



# Behaviors for *Better* Complementary Feeding: An SBC Workshop Series

Workshop II: For Deep and  
Lasting Change, Follow the  
Pathways!

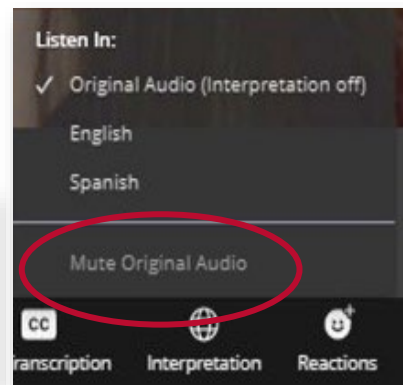
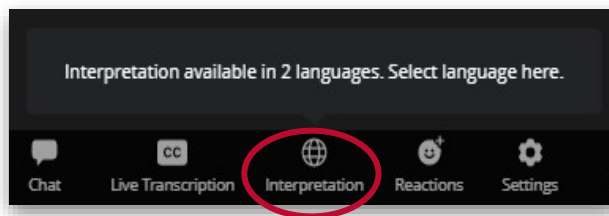
June 1, 2023



Photo: USAID

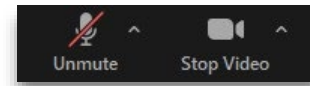
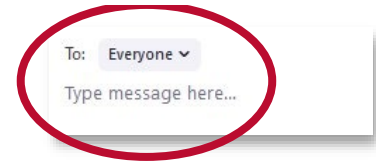
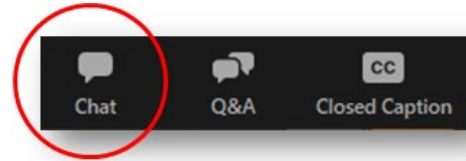
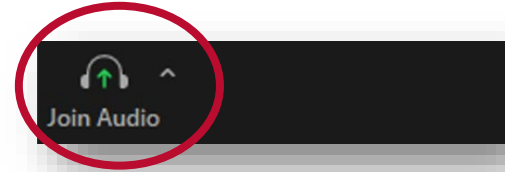
# Zoom Meeting: Interpretation

<b>English</b>	<p>Click the Interpretation icon to have the option to hear the meeting in French. To hear the webinar only in French, select Mute Original Audio.</p> <p>If you are listening in English, please make sure to <b>select English from the interpretation channels</b> to hear comments/questions from colleagues when they are interpreted from French to English.</p>
<b>Français</b>	<p>Cliquez sur l'icône intitulée « interprétation » pour avoir la possibilité d'écouter le webinaire en français. Pour écouter le webinaire uniquement en français, vous pouvez désactiver l'audio original.</p>

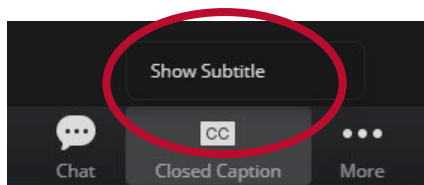


# Zoom Meeting: Reminders

- If at any point you are unable to hear the speakers, check to make sure you've connected your audio by clicking on the headphones icon in your Zoom controls.
- We will be using chat box for introductions, general reflections, or technical issues. To access the chat box, click on the icon in your Zoom control bar labeled Chat. Send a message to *Everyone* to introduce yourself, to send in your comments and questions, or ask for tech support.
- You are welcome to turn on your video when speaking, presenting, or engaging with other participants, but please remember to mute yourself when others are speaking or delivering presentations.



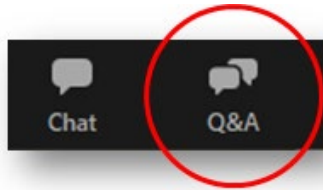
# Zoom Meeting: Subtitles



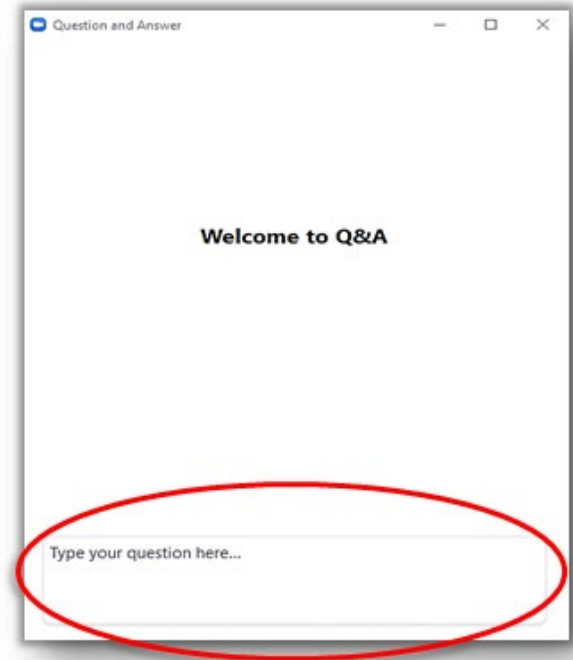
- We have enabled the Zoom closed captioning feature. To start viewing live subtitles on your screen during today's meeting, click the **Closed Caption** icon and select **Show Subtitle**.
- If you're unable to hear the presenters or see the presentation, try leaving the meeting and joining it again using the link sent to you in your registration confirmation email, or call in using a phone number provided in that same registration confirmation email.
- Please note that today's meeting is being recorded, except for the breakout rooms.

# Zoom Meeting: Q&A Box

- We will be using the Q&A for questions for speakers during the various sessions
- To access the Q&A box, click on the icon in your Zoom control bar labeled **Q&A**



To submit your question in the Q&A box, type your question in the space provided and press “Enter” on your keyboard



# Zoom Meeting: Breakout Rooms

- You should be automatically assigned to your breakout room theme. If you have any issues joining the breakout room, you can click on the Breakout Rooms icon in your Zoom controls. If you have any issues, put a message in chat for Tech Support.



- If you're in the wrong breakout room, click on the Leave Room button in the bottom right corner of your Zoom Window. You can use this feature if you would like to remain in the group with **French translation in the Main Zoom Room.**



Once upon a time...

BEHAVIOR		RELEVANT RESEARCH FINDINGS	
Caregivers use a variety of nutrient-rich foods each day in meals and snacks for children 6-23 months, with emphasis on children under 12 months		TYPES OF FACTORS	ACTORS
		...sell affordable or ... options.	
		... provider Compet... eries	
		...rt Caregivers lack family support to obtain or prioritize fish, milk or eggs for young children.	
		...ns Family and others expect them to reserve high value foods for older family members. It is not usual in their community, especially for children under 12 months.	Family members approve of feeding high value food to children.
<b>Internal</b>			
Attitudes and Beliefs	Caregivers believe that a good diet for children consists of starchy staple foods rather than a variety of foods.		Community agents and peers show how children need and like to eat a variety of food groups.
Self-Efficacy			

Brian fills in a research table to determine what research exists on the practice of prioritized behaviors in the study districts.



There's no data on family member support for feeding a variety of foods. We also don't know what reasonably priced foods are available in markets.





**Livelihoods and distance to markets seem to vary the most among families in the program area. Let's make sure our study districts represent these variables.**



**BEHAVIOR**

Caregivers use a variety of nutrient-rich foods each day in meals and snacks for children 6-23 months, with emphasis on children under 12 months

TYPES OF FACTORS	RELEVANT RESEARCH FINDINGS	
	FACTORS	ACTORS
<b>Structural</b>		
Accessibility	Markets do not sell affordable or appropriate options.	Market vendors offer affordable and appropriate <i>small dried fish</i> for young children.
	Caregivers lack family support to obtain or prioritize fish, milk or eggs for young children.	Community agents provide support for caregivers to obtain and prepare <i>small dried fish</i> for young children.
	Family and others expect them to reserve high value foods for older family members.  It is not usual in their community, especially for children under 12 months.	Family members place high value on fish, milk or eggs for older family members.
<b>Internal</b>		
Attitudes and Beliefs	Caregivers believe that a good diet for children consists of starchy staple foods rather than a variety of foods.	Community agents educate caregivers on how children need and like a variety of food groups.
Self-Efficacy		
Knowledge		
Skills	Caregivers are unsure of how to prepare small fish or eggs for young children.	Community agents demonstrate to caregivers how to prepare small fish or eggs for young children.

Finally, our research table is complete!

**Oh! This behavior profile will let us work from the behavior we want to promote to factor/actors that prevent or support the behavior to activities that can address those factors.**



**It looks like social norms  
and family support are common  
factors for many of the behaviors.**

**Yeah! And grandmothers, fathers,  
and market vendors are common  
influencers for all the behaviors.**





As you can see, all of the activities link back to one or more of our prioritized behaviors.

# Introductions and Agenda



# Introductions



**Laura Itzkowitz**  
Senior Nutrition and  
SBC Advisor,  
USAID Bureau for  
Global Health



**Kelsey Torres**  
Nutrition and SBC  
Advisor,  
USAID Advancing  
Nutrition



**Silver Karumba**  
Project Management  
Specialist (Nutrition),  
USAID Rwanda



**Marcia Griffiths**  
Executive Director,  
The Manoff Group



**Lisa Sherburne**  
Director of SBC,  
USAID Advancing  
Nutrition



**Shaneka Thurman**  
Nutrition SBC Advisor,  
USAID Advancing  
Nutrition

# Quality SBC for Improved Diets of Young Children

Workshop I: Prioritize behaviors

Workshop II: Create pathways to change

Workshop III: Monitor SBC



# Quality SBC for Improved Diets of Young Children

Workshop I: Prioritize behaviors

Workshop II: Create pathways to change **TODAY!**

Workshop III: Monitor SBC



# Quality SBC for Improved Diets of Young Children

Workshop I: Prioritize behaviors

Workshop II: Create pathways to change

Workshop III: Monitor SBC



# Agenda

- Workshop I recap
- What ARE factors and supporting actors?
- *Let's practice!* Building a behavior profile
- What ARE activities?
- Drawing pathways in Rwanda
- *Let's practice!* Building a behavior profile (cont'd)
- Sharing experiences



Photo: USAID

# Workshop I Recap

# The *Complementary Feeding* Period Matters -- A LOT!



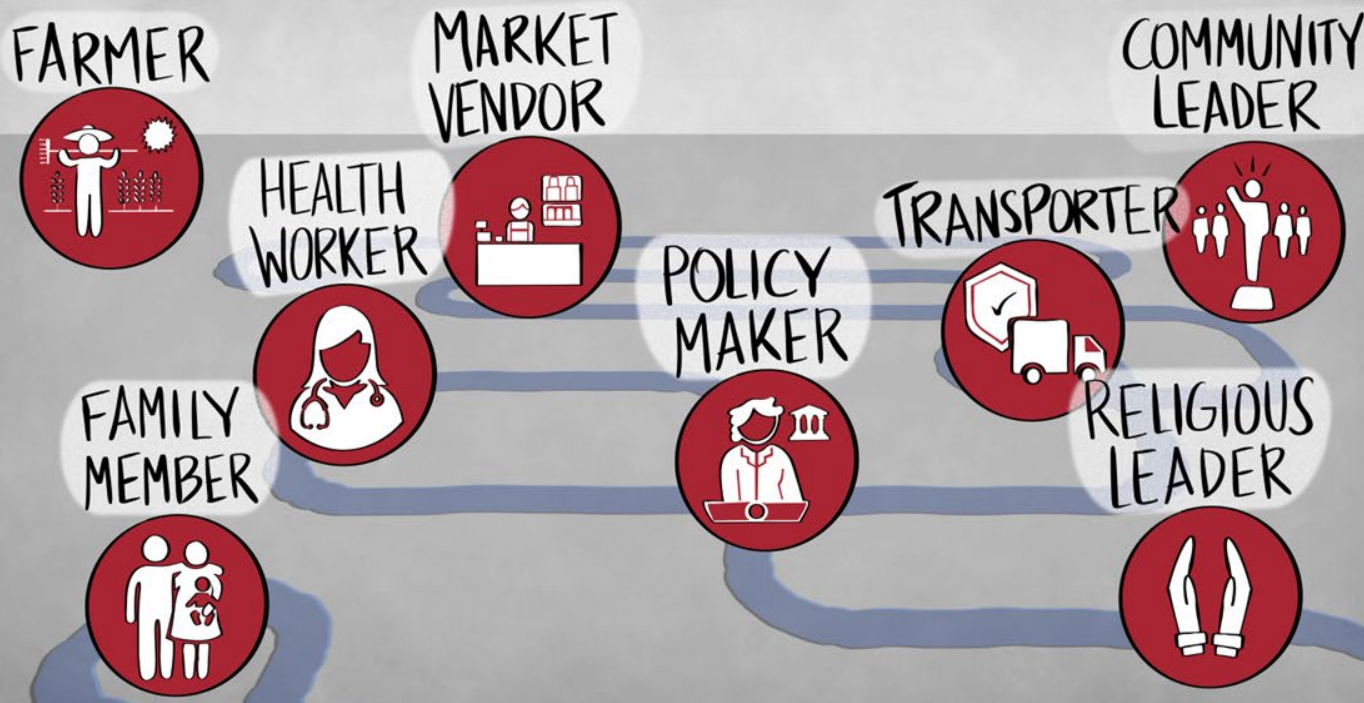
What, how much, how often, and with what help a child should eat must evolve to meet his or her changing needs.

# Why begin with behaviors?

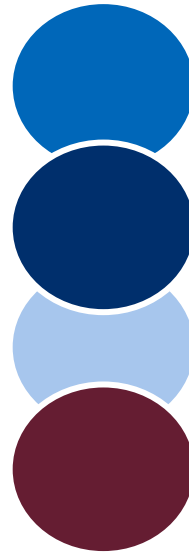
BEHAVIOR (what people do) is the outcome closest to the ultimate goal of the program—improved nutrition outcomes.



# Behaviors Are the *Roots* of Complementary Feeding – and Any Nutrition Program



# Behavior Prioritization



# Globally Recommended Complementary Feeding Behaviors



Caregivers feed children with age-appropriate frequency, amount, and consistency while continuing to breastfeed them.



Caregivers use a variety of nutrient-rich foods each day in meals and snacks for children.



Caregivers prepare and feed children hygienically.



Caregivers feed children in a responsive manner.



Caregivers ensure children continue to breastfeed and eat during illness.



Caregivers provide children recuperative feeding for 2 weeks after illness.

# What ARE Factors and Supporting Actors?

# Tool: Types of Factors



## STRUCTURAL

### ACCESSIBILITY

- Cost
- Time
- Distance
- Availability

### PROVIDER COMPETENCIES

- Interpersonal communication
- Technical proficiency or skills
- Respect

### FACILITY EXPERIENCE

- Infrastructure
- Hours
- Supportive policies

## SOCIAL

### FAMILY AND COMMUNITY

- Monetary or material support
- Acceptance and approval
- Task support

### GENDER

- Decision-making
- Control of income
- Status and value of girls and women

### NORMS

- Standard practice
- Expected practice
- Sanctions and enforcement

## INTERNAL

### ATTITUDES AND BELIEFS

- Perceived value
- Perceived consequences
- Perceived identity
- Emotional response
- Perceived convenience

### SELF-EFFICACY

- Confidence in ability

### SKILLS

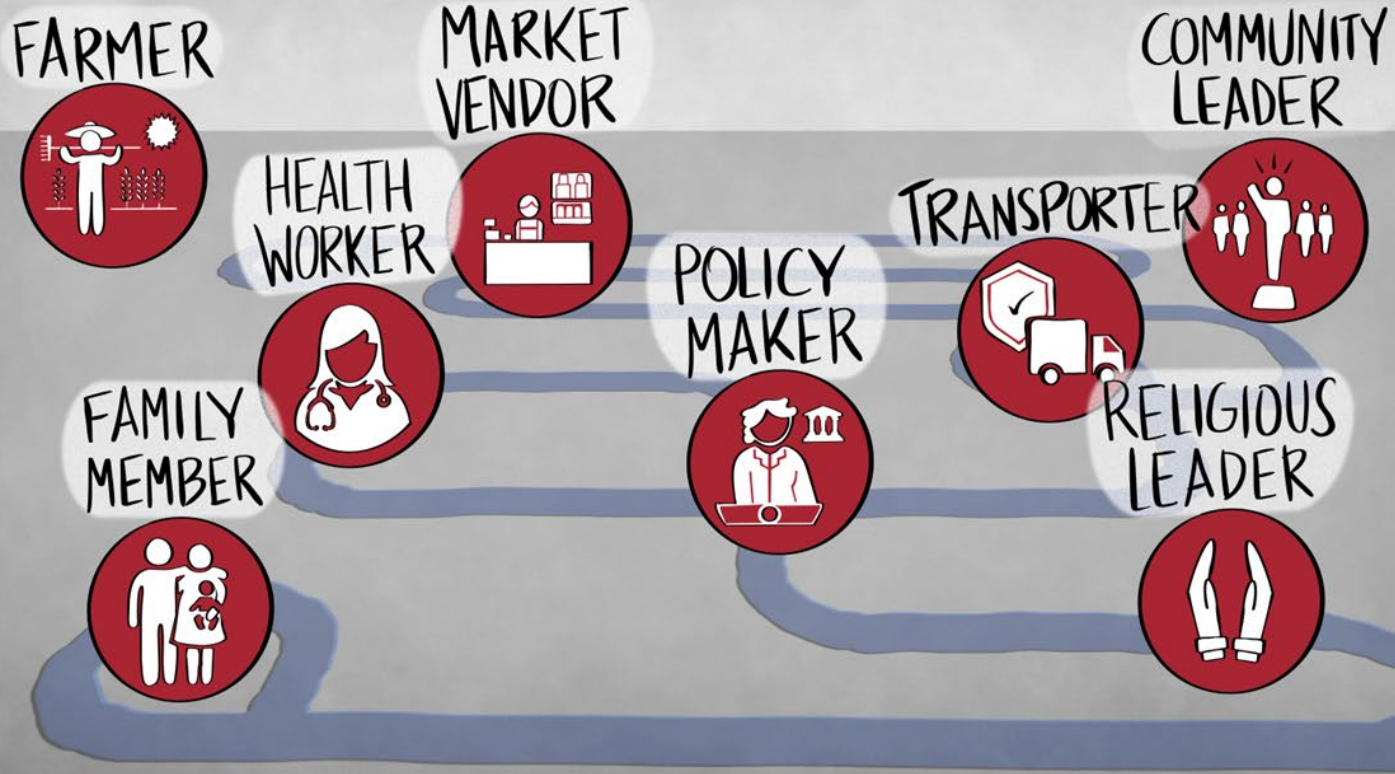
- Learned ability

### KNOWLEDGE

- Awareness
- Understanding
- Information

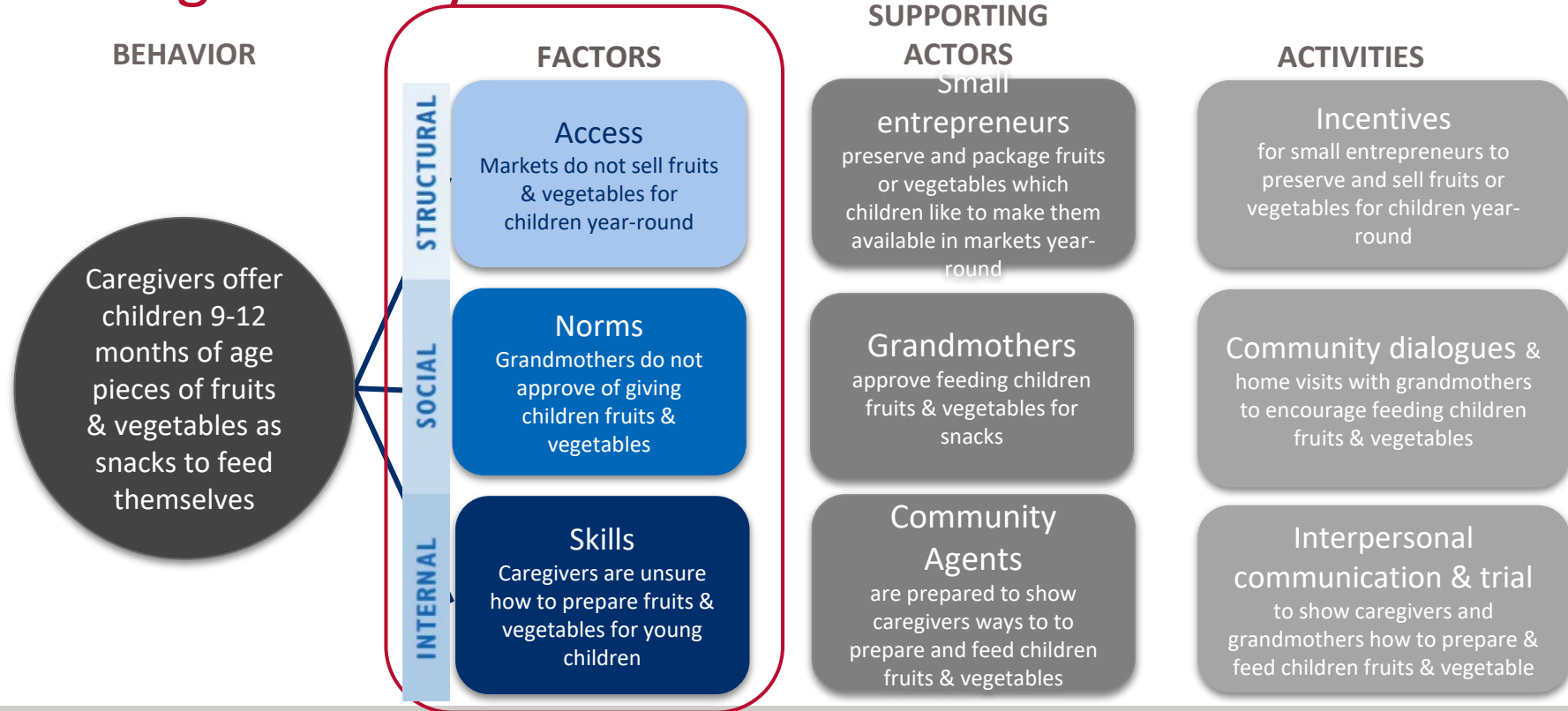
Adapted from ACCELERATE

# Supporting Actors



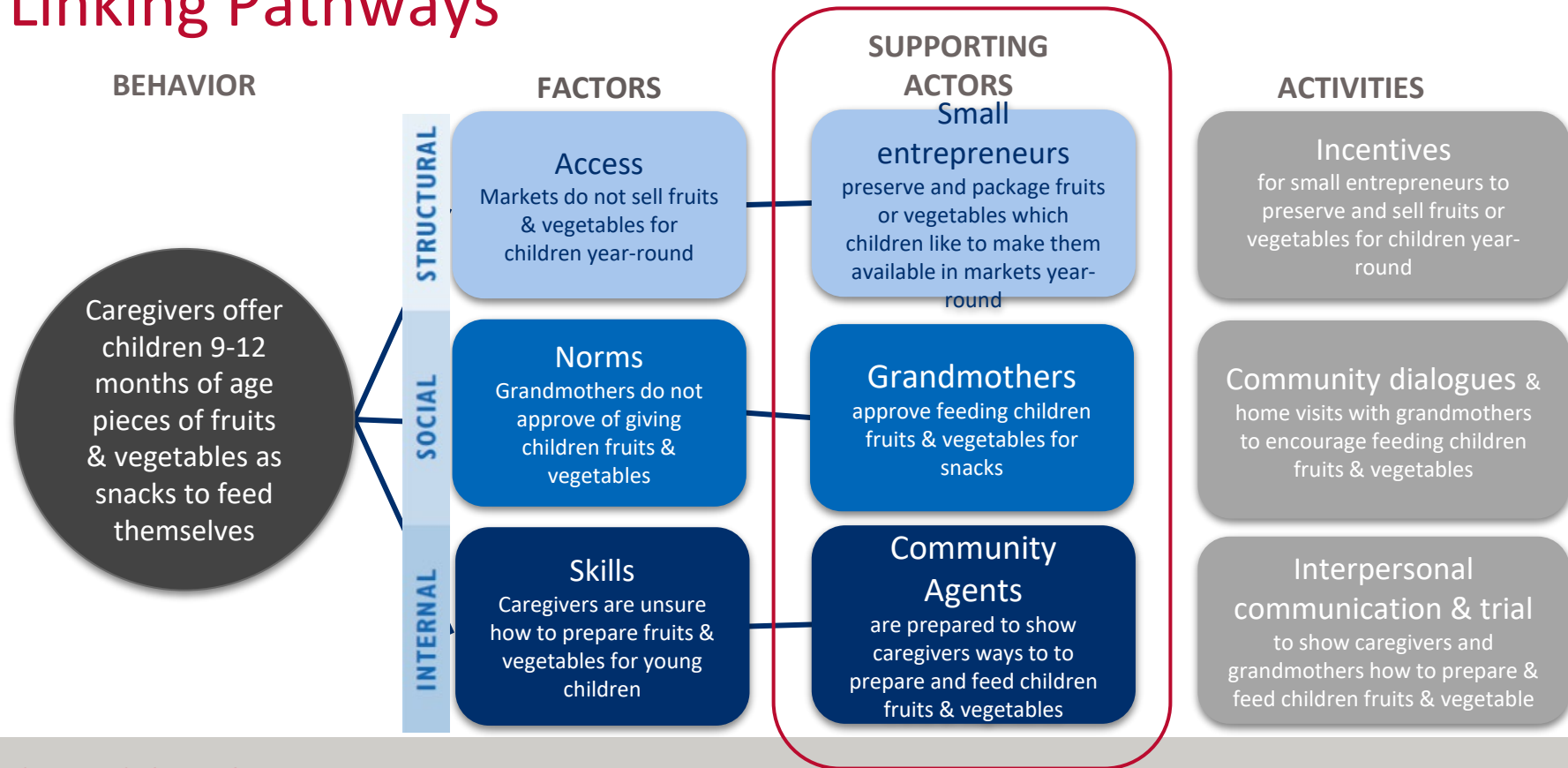


# Linking Pathways





# Linking Pathways



*Let's practice!* Building a behavior profile

# STRETCH BREAK

What ARE activities?

EDUCATION is NOT ENOUGH



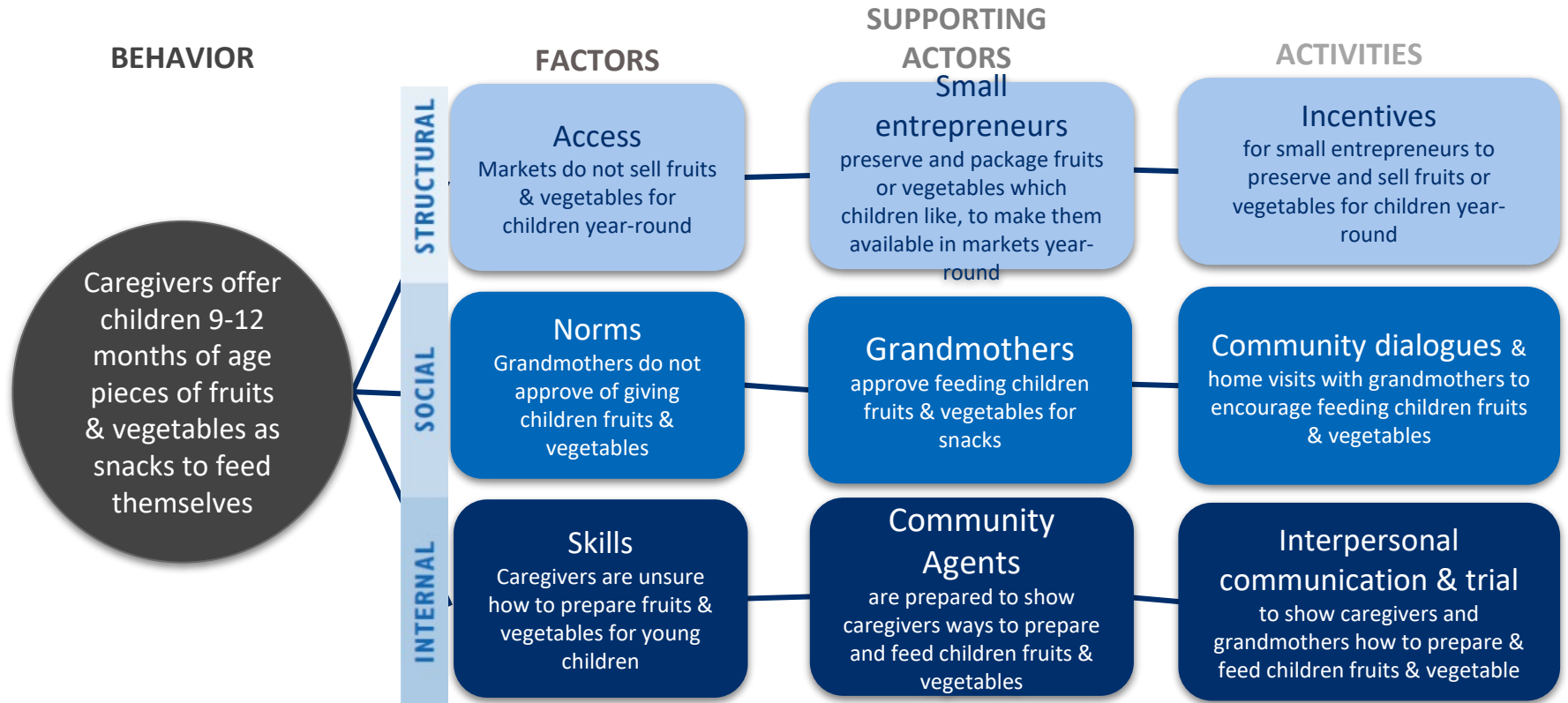
# Get Creative! *AND Always* Link Back to the Factors

Engage private sector suppliers to reduce the cost of nutrient-rich foods through small-quantity packaging

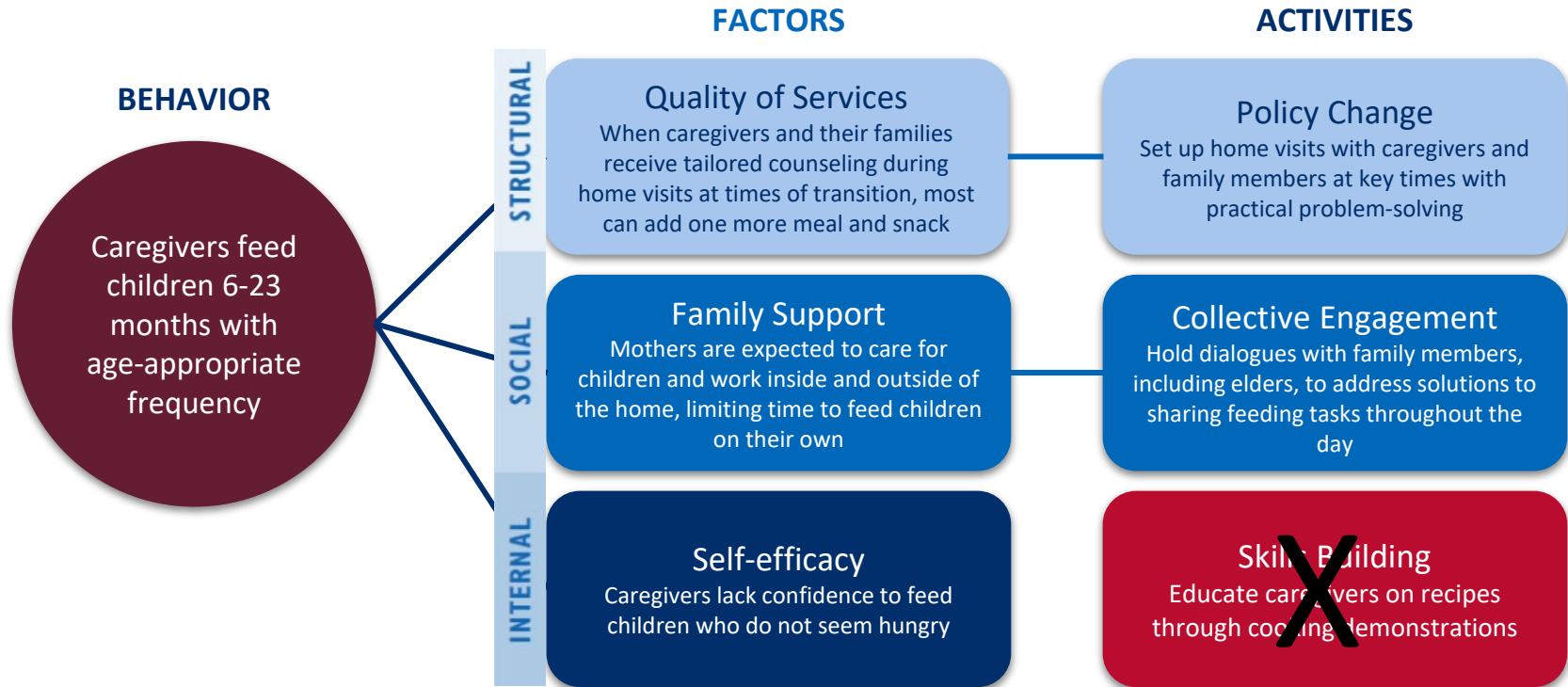
Strengthen health worker supervision (on complementary feeding)

Community dialogues led by local religious leaders specifically for mothers-in-law/grandmothers

# Linking Pathways



# Get Creative! *AND Always Check Your Pathways*





## Example...

*Working with local  
small-fish powder  
producers to scale up  
and improve  
packaging*

សហគ្រិន  
អស្ចារ្យ!

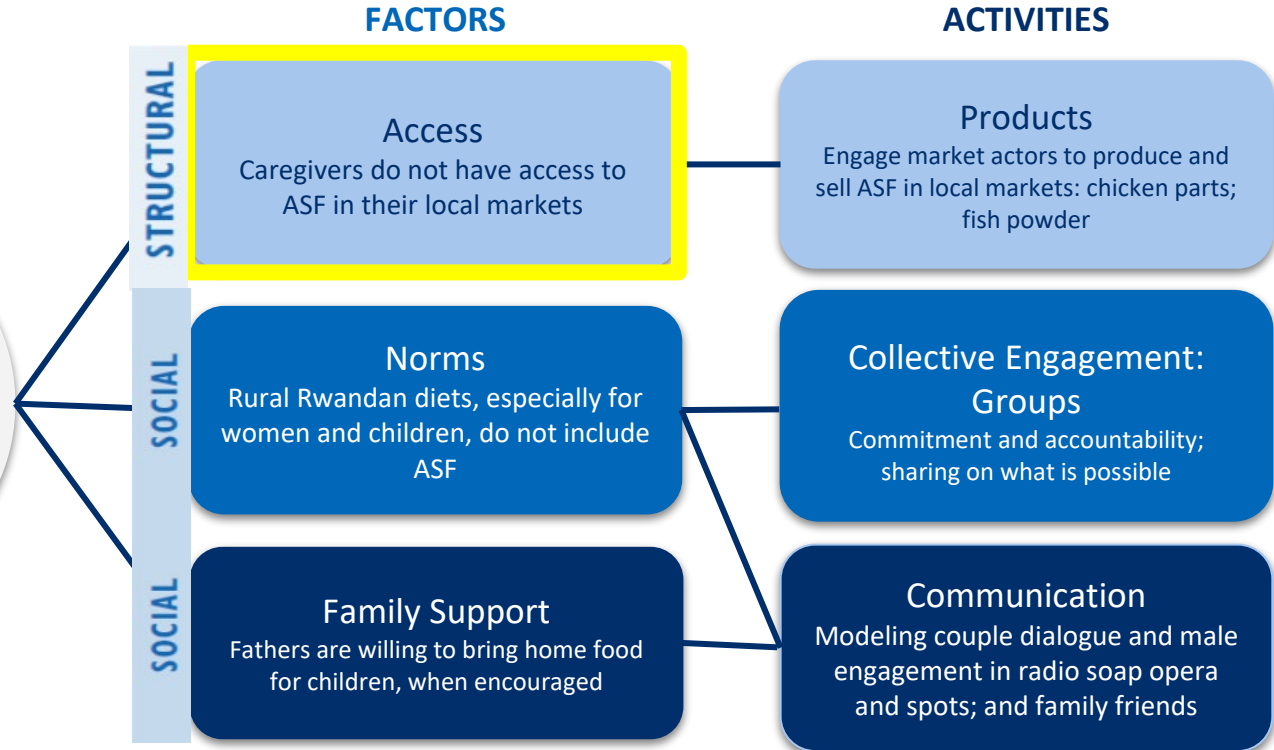
Awesome  
Entrepreneurs!



# Drawing Pathways in Rwanda



Caregivers in rural Rwanda feed children 6-23 months a diverse diet with ASF





# Tool: Using Research to Design an SBC Strategy



Using Research to  
Design a SBC Strategy

## USING RESEARCH TO DESIGN A SOCIAL AND BEHAVIOR CHANGE STRATEGY FOR MULTI-SECTORAL NUTRITION

Nutrition social and behavior change (SBC) programmers can use this tool during program or activity design to shape research findings into an SBC strategy that leads to optimal nutrition behaviors.

High-quality SBC design requires multiple steps, beginning with prioritizing behaviors. The [USAID Advancing Nutrition Behavior Prioritization Tool](#) guides programmers through that process. After programmers have prioritized behaviors, they can use this tool to organize and distill research into an evidence-based SBC strategy.

As a programmer, review existing information through desk reviews or conduct key informant interviews to find out what is already known about the behavior in your program's context. You may decide that you need additional research to tailor global recommendations to what people in their particular context are willing and able to do given their resources, time, and interest. This early research is called formative research because it helps 'form' or shape the program activities. Formative research will help you understand the behaviors, factors (barriers and motivators) that influence them, and people who can support them. The following resources can help you plan and conduct formative research for nutrition: [The Basics: Planning for Formative Research for Infant and Young Child Feeding Practices](#)<sup>1</sup> and [Formative Research: A guide to support the collection and analysis of qualitative data for integrated maternal and child nutrition program planning \(2013\)](#).<sup>2</sup>

<sup>1</sup> Infant and Young Child Nutrition Project (IYCN) 2011. "The Basics: Planning for Formative Research for Infant and Young Child Feeding Practices." Washington, DC: USAID/Infant and Young Child Nutrition (IYCN) Project. [https://www.iycn.org/files/IYCN\\_planning\\_formative\\_research\\_081111.pdf](https://www.iycn.org/files/IYCN_planning_formative_research_081111.pdf)

<sup>2</sup> Cooperative for Assistance and Relief Everywhere, Inc. (CARE). 2013. Formative Research: A guide to support the collection and analysis of qualitative data for integrated maternal and child nutrition program planning. Formative Research Toolkit. <https://www.formresearch.org/sites/default/files/Formative%20research%20guide%20for%20nutrition%20programs%202013.pdf>

Follow these steps to ensure that your SBC strategy is based on evidence related to your program's context.



**STEP 1:** Analyze research findings.

**STEP 2:** Confirm or refine your priority behaviors.

**STEP 3:** Highlight or star factors and actors that are most closely related to the refined behaviors.

**STEP 4:** Create linked pathways from factors to program activities.

**STEP 5:** Develop the SBC strategy.

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APRIL 2021

# Output

Pathways for each prioritized behavior

## Next Steps

- Describe pathways in your SBC strategy
- Refine the SBC strategy with stakeholders



Photo credit: SPRING

# Tool: SBC Strategy Checklist



## NUTRITION SOCIAL AND BEHAVIOR CHANGE (SBC) STRATEGY CHECKLIST

### Purpose of This Checklist

Using high-quality social and behavior change (SBC) processes is a key crosscutting approach to build effective nutrition programs and services. An SBC strategy provides a “road map” to achieve key social and behavioral outcomes. The strategy ensures that activities needed to address critical factors that prevent or support the [priority behaviors](#) are coordinated. Strategies vary according to the needs of the program but maintain common elements.

### How to Use This Checklist

Nutrition program planners can use this checklist to prepare and outline a new SBC strategy under development. Nutrition program planners and managers can also use this checklist to assess a draft or completed strategy and use the questions or gaps identified to strengthen the SBC strategy. Planners should update an SBC strategy throughout the life of a program, adapting it as people and contexts change.

Use the Nutrition Social and Behavior Change Work Plan Checklist tool to review work plans annually. The Work Plan Checklist is helpful to ensure that the implementation and adaptation of the SBC strategy is reflected in plans from year to year.



# Output

Stronger SBC strategy



# Next Steps

- Refine the SBC strategy with stakeholders if you find any areas to strengthen or adjust



Photo credit: SPRING

*Let's practice!* Building a behavior profile (cont'd)



What do YOU think?

Join us for office hours next week for more sharing and discussion. Send your questions in advance to [kelsey\\_torres@jsi.com](mailto:kelsey_torres@jsi.com) or ask them live!

Thursday (6/8) at 8:30am EDT



Photo credit: John Healy/TMG



## USAID ADVANCING NUTRITION

IMPLEMENTED BY:

JSI Research & Training Institute, Inc.

2733 Crystal Drive

4<sup>th</sup> Floor

Arlington, VA 22202

Phone: 703-528-7474

Email: [info@advancingnutrition.org](mailto:info@advancingnutrition.org)

Internet: [advancingnutrition.org](http://advancingnutrition.org)

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