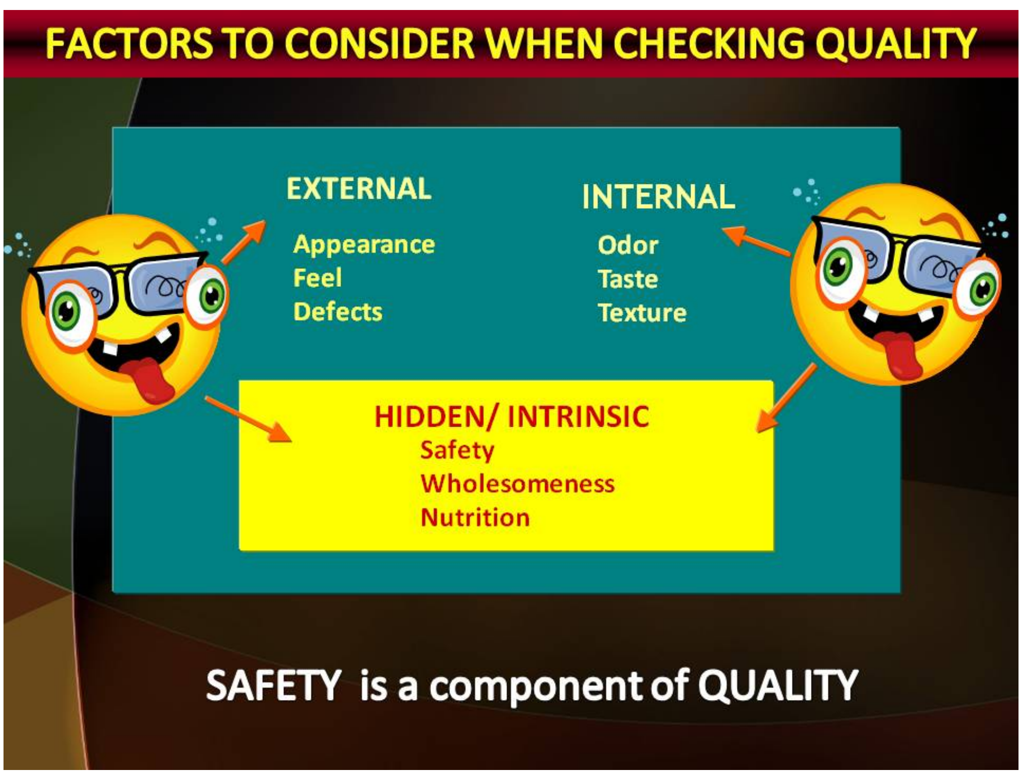
3. Product Quality Attributes and Consumer Satisfaction and Income

a. Warm-up Exercise: Ask participants to list down/enumerate what they consider as "safe and good quality" products

b. Short lecture on how consumer purchasing decisions are made and product quality attributes

Temperatures are particularly important. A fish held at 50 F (10 Celcius). will spoil five times faster than one held at 32 F (0 celcius). Even the difference of a few degrees can be critical. A good rule of thumb is that product shelf life is cut in half by every 10 F (3-4 deg. Celcius). Cooling fresh seafood to 32 F only slows down the destructive activities of bacteria and enzymes. The activity of enzymes speeds up as temperatures increase, and bacteria multiply in proportion to the temperature and available food supply. Seafood spoilage cannot be stopped, but it can be slowed to a minimum. Reducing the temperature of seafood is the single most effective way of slowing spoilage, obtaining maximum shelf life, and preventing food poisoning

If a work table isn't thoroughly cleaned, bacteria will multiply rapidly in the accumulated blood, slime or bits of seafood flesh. The bacteria strike quickly when they come in contact with another piece of seafood. If your shop has unpleasant "fishy" odors, it usually means there's a gap in your sanitation efforts.



Quality is defined by the International Organization for Standardization (ISO) as “the totality of features and characteristics of a product that bear on its ability to satisfy stated or implied needs.” In other words, good quality exists when the product complies with the requirements specified by the client. Safety is a component of quality.

External quality attributes are those that are observed when the product is first encountered.

c. Examples on how product quality is lost and its effects on vendors

THINGS TO LOOK FOR IN QUALITY FRESH FISH

Quality Parameters	Description
Skin	Bright, shining
Bloodspot on gill cover	None
Belly	Firm
Smell	Fresh/Sea fresh
Eyes	Bright and clear
Gills	Characteristic, red
Scales	Intact

HOW FISH QUALITY IS LOST?

Spoiler of Fish Quality	Description	How do they spoil?
Bacteria	Microorganisms naturally present in fish Increases activity with increase in temperatures	Breaks down flesh of fish turning them from firm to soft and mushy Contributes to “fishy” odor
Enzyme	Proteins that aid in digestion of fish and are naturally present in fish gut. Increases activity with increase in temperatures	Breaks down flesh of fish turning them from firm to soft and mushy Contributes to “fishy” odor
Dehydration	Loss of fluids of fish caused by exposure to air and/or freezer temperature	Reduce weight of fish and damages texture and color.
Physical Damage	Mishandling, poor handling like when the fish is picked up by the tail instead of the head. The weight of the fish can separate the backbone and break the major blood arteries. This causes blood vessels to rupture and produces too much bruising.	Bruised fish has a strong “fishy odor” also caused by the presence of blood which starts the oxidation process (oxygen reaction with fish fats and oils in the blood)

Note: Present in graphics … to make more visual

The spoilers of seafood quality--bacteria, enzymes, dehydration, oxidation, contamination and physical damage--will strike whenever they are given an opportunity.

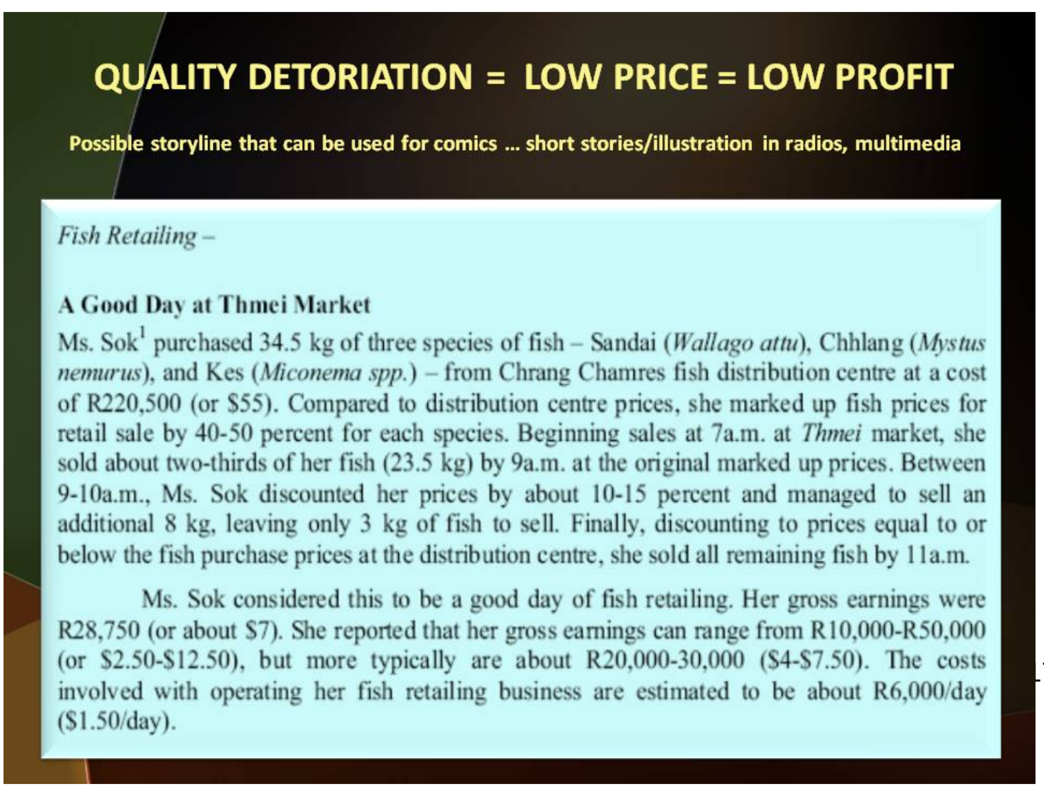
Bacteria and enzymes (proteins that aid in digestion) are present in all fish and shellfish, but their activity increases at higher temperatures and in areas where nutrients such as blood, slime and scales accumulate. These spoilers break down the flesh of seafood, turning firm, resilient tissue soft and mushy. This process affects taste, odor, appearance and texture.

Strong "fishy" smells are clues that bacteria and enzymes are at work in your store.

Mishandling of whole, fresh seafood ruptures blood vessels and causes bruising. Blood also can seep into the flesh of fresh, whole fish when they are picked up by the tail. The weight of the fish can separate the backbone and break major arteries which still contain blood even though the fish may be eviscerated.

While a juicy red steak may appeal to the eye of a passing customer, a blood spotted fish fillet will not. Bruised seafood flesh has a strong "fishy" taste and odor. The presence of blood in bruised seafood also speeds up the oxidative process which occurs when oxygen mixes with the fish's fats and oils. Oxidation leads to rancidity.

Seafood flesh exposed to the air will dehydrate. This loss of fluids decreases the net product weight and damages texture and color. Dehydration is most commonly recognized as "freezer burn," but the process strikes fresh and frozen products alike.



Fish Retailing –

A Good Day at Thmei Market

Ms. Sok[1] purchased 34.5 kg of three species of fish – Sandai (*Wallago attu*), Chhlang (*Mystus nemurus*), and Kes (*Miconema spp.*) – from Chrang Chamres fish distribution centre at a cost of R220,500 (or $55). Compared to distribution centre prices, she marked up fish prices for retail sale by 40-50 percent for each species. Beginning sales at 7a.m. at *Thmei* market, she sold about two-thirds of her fish (23.5 kg) by 9a.m. at the original marked up prices. Between 9-10a.m., Ms. Sok discounted her prices by about 10-15 percent and managed to sell an additional 8 kg, leaving only 3 kg of fish to sell. Finally, discounting to prices equal to or below the fish purchase prices at the distribution centre, she sold all remaining fish by 11a.m.

Ms. Sok considered this to be a good day of fish retailing. Her gross earnings were R28,750 (or about $7). She reported that her gross earnings can range from R10,000-R50,000 (or $2.50-$12.50), but more typically are about R20,000-30,000 ($4-$7.50). The costs involved with operating her fish retailing business are estimated to be about R6,000/day ($1.50/day).

Background Info on Retailers Aversion to Use of Ice

Retailers reduce fish prices over time because customers perceive fish to be less fresh later in the day. In many cases, fish remaining at the end of the day are either processed into a lower value product or sold at a loss. These value-losing approaches to retailing fish must be employed because no ice is used to maintain fish quality when fish are displayed for sale. By the end of the day, fish quality may have deteriorated significantly. Although retailers recognize the problem, they do not use ice when displaying fish because customers view ice as an indication that fish are not fresh. Due to this perception, retailers claim that they cannot use ice (no matter how affordable or sensible for preserving freshness) because customers would not buy their "less fresh" fish. Compounding the problem, retailers presently only use ice to display fish when the quality has deteriorated severely. This can only reinforce consumer perceptions that ice use means fish are not fresh. Prior to reaching retailers, ice is used to maintain freshwater fish quality throughout the marketing process. When traders purchase fish at the Great Lake, they immediately store the fish in containers with ice. Fish are then transported with ice to the distribution centre. When retailers purchase fish at the distribution centre, they remove any ice prior to transporting the fish to the retail market so that the fish will be "warm enough" when displayed for sale. No ice is used during the course of the day, but if the retailer decides to keep any fish for sale the next day, these fish will be stored on ice overnight. In the morning, the ice will once again be removed before displaying the fish for sale.

However, unlike freshwater fish, retailers at Phnom Penh markets display marine fish for sale on ice. Retailers report that customers are accustomed to the use of ice in the storage and display of marine fish. Customers understand that marine fish are caught far from Phnom Penh and therefore need to be kept on ice to preserve freshness. This understanding allows retailers to use ice, preserve quality, and maintain more stable prices for marine fish throughout the day. In contrast, customers for freshwater fish may believe that the fish are caught from nearby fishing grounds, immediately transported to market, and sold fresh with no need for ice.

Source: Domestic Fish Trade: A Case Study of Fish Marketing from the Great Lake to Phnom Penh, Working Paper 29, Cambodia Development Resource Institute

4. Introduction to Food Safety and Quality Standards and Its Benefits

The potential for the growth of harmful microorganisms along with the loss of product quality make it important to not only understand the factors involved in product deterioration, but also the steps needed to maintain the best possible quality for the life of the product.

Deterioration, undesirable quality changes, may be the result of biological, microbiological, biochemical/physiological, or physical changes in the product. spoilage will dramatically reduce the shelf life of seafood and pork products. The term 'shelf life' refers to the time period that seafood can be stored and consumed before spoilage makes it unpalatable. The shorter the shelf life the shorter the time you have to sell produce at the best possible price.

The most important cause of spoilage in seafood and pork is bacterial growth. Bacteria live almost everywhere as they are present in water, air, mud from the floor, external surfaces (for example, in slime) and in the gut of all seafood. Controlling bacteria through proper hygiene and sanitation (practices and premises/conditions) can save money by reducing wastage and maintaining seafood quality. Like most other living creatures, bacteria need food, moisture, warmth, and time to survive and multiply.

Good personal hygiene is essential for preventing bacterial contamination of seafood, and can be as simple as:

- washing your hands frequently,
- wearing clean protective clothing, and
- keeping yourself healthy and clean.

Good premises hygiene is essential for producing safe seafood and pork and a good shelf life. It includes:

- **cleaning and sanitation of seafood preparation surfaces and equipment,**
- **controlling pests and vermin (such as rodents, cockroaches, flies),**
- **effective waste disposal, and**
- **maintenance of premises and equipment.**

Who Benefits from a Food Quality and Safety Program and What are the Benefits?

For Industry Players (Farmers – Processors – Exporters – Importers – Wholesalers – Retailers), it would result in:

- **Improved production practices**
- **Improved productivity**
- **Improved product quality and price**
- **Greater market access**
- **Reduced costs due to recall/wastage of food.**
- **Safer working environment**
- **Improved environmental management**

National, Provincial City and community leaders will benefit because of:

- **Greater community awareness of leadership's commitment to community health and well-being**
- **Reduced incidence of foodborne diseases**
- **Increased health and nutritional status of community population;**
- **Reduced community health care costs**
- **Enhanced economy through better business and greater tourism; and**
- **Improvement of socioeconomic and environmental standards.**

And finally, for consumers, it would result in:

- **Access to safer and more nutritious food**
- **Better understanding of how to select safe and nutritious food**
- **Improved knowledge of food safety practices in the home**
- **Exposure to other health promotion messages**
- **Better health and nutritional status for themselves and their families**

5. Overview of Generic Fresh Retail Market Standards

This should only be an overview. The objective at this time is not to "teach" them about standards but just to expose them to the concept of standards to make them familiar with the idea --- something for the participants to think about when they go back to their stalls or to their homes.

D. SUPPORT ACTIVITIES/FOLLOW-THROUGH ACTIVITIES TO THE ORIENTATION

1. Posters/Tarpaulins

- Choose from key messages above (balance of messages directed to consumers and vendors)

- To be posted in strategic locations within the market and its proximity after the orientation

- Caution: be careful to choose messages that will not "scare" consumers from buying in wet market --- choose more of the positive messages or those messages that combine potential negative effects of unsafe food and what consumers can do to protect themselves (reminder on general characteristics of fresh fish). Strategize the placement of posters that it would present a good balance of info on food safety and quality issues and that these risks can be mitigated.

2. Radio Spots

- Radio spots (focusing on key messages)

- Interviews with influential persons (e.g., doctors/health officials/academe on food safety and food borne diseases and how to mitigate risks)

- Encourage listeners to phone in their questions/comments/opinions on wet markets to gauge consumer sentiment

- Same caution as in the posters --- a balance of info on food safety issues and how to cope or mitigate these risks.

Section 3:
VISION AND OBJECTIVES DEFINITION/ELABORATION

A. RATIONALE

The workshop is aimed at bringing coherence to the various ongoing upgrading initiatives by the different stakeholders in each of the pilot market. The vision and objectives will serve as guide on how each of the group would want to develop the market and its operations to better serve the customers and, consequently, improve the sustainability and profitability of their businesses. It is hoped that the vision and objectives elaborated during the workshop will:

- Attract deeper commitment from the stakeholders and eventually all the participants in the wet market and its supply chain
- Establish standard of excellence
- Bridge the present and the future

B. PARTICIPANTS

Representatives from markets in Siem Reap, Svay Rieng, Kampo Cham:

- Market owners
- Vendors
- District Governors/Market Committee
- Influential opinion makers in the community (to represent consumers)
- Community Working Group

Vision workshop may first be conducted separately: a) vendors and community working group; and b) market owner and market committee. Project team then consolidates visions defined during each workshop and present the draft consolidated version in one forum attended by all groups of players.

C. SAMPLE WORKSHOP DESIGN AND AGENDA

Topic	Estimated Time
Brief Overview of Generic Market Standards	15 minutes
Introduction of Participants and their Dreams and Aspirations	45 minutes

Topic	Estimated Time
Collective Vision Workshop	90 minutes
Goals and Objectives Definition	60 minutes
Summary and Wrap-up	30 minutes

1. Brief Overview of Generic Market Standards

    - This is to help set the tone and mood for the discussions
    - Presentation should be vivid and “visually appealing” to motivate participants. Likewise, general tone of presentation should be such that these tasks are not difficult.
    - Refer to page ___ for generic standards

2. Introduction of participants and their “dreams and aspirations” for their individual businesses or work (District Governor/local government units

    This activity is aimed at providing opportunities for the participants to reflect and share their individual aspirations. This will also provide insights on incentives and motivations of players that can drive the upgrading process. In initiating the change process, it is important to focus on incentives and what players want rather than a focus on existing problems and constraints.

    Steps/Tasks

    a. sk each participant to draw a picture of how and what they want their business to look like three years from now. If “drawing” is something that pe ople are not comfortable with, ask them to list three key words to describe how they envision their business to look like three years from now.

    b. Ask each participant to introduce himself/herself and describe their drawing.

3. Elaboration of Collective Vision

    The objective of this workshop is to enable participants to come up with a vision that reflects both self and group aspirations. The vision should recognize healthy self-interest, as this provides the motivation for collaboration. Stakeholders will invest in collective initiatives only if the expected benefits

will fulfil their individual interests and outweigh the costs. The players should clearly see what the end goals of the initiatives will be and how these will contribute to meeting their individual objectives. Understanding people's incentives for participation also facilitates conflict management. It is also helpful in building trust since in the absence of knowledge about other players' motives and incentives, it is often difficult to establish trust.

Steps/Tasks (per pilot market group)

a. Ask participants to identify common aspirations and dreams

b. Ask the group to prepare a "drawing" that will put together their common aspirations of the wet market and its operations. The drawing should be as vivid as possible but, at the same time time, should be achievable.

c. Ask them to write key words to describe the collective vision

d. Presentation of their drawing to the group.

4. Goal and Objectives Definition

   Follow your usual workshop design for goals and objectives. Keep the whole exercise simple.

D. FOLLOW-THROUGH ACTIVITY FOR WIDER DISSEMINATION OF VISION

In order to ensure that the vision is kept "alive" and facilitate its dissemination to a wider audience, the following steps are proposed:

1. Support to pilot markets in improving Vision drawing and printing this in a tarpaulin. Objectives may also be printed and posted. Place or post tarpaulin in a strategic location that can be seen and read by a majority of the players in the market

2. Every two months, facilitate an assessment on the achievement of the vision. Core group of vendors should invite at least one vendor to attend the assessment meeting. Achievements should be clearly marked in the tarpaulin.

3. New vendors should be briefed about the vision and should also be given opportunity to add their comments/inputs. Comments/inputs supported by majority can then be added to either the vision drawing or to the objectives.

Section 4:
ELABORATION OF STANDARDS/CODE OF PRACTICE

A. RATIONALE

Many (mis)trust issues stem from varying interpretations and uneven implementation of standard—or, at times, ignorance of standards. The elaboration of standards and its implementation measures will lay the foundation for the promotion and/or strengthening of supply chain governance in the wet markets. Objectives of the workshop are:

1. To develop a common understanding of standards that govern/will govern wet market operations including implementation measures that are reflective of indigenous knowledge and expertise

2. To promote accountability among the different players

Through this process, it is hoped that stakeholders will develop a sense of ownership of the standards, which will help remove a sense of outwardly imposed requirements. It may also contribute to significant reduction of conflicts caused by differing understandings and interpretations of standards.

B. SAMPLE MARKET STANDARDS/CODE OF PRACTICE

1. Holding Containers/Display Containers

   - Display containers should be clean, non-corrosive, non-absorben, free from cracks and defects.

   - Containers should be provided with holes on bottom to allow draining of melted ice, blood, and slime avoiding hazards of chemical, physical, or biological contamination

and isolating each specie to prevent cross-contamination.

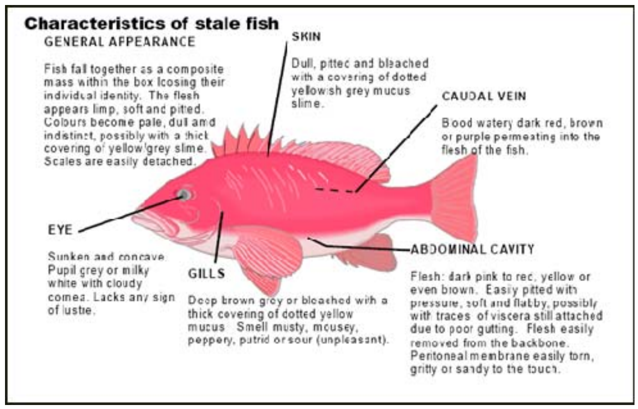
2. Handling Practices

- Fresh fish must be received, kept clean and protected from any forms of contaminants.

- Fish shall be displayed/sold in tables, shelves, and storage space that is smooth and made of non-contaminating material, clean and protected from dust and other contaminating agents (e.g., rust)

- Fresh fish should be stored separately in areas from non-edible products like soap, infectants, pesticides and other toxic or poisonous substances.

- Separate ready-to-eat seafood, preferably in a different compartment or by a physical barrier.



- Withdrawal of fresh fish for sale shall be on a first in, first out basis (FIFO)

- Fresh fish shall be protected from contamination caused by pests (insects, rodents) and other biological agents.

- Fresh fish that exhibits quality deterioration such a soft body, sunken eyes, severe lose of scales, bad odor shall not be sold.

- Do not use display signs that puncture the flesh or avoid risks that fish flesh will punctured. Punctured skin is a potential source of contamination and allowS easy access for bacteria.

3. Display of Live Fish

- It must be kept in clean, cool and aerated container.

- It must be protected from direct sunlight, dust, wind, fumes and other forms of contaminants.

- It shall be displayed in elevated sales stall.

4. Selling Area/Sales Stall

- The area should be sufficiently lit and well ventilated. It shall be kept as clean as possible at all times and situated far from any source of contaminants (rubbish, waste water, animals/pests).

- Water for cleaning and washing should be potable and sufficient at all times.

- Water storage (e.g., tanks, drums, etc.) shouldl be covered, keep cleaned and provided with faucet.

- Waste water must be adequately disposed of and not present a hazard to potable water, fish, surrounding area or fish handlers.

- Sales stall shall be sloping or inclined to allow efficient drainage.

- Sales stalls should be made of materials that are non-corrosive and can easily be cleaned and sanitized.

- The working area, including surfaces in contact with fish (utensils, table surface, cutters, scalers, cutting knives, scissors, water outlets/faucets, etc.) should be in good condition and properly maintained and shall be washed with potable water and disinfected as appropriate.

- Fish and fishery products should be sufficiently clean and protected from direct sunlight, dust, fumes and wind.

- Fish products should be displayed in elevated stalls

- The sales stall and its surroundings should be kept clean, free of litter and in good condition.

- When not in use, the sales stall should be kept under cover and in the case of a mobile structure should be kept in a clean place.

- The sales stall should be free from personal belongings, such as clothes, footwear, blankets, tobacco and other forms of contaminants. Avoid keeping of personal belongings in the area of fish display and storage.

- Adornments, such as vases with or without flowers or plants and other items may be placed in such a way that they do not represent a source of cross contamination to fish and fishery products.

5. Equipment and Utensils

   - Equipment and other containers previously used for substances that are toxic or harmful to human health, such as insecticides, paints or motor oil should not be used for fish and fishery products.

   - Cutting knives/fish scales handle should be made of non-corrosive materials.

   - Weighing scales must be regularly calibrated, cleaned, and well maintained.

   - Cutting board should be made from non-porous/absorbent materials and cleaned thoroughly before and after each use free from cracks, crevices and surface is smooth to prevent bruises to fish and fishery products.

   - Drainers, basin, trays used for holding fish must have smooth surfaces, free from cracks and crevices.

   - All utensils must be washed thoroughly and kept in clean and dry place, away from any source of contamination, after market operation.

6. Protection and Sale of Fish

- Prevent unnecessary contact with fish/seafood by using tongs, disposable gloves, or plastic bags where possible.
- Weigh seafood onto a piece of plastic bag (never directly onto the scales.

- Avoid excessive exposure of fresh fish and fishery products to room temperature without ice.

- Every container with fish should be iced at the ratio of 1:1 (1 part of ice to 1 part fish).

- Clean fresh fish and fishery products, removing undesirable parts, when necessary.

- Fish wastes (entrails, scales, etc.) should be properly collected and disposed.

- Dressed, sliced, fillet, steak, deboned fish should be washed thoroughly and iced immediately.

- Fish sold should be wrapped in unused non-contaminating paper and/or plastic. The use of printed plastic/paper is not allowed because the print can wear off, especially if in direct contact with the fish, and can potentially be a source of contamination.

- Use of harmful substance like formalin, borax, and dye for treatment of fish and shellfish meat like oyster are prohibited.

- Color enhancing lights, mats and other materials to deceive the consumers as to the freshness / wholesomeness are prohibited.

- Utensils used to clean and cut fish and fishery products for sale should be cleaned and disinfected when necessary.

- Fish containers like styro boxes and plastics should be elevated from the floor and should be made of materials that can easily be washed and sanitized.

7. Safety of Ice used for Icing/Chilling of Fish and Fishery Products

    - Ice should be made from potable water, free from impurities or filth

    - Ice are stored and kept in non-corrosive/toxic containers with cover.

    - Ice should not be placed in direct contact with floors or surfaces.
    - Ice crusher and ice picks should be properly maintained and kept clean.

    - Ice storage is kept clean and well maintained

8. Fish Vendor/Personal Hygiene Practices

    - Fish vendor should be in good health --- no colds and other illness.

    - Hair must be completely covered during selling and handling. Nails should be short, clean, and without nail polish.

    - Persons selling or handling fish and fishery products should refrain from spitting, coughing, sneezing, smoking or behavior/habits that can compromise food safety

- Fish handlers should wear appropriate clean clothing and protect themselves with an apron or other suitable garment, which shall be changed every day or as often as necessary.

- Fish handlers should not wear rings or bracelets.

- Fish handlers should not handle fish and money at same time.

- Hands and forearms should be carefully washed with potable water and disinfecting soap after use of the toilet or direct handling of fresh fish and fishery products.

- Vendors should not hold money, tickets, or any dirty objects and fish at the same time. When this is not possible, wash and disinfect hands before handling and selling fish.

9. Waste Management

- Waste bins (containers) should be kept far from the fish handling area and have a lid and, where possible, should be fitted with an automatic closing device.

- Waste containers should be of resistant material, waterproof and easy to clean.

- Waste water should be collected and disposed of separately from solid wastes, if possible through direct linkage to the sewage system. It should be disposed of in the public drainage system, and not thrown onto the ground and/or into surface waters such rivers and lakes.

- When collecting solid wastes, recyclable and non-recyclable materials should be kept separate. Their final destination should be according to provincial, city or municipal regulations.

- Waste products should be disposed of in such a way as not to attract insects and animals, such as flies, dogs and cats.

Other aspects that should be covered by the Code of Practice are toilet and handwashing/ washing facilities, customer relations, and water safety.

C. CONSUMER FEEDBACK SURVEY

The snapshot consumer feedback survey should be conducted prior to workshop on Elaboration of Standards. It has the following purposes:

a). Baseline data on consumers' perception/rating of the pilot market

b). Guide the development of the standards/code of practice and facilitate identification of area/s of improvement

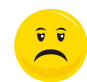
c). Provide motivation for stakeholders to initiate and/or sustain upgrading

The snapshot consumer feedback survey may be done via a Dot Survey or through the traditional one-on-one interviews.

Consumer Dot Survey

It is simple but effective data collection method in which a limited number of questions are posted on an easel or board and consumers indicate their responses using colorful labels/dots.

1. Dot Survey Questionnaire Poster

Please rate your market. Your responses will help us better serve you.						
Aspect	**Very Happy** 		**Happy** 		**Not So Happy** 	
	Fish	Pork	Fish	Pork	Fish	Pork
Quality of products						
Variety of products						
Customer relations/ attitude of vendors						
Hygiene of vendors						
Appearance of stalls and facilities/ product display						
Cleanliness of stalls and premises						
Cleanliness/safety of products						
Waste management						
Overall rating of market						
Parking						
Comments/ Suggestions						

2. Steps in Doing the Dot Survey

a. Prepare dot posters. The posters should be big enough to accommodate 3 to 5 respondents at the same time.

b. Prepare stick-on for the responses. It can be color coded dots or smiley faces. Be sure that there are complete set of stick-ons near the board or easel.

		
Very Happy	Happy	Not so happy

c. The posters should be placed in areas in the market where there is high human traffic.

d. Some respondents may need some guidance. Instructions should be clear that respondent only stick one response per question and also to answer in only one poster.

e. To reduce bias in responses or of respondents being influenced by responses of previous respondents, the following measures can be implemented:

   - "Seed" posters with randomly place dots (remove at some point in the day) so that the crowd does not follow the early answers

   - Replace with fresh sheets/posters at various intervals during the day. It would also be interesting to analyze the responses by time period.

f. If project wish to gather demographic data of respondents, this may be done by encouraging respondents to fill up a sheet of paper and dropped in the box for some fun prizes at the end of the day.

g. Invite local newspapers/media to write an article about the dot survey and the contribution of customers to wet market operations decision making.

h. Analyze and interpret data/Report preparation

i. Brief poster or announcement on result of survey --- to be posted in strategic locations of market --- to inform consumers that their views are taken seriously.

D. WORKSHOP ON ELABORATION OF STANDARDS: SAMPLE DESIGN

Proposed participants for the workshop are the following:

- Representatives of the different groups of stakeholders in the pilot wet markets including community working group

- Food safety experts – to guide the process and provide scientific knowledge and resolve conflicts that may arise

- Influential residents of the commune/town (e.g., village leaders) to represent consumers

- Representative from CAMCONTROL

Sample Workshop Design	
Topic	**Time**
Brief overview of retail upgrading component of project	
Presentation and discussion of snapshot consumer feedback	
Presentation of Generic Market Standards	
Identification of Practices to Keep, Improve, and Discard	

1. Presentation and discussion of snapshot consumer feedback survey

   The presentation is intended to assist the participants to better understand consumer expectations. The results should be posted within the room for easy reference.

2. Presentation of Generic Market Standards

   The generic market standards should only serve as guide and example for the the participants. To the extent possible, present the standards with visuals.

   After presentation, it is recommended that the sample standards be posted all around the room for easy reference by participants.

3. Identification of Practices to Keep, Improve, and Discard

   The tool combines both the problem-solving approach to change management (focus on the negative aspects of the current system) and the appreciative inquiry (focus on the positive aspects of the existing and proposed system). The exercise is simple and helps breaks down the complexity of systems change into small behavioral steps.

   Objective

   To facilitate group realization and arrive at a consensus and on the need and directions for change in their market norms/practices. The main objective is for target group themselves to express concerns about current norms/practices and present arguments for change or for strengthening an existing good practice.

   Steps

   a. Participants identify dominant existing norms and practices

Aspect	Current Norm/ Practices	Positive and Negative Effects on Products/ Business
Holding Containers		
Handling		
Etc. (Follow sample)		

   b. Ask participants to go through again the sample standards and compare/contrast with current practices as well as the results of the Dot Survey.

Note: It is important to also make the sample standards visually appealing and appear "easy to do"

	Best	Not-so-Good
Existing Norms	Keep (Step c)	Discard/ Reform (Step d)
Improved Norms/System	Create (Step e)	Avoid (Step f)

c. Participants identify the best of the current system. This creates a nonthreatening environment for sharing ideas and building confidence and self-esteem. It is also important to explain that identifying the best of the existing system is important because designing the "new ways of doing things" does not necessarily mean that everything has to be revamped.

   Keeping things that work will contribute to getting players' buy-in during the design and implementation phases.

d. Participants identify what is not working in the existing system or those existing norms/practices that significantly reduce income generation opportunities. It is advisable to remind participants that for the "not-so-good" norms that cannot be totally eliminated at a short span of time, it may be best to think of ways on how to minimize its impact to the most practical extent possible.

e. Based on the overview and discussion of potential ways of doing things better, participants list down the norms and practices that they think should be created or established in order to improve their conditions and the overall operations of the market. These are, in effect, the proposed changes and the new norms. The proposed norms may be classified in terms of short-term and medium-term.

f. Participants identify the norms and elements that could potentially destroy or lessen the effectiveness of the whole new system. These are the potential pitfalls that should be avoided.

g. Participants identify major concerns they may have in implementing the new set of norms/system (Good Practices from existing system and new practices identified).

h. Presentation and plenary

i. Facilitator provides snapshot summary of the proposed standards.

<u>Post – Workshop Task for Project Team</u>

Further analyze the results of the workshop and refine proposed norms/practices to make it more aligned with food safety and quality standards.

Section 5:
PRIORITIZATION OF CHANGE OBJECTIVES AND ACTION PLANNING

A. RATIONALE

Given that awareness and sensitization on "food safety" is generally low in Cambodia and the difficulties that players may have in seeing how an abstract concept such as "Good Practices" will result in tangible benefits, it is proposed that a "good enough" approach to retail market upgrading be pursued. A "good enough" approach to upgrading will enable vendors and market owners to meet basic food safety and quality standards without necessitating full certification. The approach is geared towards encouraging incremental adoption of improved practices and not overwhelming vendors and market owners with significant, dramatic changes to their practices all at once.

The "good enough" approach may mean different things in different interventions. For the wet retail market, it would mean:

- Seeing issues such as food safety as a continuum, rather than an either/or condition
- Promoting small, incremental improvements rather than large leaps
- Focusing on small, doable aspects of food safety and quality rather than on certification
- Collectively defining good practices by using inputs from wet market players and stakeholders rather than using outside criteria
- Identifying the motives of players/stakeholders to improve wet market operations rather than promoting food safety and quality for its own sake
- Letting the content and pace of upgrading be driven by the players themselves

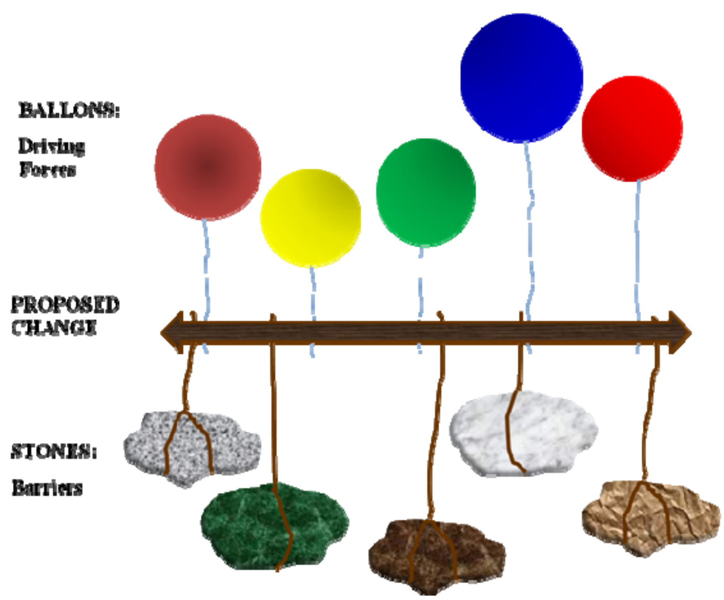
Upgrading --- even "good enough" compliance to food safety and standards in retail marketing --- demands a commitment of resources (financial, time, etc) and a change of mindset. To minimize risk of abandonment of change process by the players, it is important to start with quick wins and use a building block approach. Building on the infrastructure improvements initiated by the market owners and the initiatives of vendors to promote cleanliness in their premises, the next phase of upgrading should focus on aspects and issues that are closely tied into players' most pressing needs (e.g., prolonging shelf life which implies lowering deterioration and contamination).

The year 3 action plan for the retail markets should begin with simple, low cost, and low risk activities (and to the extent possible, with quick tangible benefits) determined by the players themselves under the guidance of the project team. Upgrading activities should be sequenced in such a way that players can commit themselves slowly in stages, allowing them to minimize risks and work out any difficulties before proceeding. As initial successes are achieved, the project can introduce more complex and higher risk activities. This strategy can help build confidence and buy-in among players as well as provide them with opportunities to use initial benefits to invest in the next stage of upgrading.

B. RANKING AND PRIORITIZATION OF CHANGE OBJECTIVES

Experiences indicate that facilitating upgrading relies heavily on the power of simplicity and motivation. Each person has a different simplicity profile. Simplicity can be viewed as a function of the person's scarcest resources --- time, money, physical effort, brain cycles (thinking required), social deviance (extent that one has to go against norms/informal rules), non-routine. Likewise, people's journey through the change spiral is not dependent just on their own desires. The changes they make occur within the broader environment in which they live. As such, it is essential to find out about stakeholders' barriers to change and drivers for changes and the ratio of one to the other as a means of assisting them in sequencing the implementation of upgrading initiatives.

While driving forces support and motivate people to take action and achieve desired norms and behavior change, barriers, on the other hand, are those factors that discourage people from taking an action they would otherwise do. External barriers may include: it costs too much, technology isn't accessible, laws are conflicting, etc. Personal barriers include: the person doesn't recognize the problem, doesn't know what to do, doesn't consider it a priority, thinks it's too hard, doesn't have friends doing it, etc.



To facilitate the achievement of positive change and its adoption by the target groups, common driving forces must be strengthened and common barriers to doing the action must first be removed or minimized. This may involve reducing costs (price), expanding distribution (place), adequate information and communication systems and technology, etc.

The analysis of forces that help or obstruct change is useful in drawing up a strategic change plan and assessment of the feasibility of a strategic change objective and identification of focus areas in any associated action plan.

<u>Steps</u>

1. Participants list down the driving forces and barriers for each of the proposed change.

Ideal Behavior	**Current Practice**	**Proposed Change**	**Barriers**		**Drivers**	
			Description	**Score**	**Description**	**Score**
Ice for fish	No ice	Use of ice for fish display				
			Total		**Total**	
			Overall Score - Ice : Drivers - Barriers			
Note: This portion must be prepared beforehand by project using results of previous workshop						

2. Determine the strength of each driving force and barrier per change initiative using a scale of 1 to 5 with 1 – extremely weak and 5 – extremely strong.

3. Total the scores for Driving Forces and the Barriers per change. Get overall score for each change initiative (Total Drivers – Total Barriers).

   Review the scores. Are the results as expected? Do your heart and head agree? If not, review briefly the factors you listed. Are there any missing? Are less important factors overshadowing the more important factors? Are the scores realistic?

4. For each of the change initiative, ask participants/groups to:

   - Identify ways in which driving forces can be promoted, strengthened, or maximized to enhance the achievement of change
   - Identify ways of eliminating, weakening, or minimizing the barrers

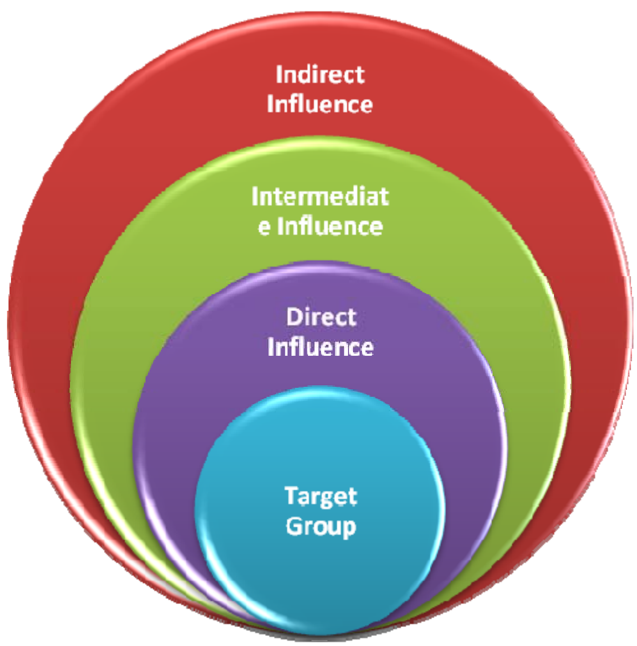
	DRIVING FORCES		**BARRIERS**	
	Description	**How to Strengthen**	**Description**	**How to Address**
Change Initiative 1: Use of Ice				
1	Copy from Step 1		Copy from Step 1	
2				
3				
Change Initiative 2: No garbage (e.g., entrails from processing) on top of stall				
1				
2				
3				

5. Using outputs in Steps 2 and 3, rank again the different change initiative with 1 as the easiest and 10 as the most difficult (number depends on number of proposed initiative). Or you may also use Pair Wise Ranking --- but process is longer but with higher degree of reliability.

6. Presentation and plenary of outputs per group.

7. Facilitator summarizes the ranking and discussion on ranking --- consensus on the ranking/results.

C. IDENTIFICATION OF SOCIAL/BEHAVIOR INFLUENCERS



Identification and analysis of social/behaviour influencers are central parts of managing change. It involves:

- Identifying the individuals or groups who has a stake on the change process that the target groups will undertake or have the ability to impact on the change process

- Identification and assessing the dependency and power of different stakeholders in relation to a particular group of players

- Developing a strategy to manage these stakeholders

Identification and analysis of social influencers can be applied as:

- An internal mental model to structure the project team's analysis on whom to involve in the change process, how to manage the different stakeholders involve, the communication strategy, etc.

- A facilitation tool applied with the target groups to guide them in their own analysis

Steps

1. Ask the group to think of all the people who are affected by the behavioral issue, who have influence or power over it, or an interest in its successful or unsuccessful transformation.

2. Ask them to prioritize the stakeholders they have identified according to degree of influence and their importance to their trade

	Significant Influence	**Some Influence**	**Little Influence**	**No Influence**
Significant Importance				
Some Importance				
Little Importance				
No Importance				

For the project team: Those in the high importance/influence category should be the first ones to be consulted since they carry a heavy weight in the direction of the change process.

3. For stakeholders classified under the high importance/influence category, ask the group to create a profile of these players and to elaborate on how their behavior affects their own practices.

Stakeholders and	In what way do they	Why do you think	For you to change

Description	influence the way you act? How does he/she affect you?	he/she acts that way?	your behavior for the better, what changes do you expect from the person/group of players?

In addition to workshops, it would also be helpful to conduct informal interviews to elicit this information. Information above is then triangulated with stakeholders' analysis for that particular group of influencers until you reach the "root influencer/s".

This exercise is very helpful in identifying potential change catalysts as well as in the development of a communication strategy.

D. BREAKDING DOWN THE PLAN INTO SMALL RISKABLE STEPS

Video games manufacturers keep the attention of people in a challenging game by breaking the game down into stages and levels. After a quest or fight, there is a period of rest. The player gains treasure and experience points and goes up to the next level. They also get a sense of closure about the previous stage and can look forward to what comes next

Breaking things down into small steps has a number of advantages. Smaller changes are easier to plan and manage. When people look at a big change, they are easily overwhelmed by the size of it. When things are broken down into smaller pieces, it does not look as something that is really very difficult to do. A pause between stages gives time to re-think and re-plan. The groups usually end each three months with a celebration. It also helps create a sense of closure and reduces tendencies to revert to old ways.

Use the usual planning format (for partners) but keep the planning period shorter. Employ iterative planning throughout the program duration.

Section 6:
GUIDING AND BUILDING CAPACITY OF STAKEHOLDERS TO IMPLEMENT CHANGE/UPGRADING PROCESS

A. BEHAVIOR CHANGE FRAMEWORK

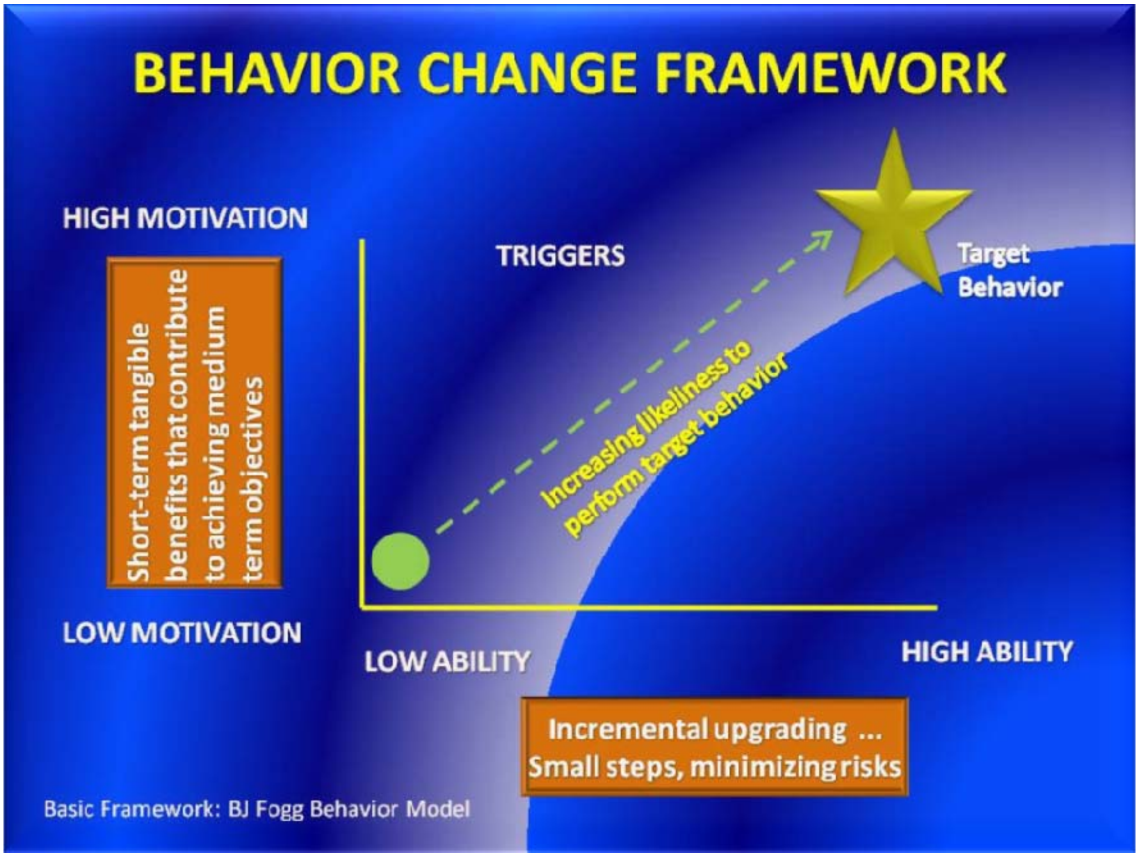
(Excerts from A Behavior Model for Persuasive Design, BJ Fogg, Persuasive Technology Lab, Stanford University – captology.stanford.edu – www.bjfogg.com; Examples, however, are taken from situation in wet markets).

A model that can be useful in framing and structuring behavior change strategies is the BJ Fogg Behavior Model. In the Bogg Behavior Model, behavior is a product of three factors:

a) Incentives/Motivation – a person must be sufficiently motivated to perform a target behavior

b) Ability – a person must have the ability to perform the behavior

c) Trigger – a person must be triggered to perform the behavior



The three factors must occur at the same time or else the behavior will not happen. The model is also useful in the assessment of strategies that fail to achieve the intended behavioral outcomes. It is very helpful in thinking systematically about the elements of motivation and ability and the strategies used for triggering behavior. The model also provides insight into behavior prevention. Using the model, one can stop a behavior by taking away one of the three factors such as reducing motivation, taking away the ability, or removing the triggers. If a project can do any of these things successfully, there is a higher chance that the behavior will not occur or at least not in the same pattern or intensity.

If we look at this behavior model in the value chain development perspective, it implies that to change behavior of players, the project has to:

a) Facilitate access of players to resources and skills that would enable them to perform the behavior or to find ways on how the practice can be simplified

b) Ensure that incentives are attractive enough for players to enroll in the change process

c) Create /identify and reinforce triggers that would move players into action

The behavior model also implies that motivation and ability are trade-offs of a sort. People with low motivation may perform a behavior if the behavior is simple enough *(the simpler the behavior, the higher the ability of a vendor to perform it).* For example, vendor has a low motivation to sanitize her stall. But if a supplier offers her a product at very affordable cost *(translates to high ability to pay)* that will make cleaning fast and more effective *(translates to* *savings in time and energy),* there is a higher likelihood that she would buy and use the product.

The inverse scenario also applies. For example, vendors in Cambodia generally do not use ice for fish products due to additional costs/work and consumers' perception that fishes on ice are less fresh than those without ice. If, however, consumers start to demand for fishes stored in ice and vendors realize or continuously reminded of the savings they make in terms of prolonging shelf-life *(trigger)*, it is most likely that vendors will find a way to access and use ice in their product display. The point here is that if motivation is high enough, vendors may do extraordinary things to perform the behavior. However, in many cases, without an appropriate trigger, behavior will not occur even if both motivation and ability are high.

Elements of Motivation

The goal in designing for motivation is, conceptually, to move a vendor or target groups to a higher position in the behavior model landscape. Going back to example on the use of ice, vendors are most unlikely to use ice even if this is available within the market if wrong perception on the use of ice among consumers persist (low sales = low motivation among vendors). To promote the use of ice, motivation has to be increased.

According to this model, there are three core motivators, namely: a) pleasure/pain; b) hope/fear; and c) social acceptance/rejection. Among these three motivators, hope/fear and social acceptance/rejection may be the more relevant in facilitating upgrading of vendors and wet markets. The "hope and fear" dimension is characterized by anticipation of an outcome. Hope is the anticipation of something good happening (i.e., increased profits, recognition/awards, etc). Fear is the anticipation of something bad, often the anticipation of loss (i.e., high spoilage, low price, etc.). The "social acceptance and social rejection" dimension controls much of people's social behavior. People, in general, are motivated to do things that win them social acceptance. Perhaps, even more dramatically, people are motivated to avoid being socially rejected. In the wet market, for example, vendors generally adhere to what is considered the "norm" in the wet market for fear of being "ostracized" by peers or being "different" from the rest.

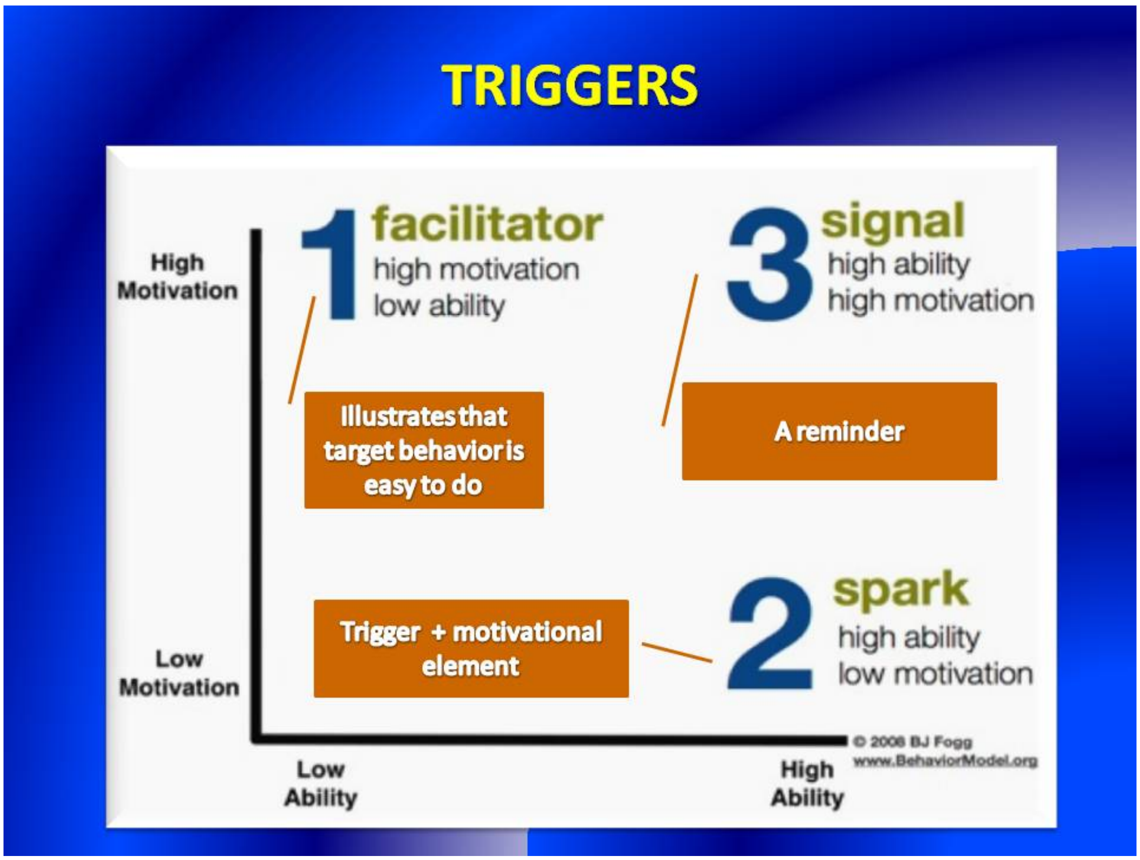
Elements of Ability

Ability, on the other hand, implies not just building the skills of value chain players but also finding ways on how the practice can be adopted in the most simple way in terms of time, money, physical effort, social deviance, etc. According to BJ Fogg, simplicity is a function of a person's scarcest resource. As such, it is important to understand what resource is scarcest for the target groups and finding ways on how we can reduce the barriers for performing the target behavior (identification can be facilitated by the Barriers and Drivers analysis). New actions should be easy to do, simple to understand, accessible and the right price. The overall 'cost' of acting, in time, effort, brain power and money, should be as small as possible. Actions that actually save time and effort are highly likely to be adopted. Those that increase the players' costs may prove difficult to sustain.

Triggers

The general concept of triggers goes by many names: prompts, cues, calls to action, etc. A trigger is something that tells people to perform a behavior. Successful triggers have three characteristics: a) the triggers are tangible/ noticeable; b) people associate the trigger with a target behavior; and c) the trigger happens when the person is both motivated and able to perform the behavior. Triggers should be well-timed. When motivation is low for that behavior, a trigger is distracting. Conversely, when people want to perform the behavior being triggered but lack ability, he/she feels frustrated.

At the implementation phase (compared to the orientation stage), there should be more "hot" triggers than "cold" triggers. A "hot" trigger allow a person to **take action now** *(e.g., pick up a free copy, buy the sanitizer now at half the price, follow me now in this easy-to-do cleaning, etc.)*. A cold trigger on the other hand enables no immediate action *(a print ad or radio spot call to action)*.



There are 3 types of triggers:

a) Spark

When a person lacks motivation to perform a target behavior but has high ability, a spark is needed or a trigger designed in tandem with a motivational element. Examples of sparks can range from text that highlights fear *(e.g., no ice, shorter shelf life, higher probability of foodborne illnesses)* to videos that inspire hope *(e.g., how improved product handling can slow down product deterioration, attract customers, improve income, etc.)* Another example of a spark would be for vendors themselves to conduct simple water potability test and to share these results with peers *(Kit in the Philippines is about PhP 25.00 --- about US$ 0.60).*

b) Facilitator

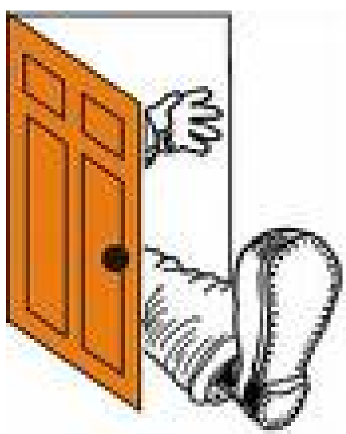
The facilitator type of trigger is appropriate for target groups that have high motivation but lack ability. The goal of a facilitator is to trigger the behavior while also making the behavior easier to do. An effective facilitator tells users that the target behavior is easy to do, that it won't require a resource he or she cannot access or afford at the moment.

Examples of facilitator type of triggers is a step-by-step demonstration poster or video on how to clean properly using common cleaning materials, a detergent company conducting a sales demo and easy application of products and with products on sale at affordable terms, etc.

c) Signal

A signal type of trigger works best when people have both the ability and the motivation to perform the target behavior. The signal does not seek to motivate people or simplify the task. It just serves as a reminder. An ordinary example of a signal is a traffic light that turns red or green, which simply reminds cars and people when to go and when to stop. In the wet market, a signal type of trigger can be reminders at strategic areas for vendors not to put waste (entrails, scales) on top of stalls and to throw these properly.

B. OBTAINING A COMMITMENT



Getting involved is the first step to making a commitment, and making a commitment makes people more likely to act. This is based on the premise that people who have committed to an activity are more likely to do it. They are more likely to agree to a subsequent, more demanding activity. People generally want to be seen as consistent. Inconsistency is considered a fault, and is associated with a host of other negative qualities (e.g. untrustworthiness, instability). As a result, when people commit to an act, belief, attitude, etc. they wish to maintain that stance, in order to be viewed as consistent. Importantly, commitment will only be felt if the person accepts "inner responsibility for the actions we want them to take". In other words, if people feel forced to take an action, they will not "own" that decision, and will not feel sustained commitment.

<u>Steps</u>

1. Build interest among target groups to conduct/carry out simple activities related to the change.

   The objective at this step is to motivate the target groups to "do something" or to create some pressure that would provide them the push to "move" and "to do something" about the existing situation. Some possible activities include:

   a) Transect walk to collectively identify areas that would need cleaning or to identify possible routes of contamination

   b) Bring and install a "garbage can with cover" day

c) Clean-up Day with the cluster with the cleanest area given a prize. Judging to be conducted during the next day by consumers. The clean-up activity can start after lunch with a demonstration on proper cleaning by a supplier of detergents and sanitizers (choose low cost good quality products).
d) Slogan/Song/Poster Competitions to be participated by vendors and consumers. Theme will revolve around the priority upgrading objectives for the period. The competitions should commence with an orientation on the principles behind the upgrading objective. Winning entries will form part of the IEC materials for the period.

2. Start with small short-term commitments and gradually scale up to bigger and more difficult decisions/tasks.
   The "foot in the door" technique is a persuasion method popular among door-to-door salesmen. The idea behind "foot in the door" technique is basically to get someone to agree to something small, so that they'll agree to something bigger later on. For example, door-to-door salesman would ask the owner of the house if he could come in to demonstrate just how powerful the product he's trying to sell. The salesperson starts with a small request to get their foot inside the house and talk to the owner. Allowing him into the house involves relatively low commitment and risk than buying a product and, as such, a higher probability that the owner of the house would say yes to the seemingly small request.

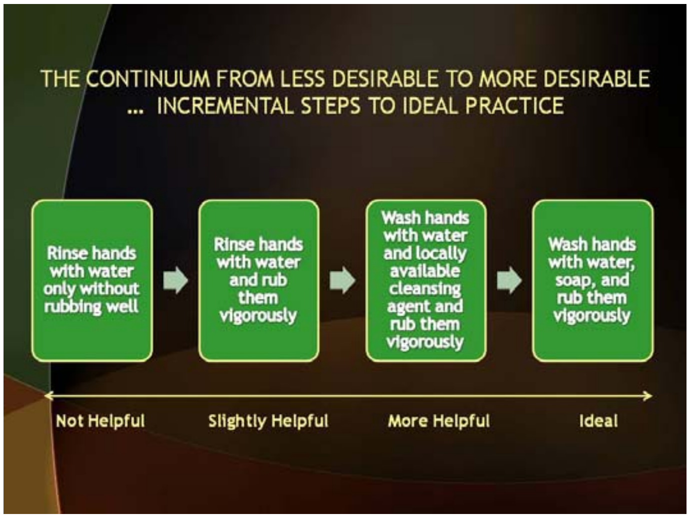
   The "foot-in-the-door" technique can possibly be used to initiate the first step in their implementation plan. Vendors can, for example, sign a pledge with their neighbors not to leave fish entrails on their stalls nor "dump" these on their neighbor's stall. In using the "foot-in-the-door" technique, start with easy not easily refusable tasks and then follow-up with a more important demand /slightly difficult task. If the group is confronted with resource-intensive and complicated tasks early in the process, it often leads to the abandonment of the change initiative. Self-confidence and choice increase commitment and the person's sense of control.

   It is recommended that pledges should be done publicly (if possible, in the presence of peers and personalities that the group and written. For example, a ceremonial commitment signing of the implementation plan can be held and witnessed by District Governors and other important. When a person makes a commitment to others, they will want to keep that commitment to ensure that they are viewed as "consistent" by others. Anonymous, private pledges (private commitments) have been shown to be less effective than those shared with others (public commitments). Written pledges are likely to have a more lasting effect than oral ones. A written commitment is effective because of the physical act of writing something down. In general, commitment has the greatest influence in facilitating change when:

   - The behavior to be done or norm to be followed is clearly stated
   - It is relatively convenient to perform
   - The pledge is both written and public
   - The commitment is made freely
   - The person can choose what he or she is committing to do.

C. NEGOTIATING IMPROVED PRACTICES … INCREMENTAL STEPS

In many cases, it is unrealistic for vendors and market owners to shift to ideal behavior. It is, therefore, more viable for project to support vendors and market owners in moving as far as possible to the best and safest practices that are feasible. The negotiation for improved practices is best done during the training sessions of a specific set of upgrading objectives as defined in the group's action plan. It will involve the identification of actions considered feasible by the vendors vis-à-vis their current practices, available resources, and their particular social context. Although the behavior or action falls short of an "ideal practice", it is more likely to be adopted by a broader number of vendors/market owners because it is considered "feasible" within the local context. The outputs of the group can then be compiled to form part of their "evolving" Code of Practice in the wet market.



<u>Steps</u>

1. Trainors provide the rationale and demonstrate the ideal behavior (step-by-step demonstration). It is recommended that an actual demonstration is conducted and with selected training participants given opportunities to perform the behavior themselves.

2. Divide the training participants into groups. Each group is assigned to an Ideal Practice or Behavior.

3. Ask participants to list down the existing practices and steps closest to the ideal behavior.

4. Ask participants to identify doable actions for the ideal behavior assigned to them that is feasible for them and majority of their peers and still have impact both in terms of personal and wet market upgrading even if not ideal.

5. Presentation and plenary

The workshop should be conducted per set of upgrading objectives and within the upgrading training. As soon as majority of the vendors perform the small doable actions, a follow-up session can be conducted to prompt vendors to move to more desirable practices for a specific behavior.

Likewise, target groups are more likely to rapidly adopt behaviors and perform the proposed "doable actions" if these embody the principles below:

- Observability: People can see the results and benefits of the behavior.

  Example. Vendor uses ice in fish display. Following this action, he or she can see a noticeable slow down in product deterioration and price at 11 am is same as when she opened her stall at 6 am.

- Trialability: People can test out new behaviors in a safe environment.

Example. Supplier of detergent or program provides small sachet of detergent for vendors to test in cleaning their stall.

- Simplicity: People can easily understand and adopt the behavior.

  Example. The market has two different garbage disposal units clearly labelled to indicate what vendors may or may not place inside each bin.

- Compatibility: The behavior is consistent with the existing values and norms of the society (i.e. it fits easily into the vendor's lifestyle).

- Relative advantage: The behavior is perceived as better than others in regards to satisfaction, economic terms, social prestige and convenience.

  Example. Use of non-corrosive containers for live fishes. Aside from durability, it looks cleaner and more attractive to customers.

D. JOINT EXPERIMENTAL LEARNING ROOTED IN INDIGENOUS PRACTICES AND KNOWLEDGE + SOCIAL SUPPORT

To facilitate upgrading, target groups need to have access to the specific knowledge and skills needed to support new behaviors. Specificity of knowledge transferred is important. For example, "Use safe and clean display containers" becomes more specific when participants are asked and aided to identify what is safe and clean and the specific ways that sanitation can be increased or contamination be prevented. Participatory, interactive teaching and learning methods are critical components in the learning process. People "make sense of new information in the light of their own meanings, perceptions and cultural backgrounds" (Rivers and Aggleton, 1993). If they do not get the opportunity to think it over, discuss it and relate it to their own concerns, there is little chance they will remember the information, let alone apply it. In our experiences, vendors generally prefer to learn by practical hands-on experience and especially so that their "free time" is during the period after lunch which is generally used for short afternoon naps. People learn best by watching the behavior of others. The adoption of behavior can be increased through simple, step by step demonstrations of
behaviors either in person, through television or via DVD/video.

In the development of the training modules, project should, to the extent possible, draw from the knowledge and creativity of progressive vendors and the market owners and combine their contribution with know-how from food safety and quality experts. This can be facilitated via focus group discussions and using the results of previous workshops as reference. This empowers participants to co-solve the challenges they meet and co-design their actions towards the ideal behavior. This is particularly appropriate for adult learners and for subject matters (e.g., personal hygiene, cleanliness, etc.) that touch on people's deeply held beliefs and attitudes. The process directly acknowledges, welcomes, values and uses the existing knowledge and competence of the participants. Ultimately, at the end of the day, it is the vendors and the market owners who can

> Why Experience-Based Learning?
>
> Because based on studies, people remember:
>
> - 20% of what they have read
> - 20% of what they read
> - 30% of what they see
> - 50% of what they see and hear
> - 70% of what they see, hear, and discuss
> - 90% of what they see, hear, discuss, and practice

decide for him/herself which choices he/she will make and put into action.

Generic Elements in the Training

1. Warm-up Exercise: This can be a fun activity or a game or some sort of an icebreaker to introduce the topic. After the activity, a short reflection session can be conducted to get initial insights on the participants' thinking.

2. Info Cartoons and Short Lecture on the Subject: The information cartoons can be posted around the room or participants are provided their own copies to read. After reading, lecture cum discussion follows.

3. Step-by-Step Demonstration on how it should be done. It is advisable to involve selected participants in the demonstration. It may be, necessary for project to invest in prototypes and samples of low cost but better technologies for use during demonstrations/training.
4. Activities and Reflection Session: Activities can include opportunities for participants to practice and workshop to identify "doable action" (see previous section).

5. End of the Session Discussion, for reflection and on getting consensus and clear agreements on the next steps forward.

6. Homework: Practice sessions in the wet market. "Homework" is a powerful strategy that incorporates practicing with peers and actually doing the behavior in natural setting. When an individual has no opportunities to actually learn the behavior in natural setting, it can be difficult to transfer those new behaviors to everyday life. Homework successes and challenges should be discussed in a subsequent training session. Participants who did the assignment should be praised ("reward progress") and encouraged to share their experience. Those who did not do the assignment successfully should be encouraged to "try again"-- - the emphasis should always be on opportunities and success.

Compared to a one-time training session, a series of sessions is more likely to result in positive change because multiple sessions increase dosage by offering greater opportunities for instruction and practice. Dosage can be further increased with the use of homework, written materials, and peer-to-peer discussions.

It is also recommended that all services related to introduction of new skills and technology follow the "Learning/ Training – Application/Mentoring –Feedback/Coaching" cycle. The objective is to allow vendors to immediately apply new skills and experience tangible benefits of training. It will also be helpful if project solicits the involvement of progressive/food safety sensitive consumers during the development phase of training modules so as to ensure that these are aligned to market requirements. Likewise, immediate feedback particularly during the early phases of implementation will aid the project team in the further development of "doable actions". Feedback helps to reduce stakeholders' anxiety, provides reinforcement, and gives participants to the change process an opportunity to see if they are moving in the right direction and/or ways they can improve. This strategy works best when it is given frequently and follows the behavior as closely as possible.

E. EFFECTIVE COMMUNICATION OF DESIRED BEHAVIOR

Research indicates that pure information campaigns have minimal effect on changing behaviour (i.e. having a high level of awareness of food contamination and importance of personal hygiene does not necessarily translate into concern or taking personal action). Information, however, is important for communicating that a problem exists, that there is a practical solution, and to assist in identifying the costs of inaction and benefits of taking action. Adults learn best: in a non-threatening climate of respect, acceptance, and trust; where there is cooperative evaluation and self-evaluation; and when the focus is on the process than on the content of learning. Disseminating information in a variety of ways—print materials, in-person events, competitions, and main-stream media—ensures that as many value chain actors as possible can hear and understand the messages. The incremental nature of the "good enough" approach makes it easy to introduce different concepts at events, even through contests. It is always best to keep information signages and reminders "fresh" (e.g., quarterly change).

Paying attention to *how* the information is presented can improve its effectiveness. People are more likely to pay attention to information that is:

a) Vivid – use of visual images that makes it easy for the audience to visualize

b) Personal – the use of data that is personally relevant; wherever possible, it is important to show the target groups how the issue will affect them, their children, their house, their incomes, their communities, the region, etc.

c) Specific and concrete – specific recommendations on how to modify current practices. Messages that clearly show target groups each of the specific steps involved in engaging in the behavior are more likely to be successful.

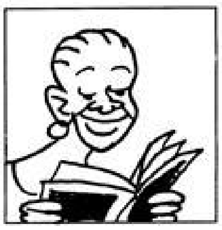
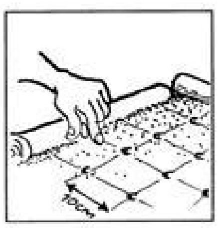
d) Stated in terms of loss rather than gain - Research suggests that messages which emphasize the losses are consistently more persuasive than messages which emphasize savings as a result of taking action. However, in the end, the message should evoke a future life in the target groups' minds that is more satisfying, healthy and desirable than their current circumstances.

e) Told as a story – real stories/experiences that the target communities can relate to can be more effective can be much more effective than a set of abstract instructions or information about the long-term effects of actions. Empathy can be triggered in your audience through telling a moving, personal story

f) Emotional - People tend to be persuaded more by emotional messages than logical ones. If messages relate to something people care about, they may be more likely to take action. Emotions can be powerful motivators as well as disincentive for change. Experiences indicate that strong negative emotional responses such as fear and despair and complete can end all desires and discussions on change. Likewise, making people feel manipulated or guilty will often result to strong resistance.

<u>When to Use Messages that Emphasize Losses/Negative Message</u>

Information in Entertainment Formats… Why Comics?

Comics Power … Why Comics? (From Grassroot Comics)	
	1. With comics you can dramatise your message! A story is always stronger than a mere statement. With a story you leave it to the reader to make up his/her mind about the message in it.
	2. You can use both pictures and text, and add effects. One picture says more than a thousand words, but pictures and words combined, multiplies that.
	3. You increase reader interest - your message becomes lively.
	4. You can be technically very specific. You can show, rather than explain.
	5. Comics are low-tech compared to video and film
	6. The reader can return to the story anytime.
	7. When made by local artists, the visual language and the meanings of the words are correct.

<table>
<tr><th colspan="2">Comics Power … Why Comics? (From Grassroot Comics)</th></tr>
<tr><td>
</td><td>8. You can deal with sensitive issues - comics are non-agressive.</td></tr>
<tr><td>
</td><td>9. Drawing has a distinct human quality, it is more appealing than photographs.</td></tr>
</table>

Tips in Preparing Comics:

1. It is best to focus on one particular aspect that you would want to change or point out. A specific message is always more powerful than a broad one.

2. Think of a short real life story that will express the point you want to make. In many cases, our stories are taken from the field surveys during the value chain analysis or from stories recounted by participants during the stakeholders workshops/focus group discussions.

3. A message with drama and some comedy in it works better than a strictly educational one.

4. Use minimal text. Make it as visual as possible. Sometimes, to create some dramatic effect and to emphasize a point, exaggeration in size or movement may be needed. However, avoid too many exaggerations in one comic strips.

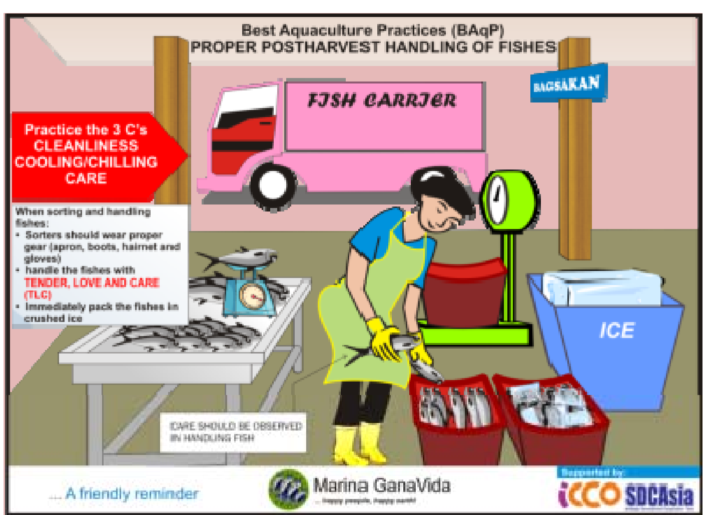
5. Make sure that drawings do not resemble any real life person in the industry.

6. If possible, tell the story from a supply chain perspective --- chain of behavior and effects.

F. REINFORCING ARGUMENTS FOR CHANGE

1. Prompts

A prompt is a visual or auditory aid to remind people to carry out an activity that one might otherwise forget (e.g., washing of hands with soap in line with food safety practices). The purpose of the prompt is not to change attitudes or increase motivation



but simply to remind people to engage in an action that they are supposedly predisposed to do so. Prompts are found to be effective in encourage repetitive behaviors. For prompts to be effective these should:

- Eye-catching
- People are already predisposed to doing the activity and that key barriers that would prevent them from carrying it out are being addressed
- Contain a simple picture and/or text that explains what the person needs to do
- Presented as close in time and space as possible to the targeted behavior.
- Provide positive encouragement to adopt behavior

2. Social Proof/Social Comparison/Norm Appeal

People learn about their abilities and attitudes by comparing themselves with other people and their opinions. Mostly, people seek to compare themselves with someone against whom they believe they should have reasonable similarity. Hearing stories about the benefits of an upgrading as experienced by other villagers is a potent catalyzer of thinking about changing one's own behavior. Giving the target groups opportunities to compare their performance with others similar to themselves pushes them to action or provides them with greater motivation to perform target behavior. Somehow, it builds the general feeling of "if they can do it, we can do it."

Benchmarking activities such as the Study Tour in Siem Reap are also effective means of initiating action. One though has to be careful that in such activities the role models are very much similar to the target groups and to avoid, to the extent possible, that they are faced against people whose standards they cannot reasonably attain as it can have a demoralizing effect (e.g., "I can never be like him/her"). Likewise, these events should be thoughtfully constructed as 'change spaces' and the emphasis is not on experts interacting with players but about players interacting with each other. It is also helpful to show the involvement of appropriate "opinion leaders" - respected people in the community that others will emulate.

Using the behavior of crowds to shape target behavior builds on the persuasion / influence strategy of social proof. In situations where people need to act but are not quite sure about what decision to take, they tend to look around and check out what other people in the same situation are doing. And then use that information to shape their behavior.

In a project we implemented in Galapagos – Ecuador involving Good Manufacturing Practices and Productivity Improvement of luxury cruise lines and tourism establishments, we replicated the same experiment conducted by Goldstein and Cialdini which involved the "reusing of towels". In most hotels, the "reuse your towels" cards typically show a beautiful view with descriptions on how reusing the towel will save energy, water, and, consequently, the environment. Oftentimes, these cards are ignored. Researchers Goldstein, Cialdini, and Griskevicius surmised that it was the hook "Do this to save the earth" not the sentiment "save the earth" that was weak. They hypothesized that knowing that other people had done it would evoke greater compliance than just saving the earth. To test their hypothesis, Goldstein and the team created the following two sets of request cards that contrasted the original conservationist message with a social proof motivator message:

- Original conservationist message: Reuse your towels. It will save the earth.
- Social proof message: Reuse your towels. Everybody is doing it.

Their experiment showed that there were 26% more guests with “everybody is doing it” cards who reused the towels over those provided with the conservationist message. When we conducted the same experiment in Galapagos, the same result was generated and we even had more than 26 % difference in towel reuse rate between those who received the usual “save the earth” message and the “everybody is doing it”. The power of norm appeal/social proof can also be seen in terms of adoption of fashion trends which cascades from the “high end market” to low end market (“me too” variations --- same style but cheaper material).

<u>Tips in conducting a norm appeal campaign</u>

1. Provide visible “markers” of participation This is particularly important if the changes are not readily visible. It is, oftentimes, important that the early adopters are those that the community respects and emulates.
2. Build in opportunities for people to share their experiences and other forms of "word-of-mouth" promotion. Word-of-mouth is often the most effective way of spreading the adoption of a new behavior. It is also recommended to provide participants particularly the early adopters with “show and tell” and other promotional materials to encourage and help them to tell others. Likewise, the project can forge an agreement with the early adopters that they have to tell others about their experiences or project may set up events to recognize “early adopters” and provide them with opportunities to share their experiences.

3. It is usually best to base the messages from positive feedbacks of people who have started the change process and are telling others about it as it is most likely that they are spreading the “correct” justifications.