



Demystifying Social and Behavior Change

The Key to Improving the Quality of SBC Programming through Evaluations

Agriculture, Nutrition & Health Academy Week Learning Lab 2023



Credit: Andrew Cunningham/JSI

AGENDA

- Welcome and Introductions
- Understanding SBC through Your Life
- SBC for Evaluators Overview: The Five Ws of SBC Evaluations
 - Behavioral pathway
 - Key evaluation questions and methods
 - Respondents

Activity: Selecting Appropriate Respondents for Evaluation Methods and Questions



- Discussion



Credit: Andrew Cunningham/JSI

USAID ADVANCING NUTRITION SBC TEAM



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Opening Poll



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Getting Us Started: Understanding SBC through Your Life

WHAT IS A BEHAVIOR?

A behavior is a small doable action. These actions and their primary actors are influenced by **factors** and **supporting actors**.

We can write behaviors using this formula:

SPECIFIC PRIMARY ACTOR + ACTION VERB + ISSUE TO BE ADDRESSED + GEOGRAPHY OR OTHER SPECIFICS*

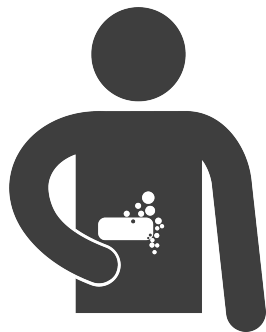
Example:

Pregnant and lactating women + eat + a variety of safe, diverse, nutrient-rich foods for meals and snacks + daily

*As appropriate or relevant

4-IN-5 CHALLENGE

Can you practice these four behaviors in five minutes?



Wash or
sanitize your
hands



Eat produce
(a fruit or
vegetable)



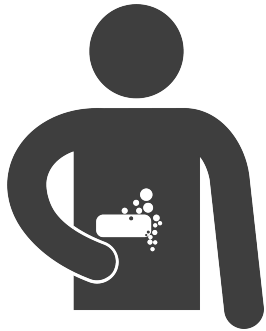
Complete a
strenuous
exercise for the
full five minutes



Wear a mask

4-IN-5 CHALLENGE: DEBRIEF

- Were you able to practice all four behaviors?
- Which behaviors didn't you practice? Why?
- What helped you practice the behaviors you tried?
- What made it hard to practice the behaviors you tried?





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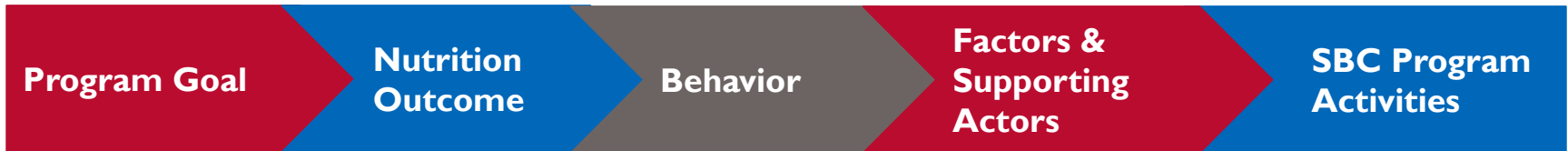
SBC Foundations

SBC: A MULTI-PRONGED, MULTI-ACTOR APPROACH

- A **behavior** is a specific action, performed by a specific person/actor at a specific time or place.
- **Factors** (sometimes called drivers): Elements within or beyond an individual's immediate sphere of control or influence that affect their ability to perform behaviors effectively
- **Supporting actors (or influencer)**: A person who supports, inspires or guides the actions of others.



Figure I: Behavioral Pathway for Program Activities



Credit: USAID Advancing Nutrition 2022 adapted by Riley Auer

Factors That Influence Multi-Sectoral Nutrition Behaviors

Access the
tool



(USAID Advancing
Nutrition 2020)

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



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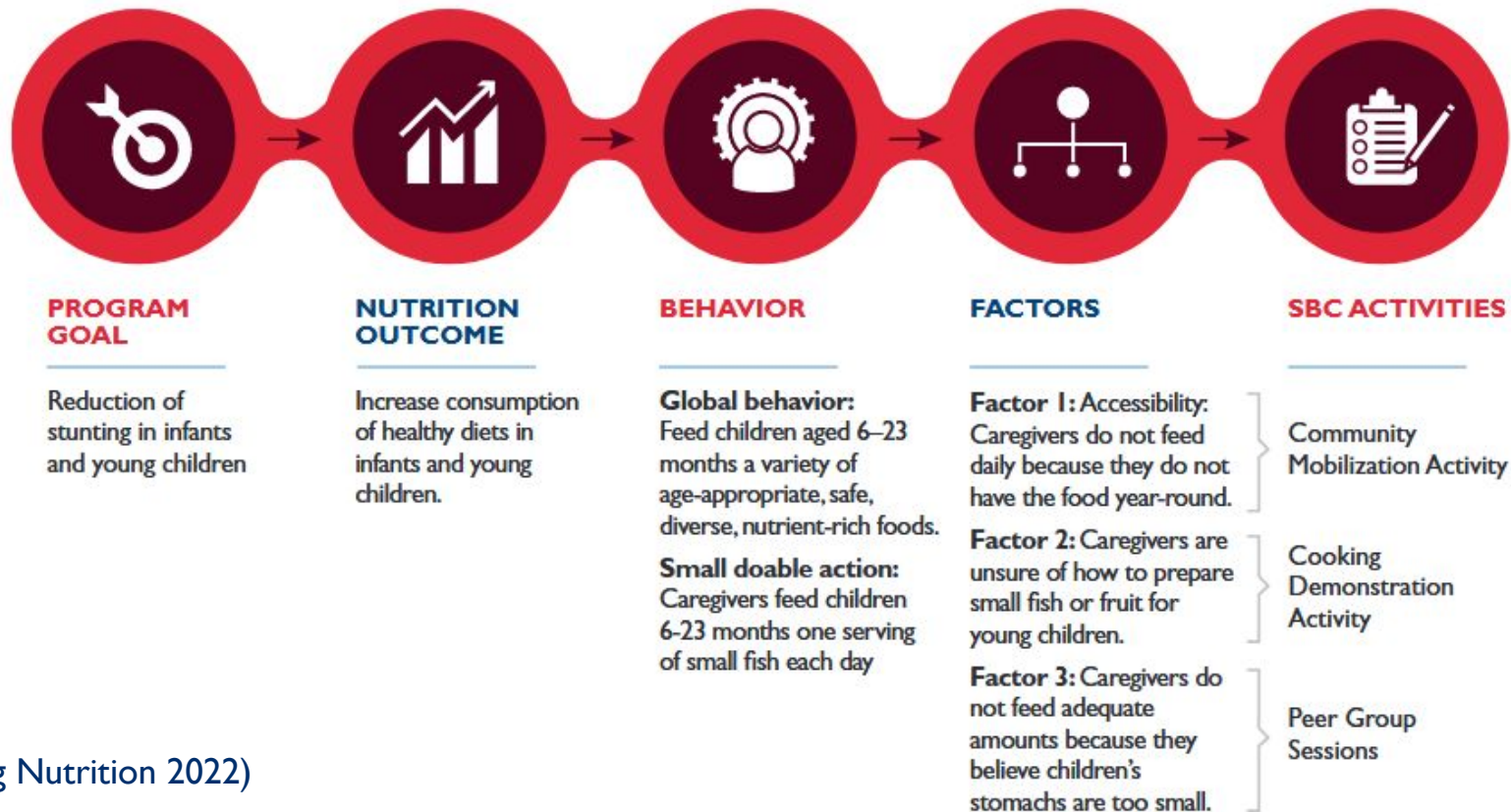
SBC for Evaluators Overview: **The Five Ws of SBC Evaluations**

WHY EVALUATE SBC PROGRAMS?

- Social and behavior change is inherently individualized and doesn't take place overnight: In order to understand a program's outcomes, we need to know **who** made change, **how**, and after **how long**.
- **SBC is cross-cutting:** When using SBC to tackle nutrition challenges, consider the behaviors of many individuals within the food system—including those in sectors such as water, sanitation, and hygiene; social protection; early childhood development; and civil society.
- Carefully designed and conducted evaluations can help—
 - Nutrition SBC programmers identify what worked well and what could have been done differently (e.g., assess impact, guide quality implementation and adaptation)
 - Nutrition SBC programmers identify opportunities to support institutional and project-level advocacy for cross-cutting behaviors
 - Nutrition SBC programmers design and implement future programs
 - Donors plan for future investments and priorities.

WHAT DO WE EVALUATE IN SBC PROGRAMS?

Figure 2.
Behavioral
Pathway for
SBC
Programs



(USAID Advancing Nutrition 2022)

WHERE & HOW DO WE EVALUATE IN SBC PROGRAMS?

Performance or Outcome Evaluation: Did the activity achieve its intended behavior change outcome? Alternatively, to what degree did the activity achieve its intended outcomes?

Methods:

- Participant-based or population-based quantitative surveys
- Qualitative interviews, focus groups (e.g., actor, influencer, stakeholders)
- Observation of SBC activities (cooking demonstrations, peer group meetings, etc.)
- MEL data review of behavioral indicators (inclusive of behaviors, factor, activities)
- Reviewing records of community groups
- Reviewing records of community agents
- Consultations with communities

Process Evaluation: Is the activity being implemented as originally planned? Is the activity making any adaptations during implementation? How well are the activity's processes working? How can processes be improved?

Methods:

- Monitoring and evaluation data review of behavioral indicators (inclusive of behaviors, factor, activities)
- Key informant interviews (inclusive of project team, public & private stakeholders, community members, & participants)

WHERE & HOW DO WE EVALUATE IN SBC PROGRAMS?

Cost-Effectiveness Evaluation: Which activity approach is more cost-effective? What were the activity costs and behavior change outcomes before and after the implementation of the activity, compared with those of other similar activities? What would be the cost of scaling up the activity?

Methods:

- Cost-benefit analysis
- Cost effectiveness
- Demand analysis
- Risk and sensitivity analysis

Impact Evaluation: To what extent is the behavior change a result of the activity?

Methods:

- Quantitative survey of activity & comparison groups
- Qualitative interviews, focus groups (e.g., actor, influencer, stakeholders)
- Observation of SBC activities (cooking demonstrations, peer group meetings, etc.)
- MEL data review of behavioral indicators (inclusive of behaviors, factor, activities)
- Reviewing records of community groups
- Reviewing records of community agents
- Consultations with communities

WHERE & HOW DO WE EVALUATE IN SBC PROGRAMS?

Sustainability Evaluation:

Activity sustainability: Will or has the activity continue(d) after external funding has ended?

Sustained outcomes: Will the activity outcomes be maintained without activity inputs? Were the activity outcomes maintained?

Methods:

- Participant-based or population-based quantitative surveys
- Qualitative interviews, focus groups (e.g., actor, influencer, stakeholders)
- Observation of SBC activities (cooking demonstrations, peer group meetings, etc.)
- Reviewing records of community groups
- Reviewing records of community agents
- Consultations with communities

ADDITIONAL KEY ELEMENTS OF SBC EVALUATIONS

Appropriate Indicators

- Considerations should include—
 - **Timing of data collection**—Will an event or seasonal conditions impact data collection?
 - **Timing of behavior**—Is the behavior practiced at specific times of the day, month, or life cycle?
 - **Numerator**—Does it appropriately capture those who should practice the recommended behavior?
 - **Denominator**—Does it include your numerator?

Document analysis

Discuss in the Chat: What are some key considerations for these indicators?

Figure 2. Example Output Indicators



IMPROVED KNOWLEDGE

Proportion of target households who have improved knowledge of IYCF practices



RADIO LISTENERSHIP

% of audience reporting exposure to nutrition messages on radio



PROGRAM PARTICIPATION

of members who participated in the Care Group

(USAID Advancing Nutrition 2022)

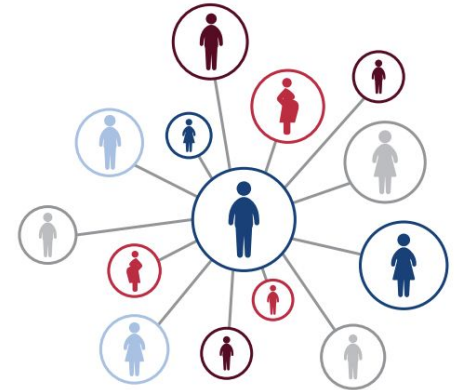
WHO DO WE EVALUATE IN SBC PROGRAMS?



Consider completing a strenuous exercise for the full five minutes: Do you believe you and you alone had a role in building that behavior?

- When analyzing social norms and group/individual behaviors, it's not just the person carrying out a behavior who has influence on it:
 - parents/family
 - teachers/educators
 - community leaders
 - policy makers.
- When selecting and interacting with respondents, **consider the role of gender:**
 - Foster critical examination of inequalities and gender roles.
 - Promote the relative position of women, girls, and marginalized groups, including transforming underlying social structures, policies, and social norms.

Figure 3. Influencing Actors



(USAID Advancing Nutrition 2022)

Full Range of Possible Respondents in SBC Programming

In a perfect evaluation scenario with no constraints, SBC evaluators would include people from each of the following categories in their respondent groups, as guided by the evaluation question:

- **Actor:** Person practicing the behavior.
- **Influencers:** An influencer is a person who inspires or guides the action of others. The influencer drives the actor's likelihood to perform behaviors effectively. Respondents could include other household members, peers, community members/leaders, service providers, community health workers/volunteers, market vendors, farmers, etc.
- **Internal Stakeholders:** People who are directly responsible for or contributing to a program's implementation activities. — Especially for process evaluations, consider these groups: the activity's SBC team, MEL team, finance teams, senior management, and USAID staff, etc.
- **External Stakeholders:** People not directly a part of a program's implementation activities, but may have a vested interest in the program's achievements. Respondents could include government/ministry officials, national working groups, or other subject matter experts.



Credit: SPRING

Supporting Actors

Access the tool



(USAID Advancing Nutrition 2020)

SBC = 

FARMER

- Increase sustainable production of nutritious foods
- Safely store food
- Join producer groups or cooperatives to access information, build social cohesion, and collectively bargain for benefits



COMMUNITY LEADER

- Encourage community members to demand quality nutrition services and diverse foods in markets
- Engage the support of community members to limit the availability of highly-processed foods
- Encourage community members to shift traditional practices or community norms that prevent caregivers from obtaining and feeding nutrient-rich foods to children



RETAIL MARKET VENDOR

- Sell safe, diverse, affordable nutrient-rich foods each season
- Promote nutrient-rich foods



TRANSPORTER

- Monitor and forecast stock of food items
- Use food-grade packaging for hygienic transportation



HEALTH WORKER

- Provide accurate and timely counseling on nutrition behaviors to mothers and family members
- Provide treatment for acute malnutrition according to national protocols
- Use data from quarterly district reports to adjust implementation



POLICYMAKER

- Develop and enforce policies to increase access to safe, affordable, diverse foods
- Develop and enforce policies to ensure high-quality nutrition services
- Increase funding for nutrition



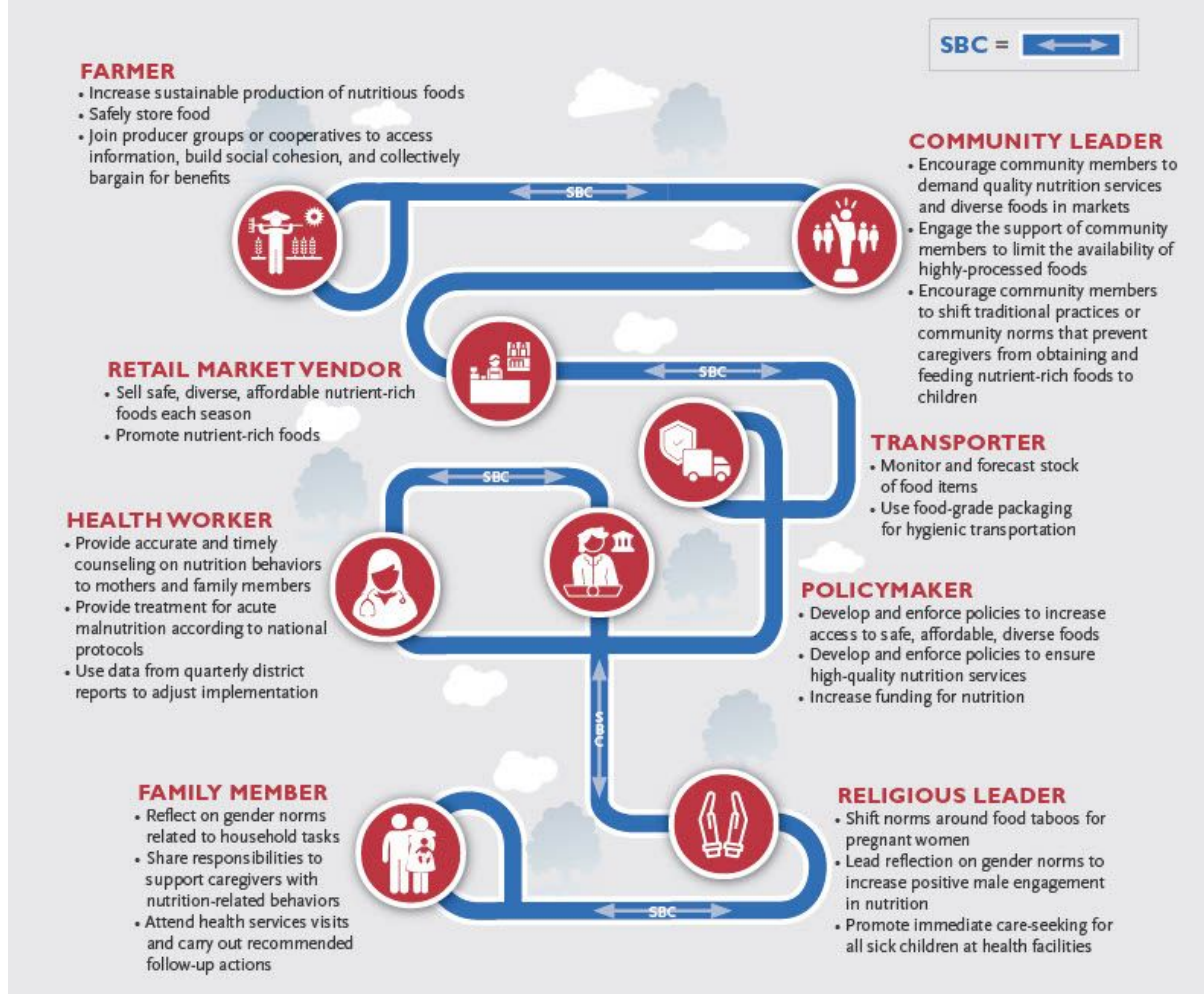
FAMILY MEMBER

- Reflect on gender norms related to household tasks
- Share responsibilities to support caregivers with nutrition-related behaviors
- Attend health services visits and carry out recommended follow-up actions



RELIGIOUS LEADER

- Shift norms around food taboos for pregnant women
- Lead reflection on gender norms to increase positive male engagement in nutrition
- Promote immediate care-seeking for all sick children at health facilities



Understanding of Relevant Nutrition Behaviors and Which Respondents Are Most Appropriate



Tier 1 Respondents

Includes the **actor, influencers**, and suggestions for observations (as appropriate).

The combination of these three sources of data will allow the evaluation team to triangulate the information received and increase data validity and reliability

Tier 2 Respondents


Includes the **actor**, who will often self-report.

To triangulate self-reported data, include one additional source, as possible.



Understanding of Relevant Nutrition Behaviors and Which Respondents Are Most Appropriate

Discuss in the chat! Who would be our Tier 1 Respondents? Who would be our Tier 2 Respondents?

Common Prioritized Behavior	 Tier 1 Respondents	Tier 2 Respondents
Caregivers feed children 6-23 months one animal source food (ASF) daily	Caregivers, ASF producers, household members, and market observations	Caregiver AND household member
Family members wash hands with soap under running water at 4 critical times	Household members AND observation at tippy taps, handwashing stations	Household members AND
Subsistence farmers use improved agronomic practices to increase yields and quality of value chains	Subsistence farmers, household members, and agro-dealers via survey AND observation	Subsistence farmer AND agro-dealers

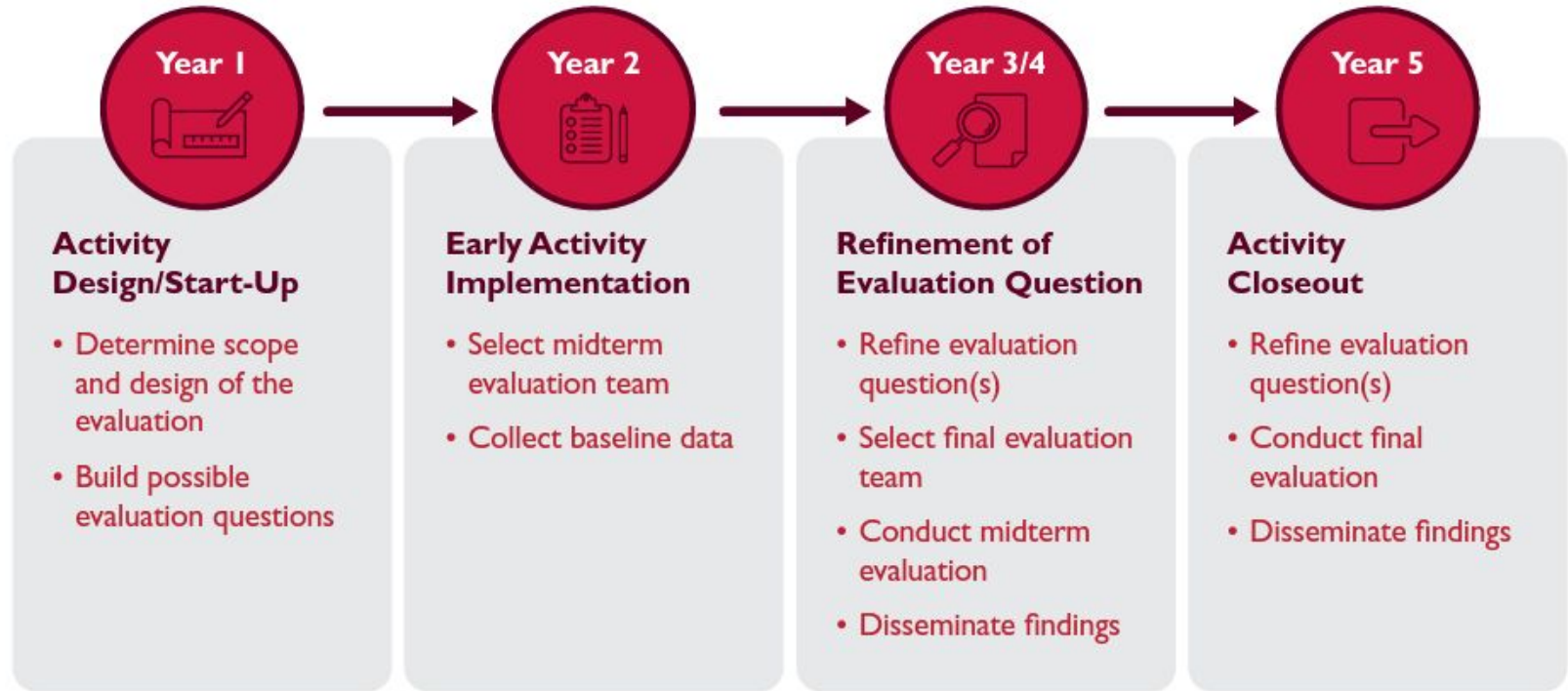
WHEN DO WE EVALUATE SBC PROGRAMS?

When to conduct an evaluation depends on the type of evaluation being conducted:

- **Performance or outcome evaluation:** conducted during and/or after activity implementation or only after activity implementation
- **Process evaluation:** conducted during activity implementation
- **Cost-effectiveness evaluation:** conducted before, during, and/or after implementation
- **Impact evaluation:** conducted during activity implementation (pre-post measurements)
- **Sustainability evaluation:** conducted at the end of an activity or after an activity has ended (e.g., 2–5 years later)

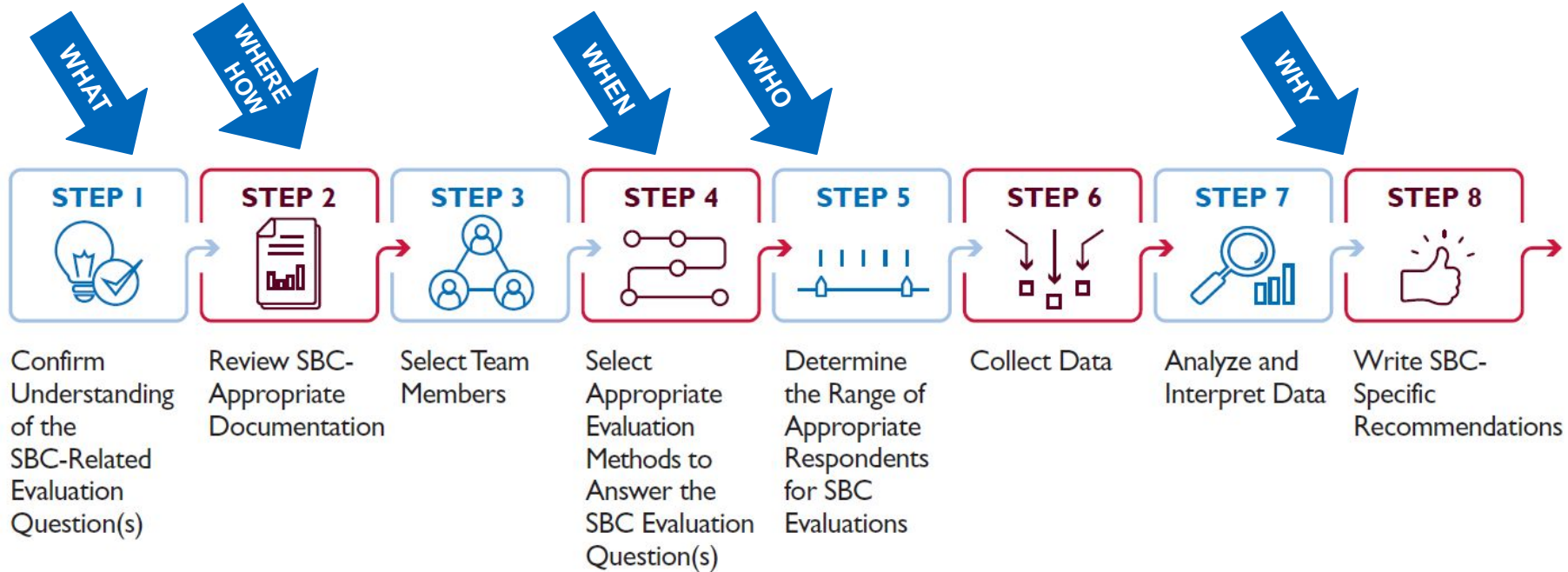
WHEN DO WE EVALUATE SBC PROGRAMS?

Figure 4. Illustrative Evaluation Timeline



TYING IT ALL TOGETHER: SBC EVALUATION STEPS

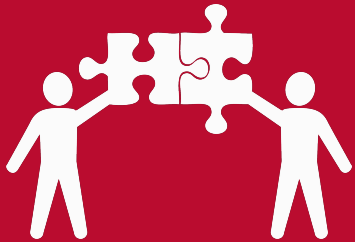
Figure 5. Steps for Conducting an SBC Evaluation





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Activity



Selecting Appropriate Respondents for
Evaluation Methods and Questions

Scenario



Credit: UNICEF/URC-CHS accessed from the USAID Advancing Nutrition-UNICEF IYCF Digital Image Bank

Discuss in the chat:
What type of evaluation is needed?

- **The overall goal of this activity** is to improve the rate of exclusively breastfed children under 6 months of age
- **Activity strategies**
 - Implementing peer/care groups
 - Training community health workers
 - Supporting male engagement through establishment of Male Champions
 - Implementing a targeted multimedia campaign and leveraging existing community networks
- **We are interested in**
 - If the activity is on track to achieve its expected results
 - If the activity is effectively addressing relevant factors that contribute to children under 6 months of age being exclusively breastfed

Scenario

We are conducting a **Performance or Outcome Evaluation**

- **Activity strategies**
 - Implementing peer/care groups
 - Training community health workers
 - Supporting male engagement through establishment of Male Champions
 - Implementing a targeted multimedia campaign and leveraging existing community networks
- **We are interested in**
 - If the activity is on track to achieve its expected results
 - If the activity is effectively addressing relevant factors that contribute to mothers exclusively breastfeeding children under 6 months of age
- **The activity has prioritized these behaviors**
 - Feed only breastmilk when the baby is hungry/at feeding times
 - Appropriate frequency of feeding
 - Seek care for breastfeeding challenges

Discuss in the Chat: What evaluation questions might we ask?

Scenario

We are conducting a **Performance or Outcome Evaluation**

Our evaluation questions are

1. **To what degree did the activity improve rates of mothers who exclusively breastfeed children under 6 months of age?**
2. **To what degree did the activity address social norms related to providing children under 6 months of age water?**

Discuss in the Chat: Who should we identify as potential respondents?

- **Activity strategies**
 - Implementing peer/care groups
 - Training community health workers
 - Supporting male engagement through establishment of Male Champions
 - Implementing a targeted multimedia campaign and leveraging existing community networks
- **The activity has prioritized these behaviors**
 - Feed only breastmilk when the baby is hungry/at feeding times
 - Appropriate frequency of feeding
 - Seek care for breastfeeding challenges

Scenario

We are conducting a **Performance or Outcome Evaluation**

Our evaluation questions are

1. **To what degree did the activity improve rates of mothers who exclusively breastfeed children under 6 months of age?**
2. **To what degree did the activity address social norms related to providing children under 6 months of age water?**



Tier 1 Respondents

Caregivers, Household members
(esp. Mothers-in-law, husbands),
Community leaders, AND
Observation of EBF practices

BETTER

Tier 2 Respondents

Caregivers, AND
Household members (esp.
Mothers-in-law, husbands)



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Discussion and Questions



Closing Poll



MEASURING SOCIAL AND BEHAVIOR CHANGE

in Nutrition Programs

A Guide for Evaluators



Resources for SBC Evaluations



EVALUATING SOCIAL AND BEHAVIOR CHANGE COMPONENTS

of Nutrition Activities

A Design Guide for USAID Staff



ADVANCING NUTRITION

March 2022



Tools for Designing and Conducting Social and Behavior Change Evaluations



DECEMBER 2022

LIST OF RESOURCES FOR DEMYSTIFYING SBC IN EVALUATIONS

Guides

- USAID Advancing Nutrition. 2022. [**Measuring Social and Behavior Change in Nutrition Programs: A Guide for Evaluators**](#). Arlington, VA: USAID Advancing Nutrition.
- USAID Advancing Nutrition. 2022. [**Evaluating Social and Behavior Change Components of Nutrition Activities: A Design Guide for USAID Staff**](#). Arlington, VA: USAID Advancing Nutrition.
- USAID Advancing Nutrition. 2022. [**Tools for Designing and Conducting Social and Behavior Change Evaluations**](#). Arlington, VA: USAID Advancing Nutrition.

Additional Resources from This Session

- USAID Advancing Nutrition. 2020. [**Factors That Influence Multi-Sectoral Nutrition Behaviors**](#). Arlington, VA: USAID Advancing Nutrition.
- USAID Advancing Nutrition. 2020. [**Social and Behavior Change Helps Improve Nutrition**](#). Arlington, VA: USAID Advancing Nutrition.

LIST OF RESOURCES FOR DEMYSTIFYING SBC IN EVALUATIONS

Other Helpful Resources from USAID Advancing Nutrition

- USAID Advancing Nutrition. 2020. [**Behaviors to Improve Nutrition**](#). Arlington, VA: USAID Advancing Nutrition.
- USAID Advancing Nutrition. 2022. [**Illustrative Behaviors to Improve Nutrition-Sensitive Agriculture**](#). Arlington, VA: USAID Advancing Nutrition.
- USAID Advancing Nutrition. 2021. [**Prioritizing Multi-Sectoral Nutrition Behaviors**](#). Arlington, VA: USAID Advancing Nutrition.
- USAID Advancing Nutrition. 2020. [**Accelerating Nutrition Outcomes through Behavioral Science Applications—Applying Behavioral Science to Improve Nutrition Outcomes**](#) [webpage]. Arlington, VA: USAID Advancing Nutrition.



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USAID Advancing Nutrition is the Agency's flagship multi-sectoral nutrition project, addressing the root causes of malnutrition to save lives and enhance long-term health and development.

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