



Behaviors for *Better* Complementary Feeding: A Recipe for Success!

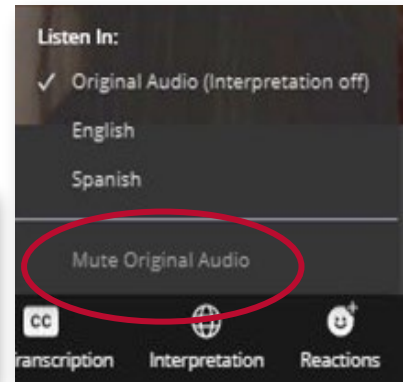
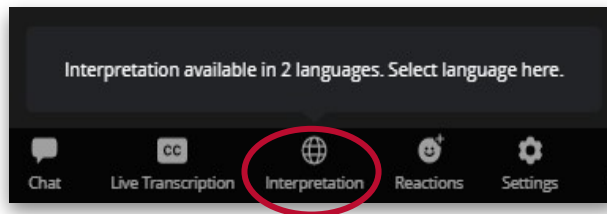
August 17, 2023



Photo: USAID

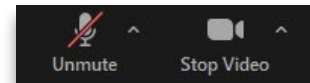
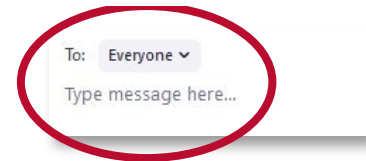
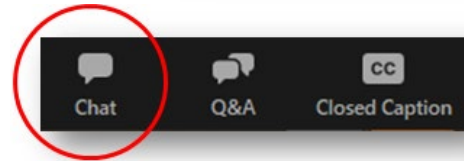
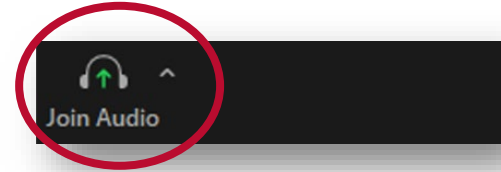
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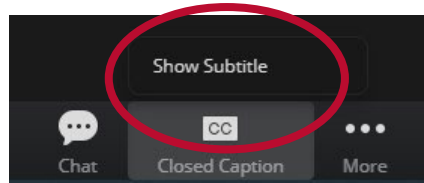


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- If at any point you are unable to hear the speakers, check to make sure you've connected your audio by clicking on the headphones icon in your Zoom controls.
- We will be using chat box for introductions, general reflections, or technical issues. 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.



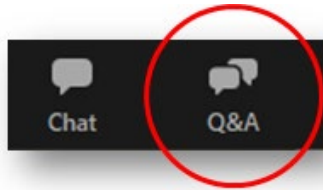
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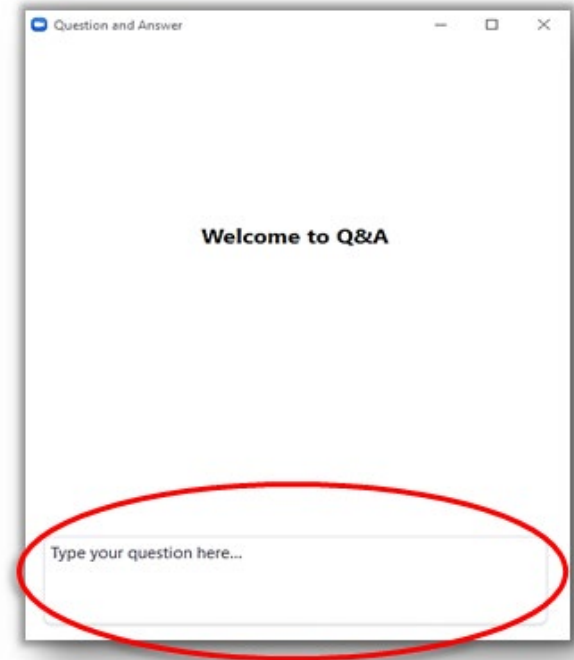
- We have enabled the Zoom closed captioning feature. To start viewing live subtitles on your screen during today's meeting, click the **Closed Caption** icon and select **Show Subtitle**.
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To submit your question in the Q&A box, type your question in the space provided and press “Enter” on your keyboard.



Introductions and Agenda

Introductions

PRESENTERS



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USAID Bureau for Global
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USAID Advancing
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Shaneka Thurman
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USAID Advancing
Nutrition



Marcia Griffiths
Executive Director,
The Manoff Group/JSI

FEATURED SPEAKERS



Emily Zimmerman
Managing Director
ideas42/
Breakthrough ACTION



Tegbar Achamyeh
Technical Advisor, SBC
Lead,
RFSA/lfaa, CRS

Agenda

- State of complementary feeding
- SBC for improving young children's diets during the complementary feeding period
- Ingredients for success
- Steps for a delicious “recipe” design
- Steps for making sure your “recipe” comes out just right
- Discussion
- Key takeaways



The State of Complementary Feeding

Global State of Children's Diets

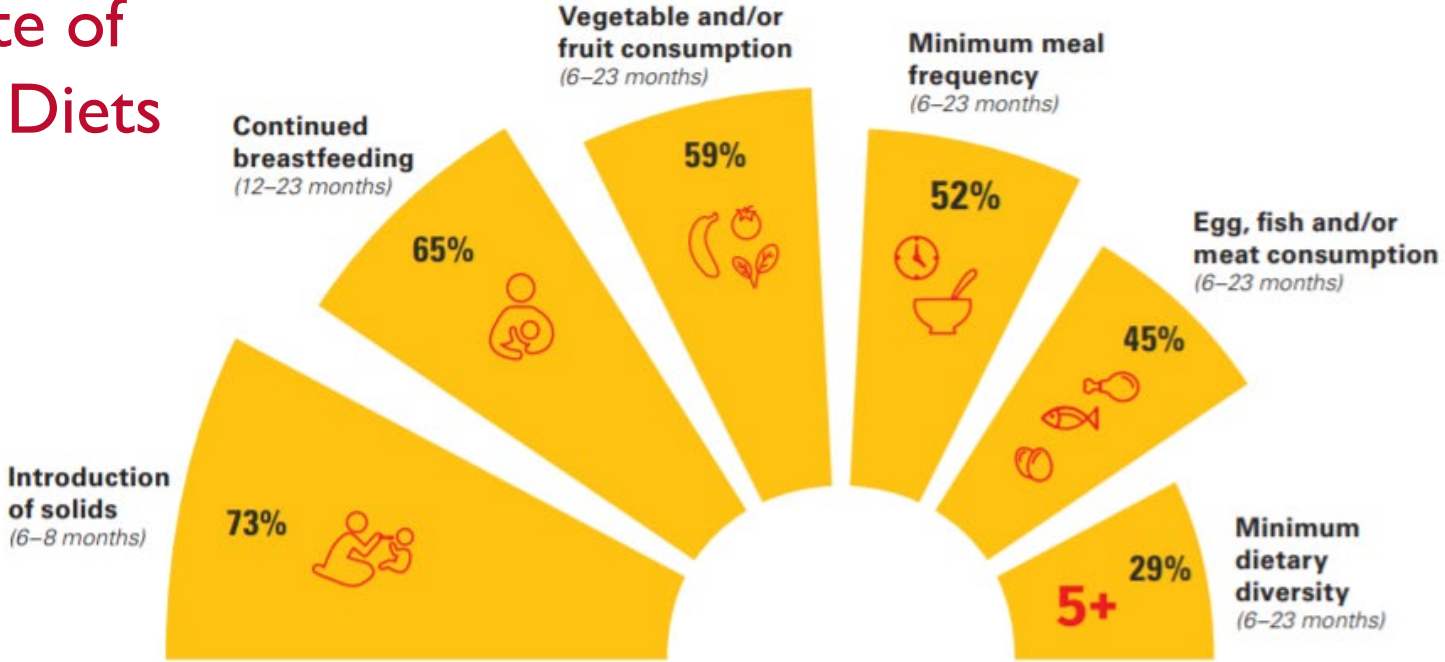


FIGURE 1
Percentage of children receiving: solid foods; continued breastfeeding; minimum meal frequency; minimum dietary diversity; eggs, fish and/or meat; and vegetables and/or fruits, 2020

Source: UNICEF global databases, 2021, based on Multiple Indicator Cluster Surveys (MICS), Demographic and Health Surveys (DHS) and other nationally representative sources

Image source: United Nations Children's Fund (UNICEF). 2021. Fed to Fail? The Crisis of Children's Diets in Early Life. 2021 Child Nutrition Report. New York: UNICEF.

Global Trends

How has the quality of children's diets changed in the last decade?

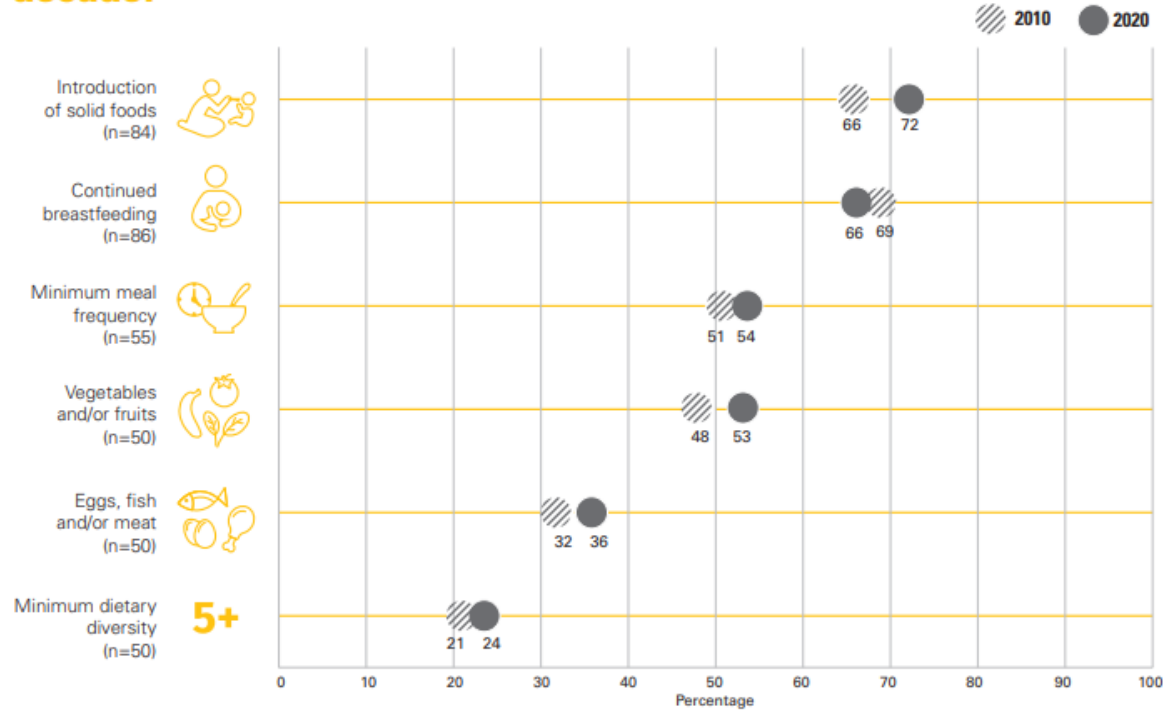


FIGURE 9
Trends in percentage of children receiving: solid foods (6–8 months); continued breastfeeding (12–23 months); minimum meal frequency, minimum dietary diversity, eggs, fish and/or meat, and vegetables and/or fruits (6–23 months), around 2010 and around 2020

Source: UNICEF global databases, 2021, based on MICS, DHS and other nationally representative sources.

Source: United Nations Children's Fund (UNICEF). 2021. Fed to Fail? The Crisis of Children's Diets in Early Life. 2021 Child Nutrition Report. New York: UNICEF.

Why is complementary feeding so complex?

United Nations Children's Fund (UNICEF).
2018. Tips on what to feed infants and
young children. Nutrition Series: First
Foods for Young Children. New York:
UNICEF.



unicef 

So what can we do about it?

Quality counseling, shifting social and gender norms, and engaging family members can improve complementary feeding outcomes

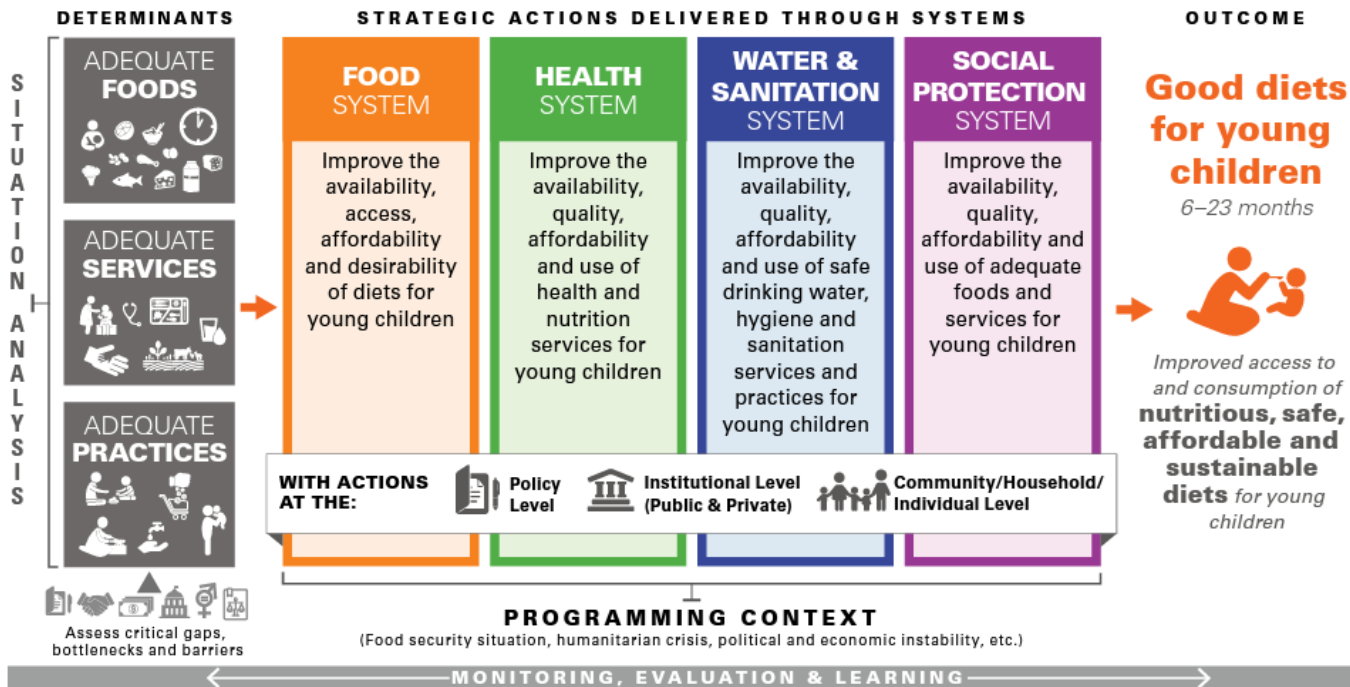
...if there is also access to diverse and nutritious foods at the household level.'



Source: UNICEF 2020

'Heidkamp et al., 2021

UNICEF Action Framework



Source: United Nations Children’s Fund (UNICEF). 2020. Improving Young Children’s Diets During the Complementary Feeding Period. UNICEF Programming Guidance. New York: UNICEF.

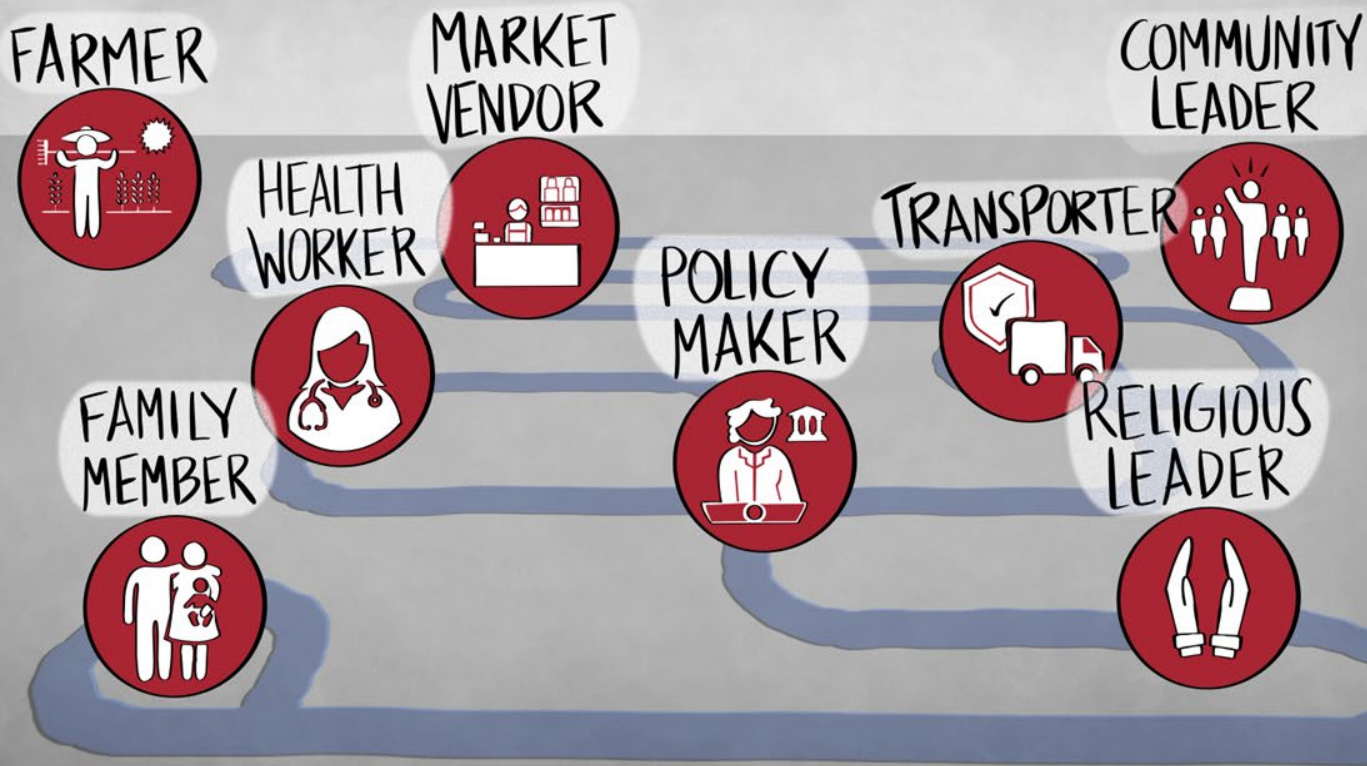
SBC for Complementary Feeding Programming

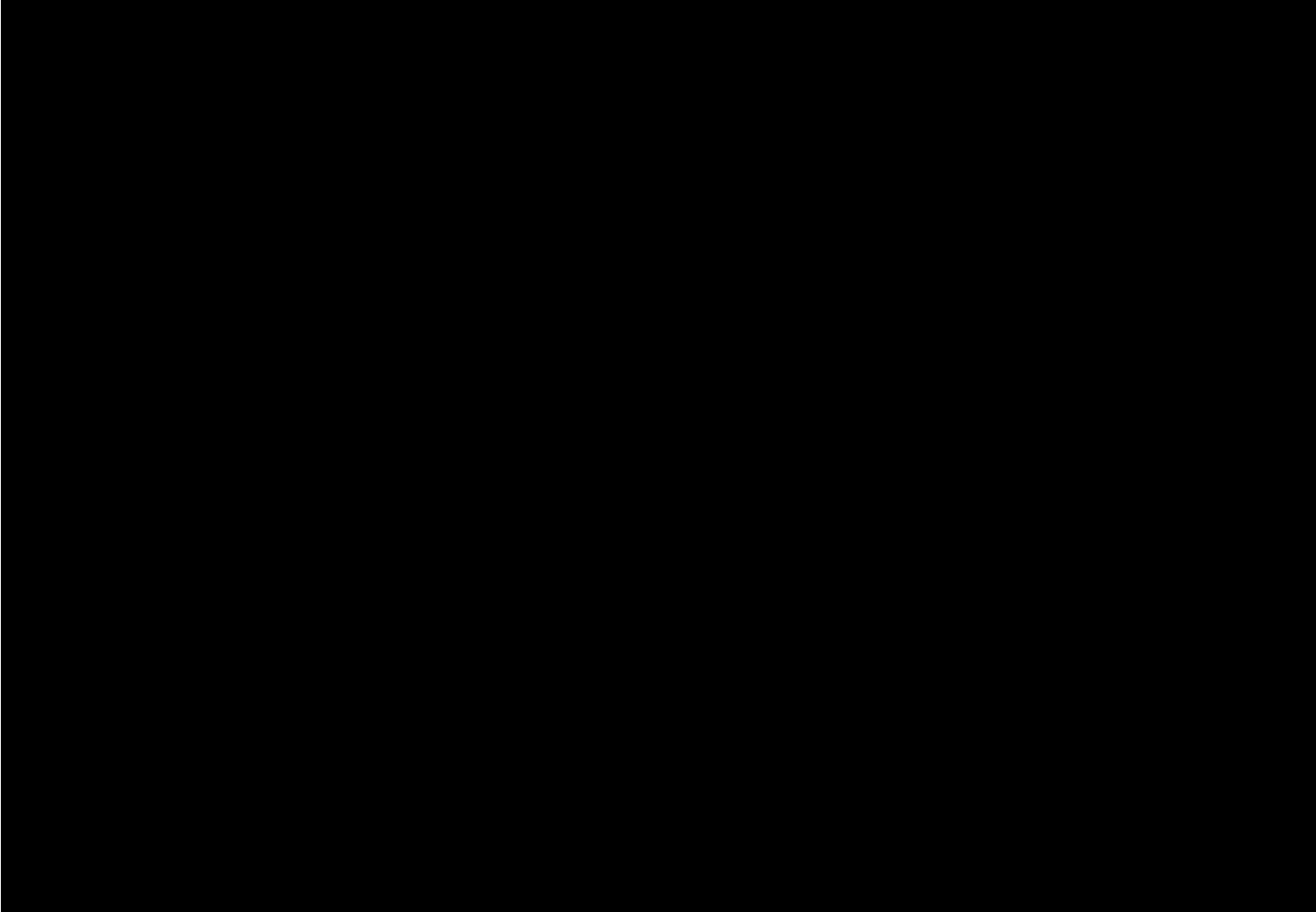
The *Complementary Feeding* period matters—A LOT!



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

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





Three ingredients for success!

1

Begin with behaviors

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

What IS a behavior?

SPECIFIC
PRIMARY
ACTOR

+

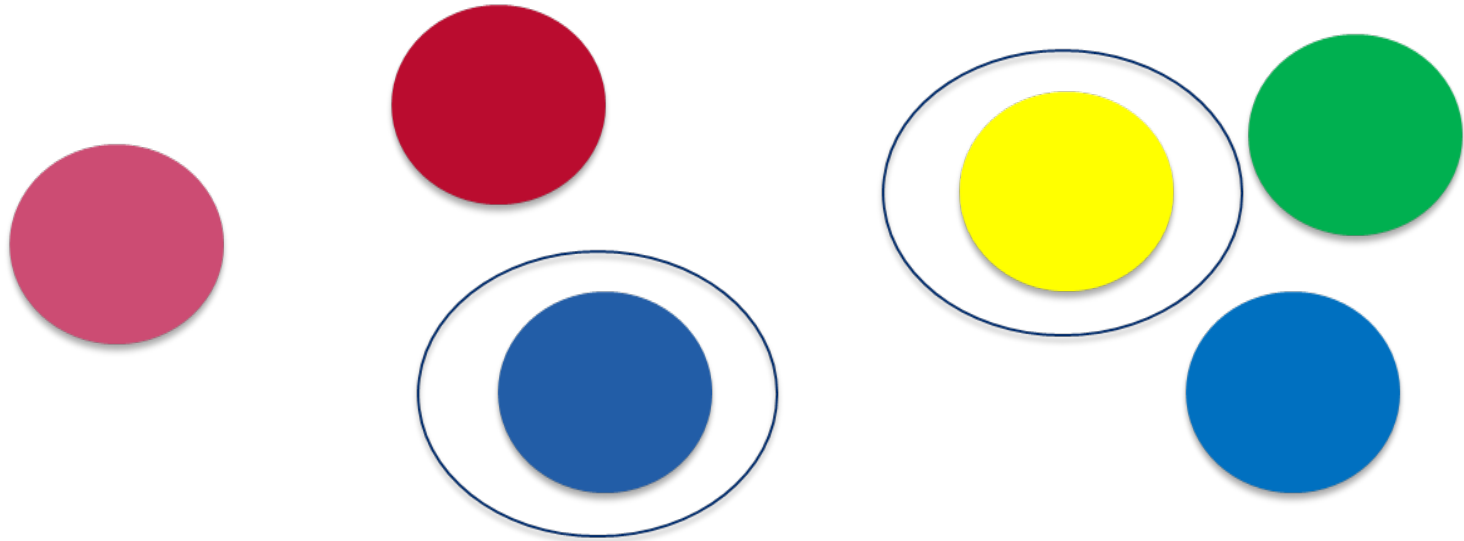
ACTION VERB

+

FREQUENCY, GEOGRAPHY, OR
OTHER SPECIFICS (IF NEEDED)

**CAREGIVERS FEED CHILDREN 6-23 MONTHS A VARIETY OF AGE-
APPROPRIATE, SAFE, DIVERSE FOODS DAILY**

Poll: SPOT the behavior(s)!



Complementary feeding is *not* just one behavior!



Appropriate complementary feeding
requires many behaviors.

**Introducing
food at the
right age**



**Feeding
a variety
of foods**



**Feeding the
right quantity
and consistency
of food**



**Feeding the right
number of times per
day based on the
child's age and health**



All of these need to be done
responsively at each feeding.

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.

2

Understand *WHY*?

It's not always that people *won't* change; sometimes they *can't* change. There are a number of different reasons why.

What do you see?



3

Follow the pathways

To ensure we're keeping our program goal front and center, activities must link back to behaviors via barriers and enablers.

This way...

**Priority Behavior
& Steps**

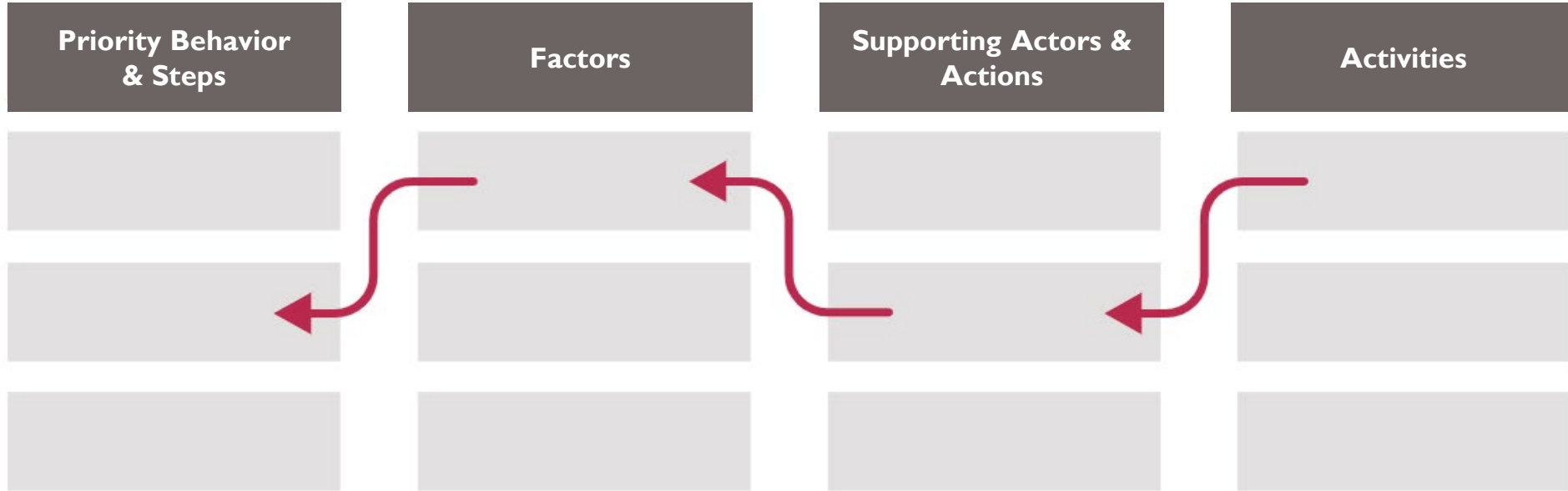
Factors

**Supporting Actors &
Actions**

Activities



AND this way...

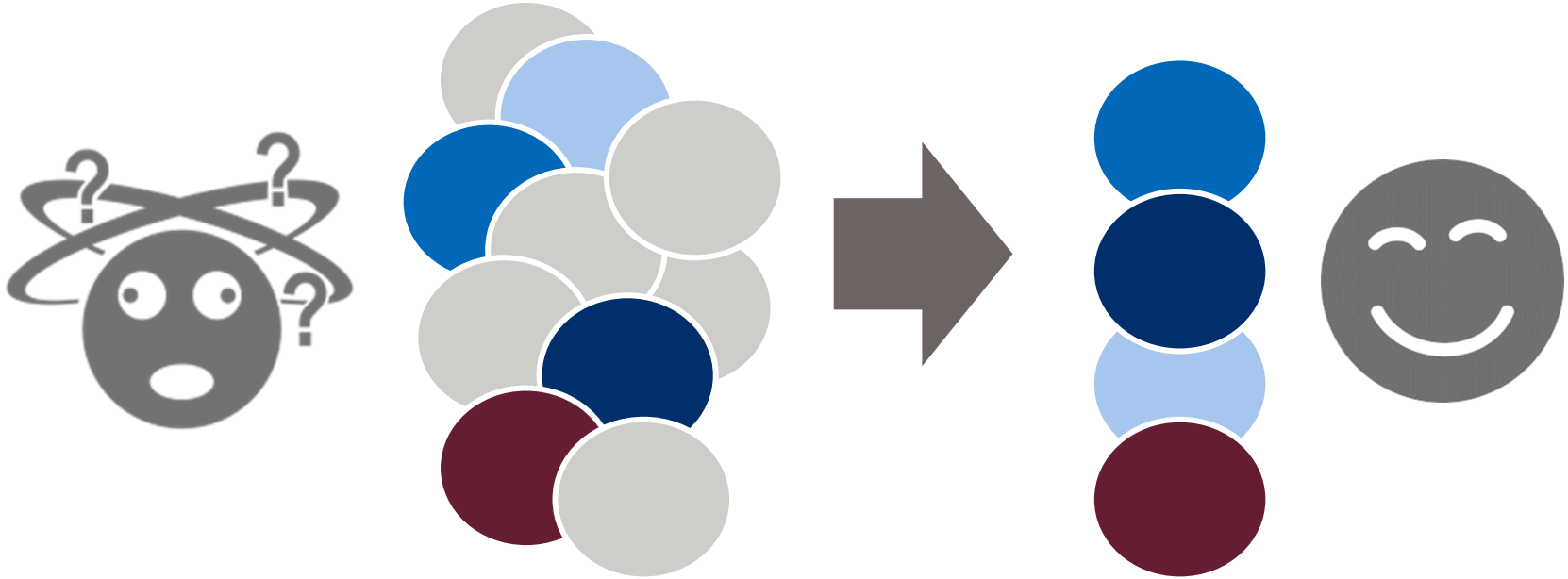




Steps for a delicious “recipe” design



Prioritize Behaviors



Prioritization Criteria



Behavior Prevalence and Gap

Potential to Impact Results

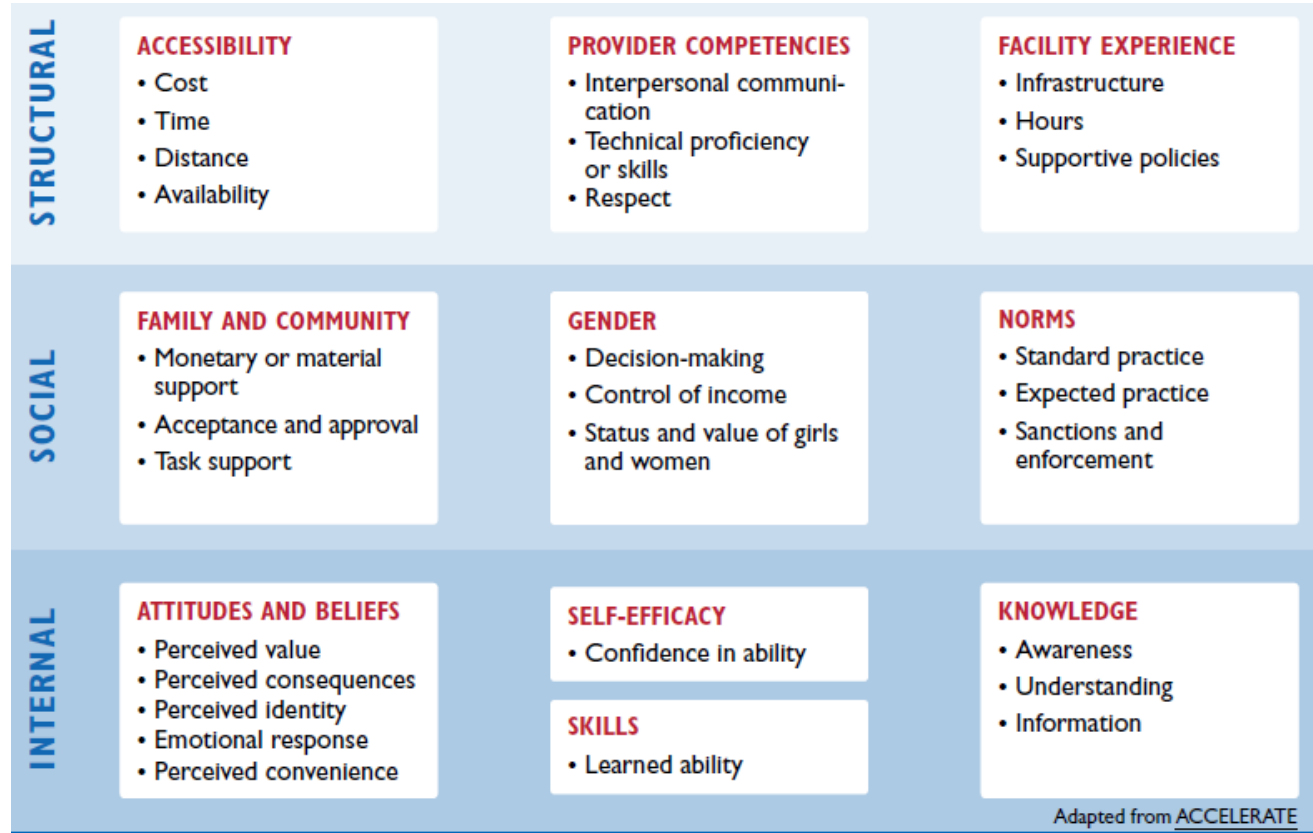
Potential Ability to Change

Program and Policy Fit



Photo credit: USAID

Use research to explore the barriers & enablers...



Adapted from [ACCELERATE](#)

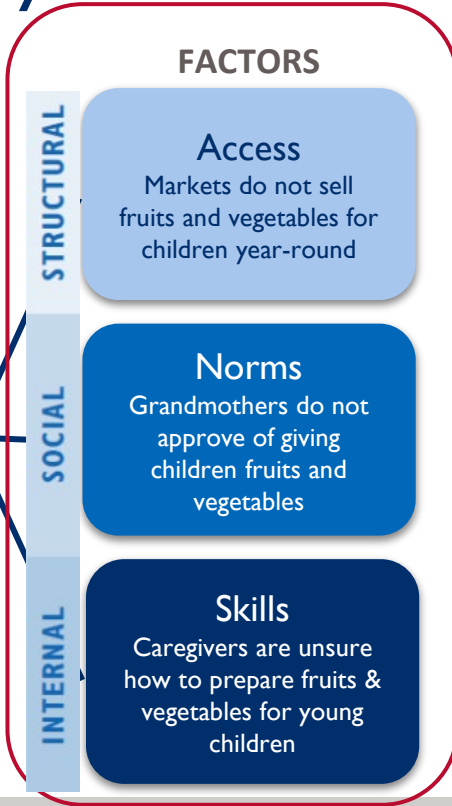




Link Pathways

BEHAVIOR

Caregivers offer children 9-12 months of age pieces of fruits and vegetables as snacks to feed themselves



FACTORS

Access
Markets do not sell fruits and vegetables for children year-round

Norms
Grandmothers do not approve of giving children fruits and vegetables

Skills
Caregivers are unsure how to prepare fruits & vegetables for young children

SUPPORTING ACTORS

Small entrepreneurs
preserve and package fruits or vegetables children like, to make them available in markets year-round

Grandmothers
approve feeding children fruits and vegetables for snacks

Community agents
are prepared to show caregivers ways to to prepare and feed children fruits and vegetables

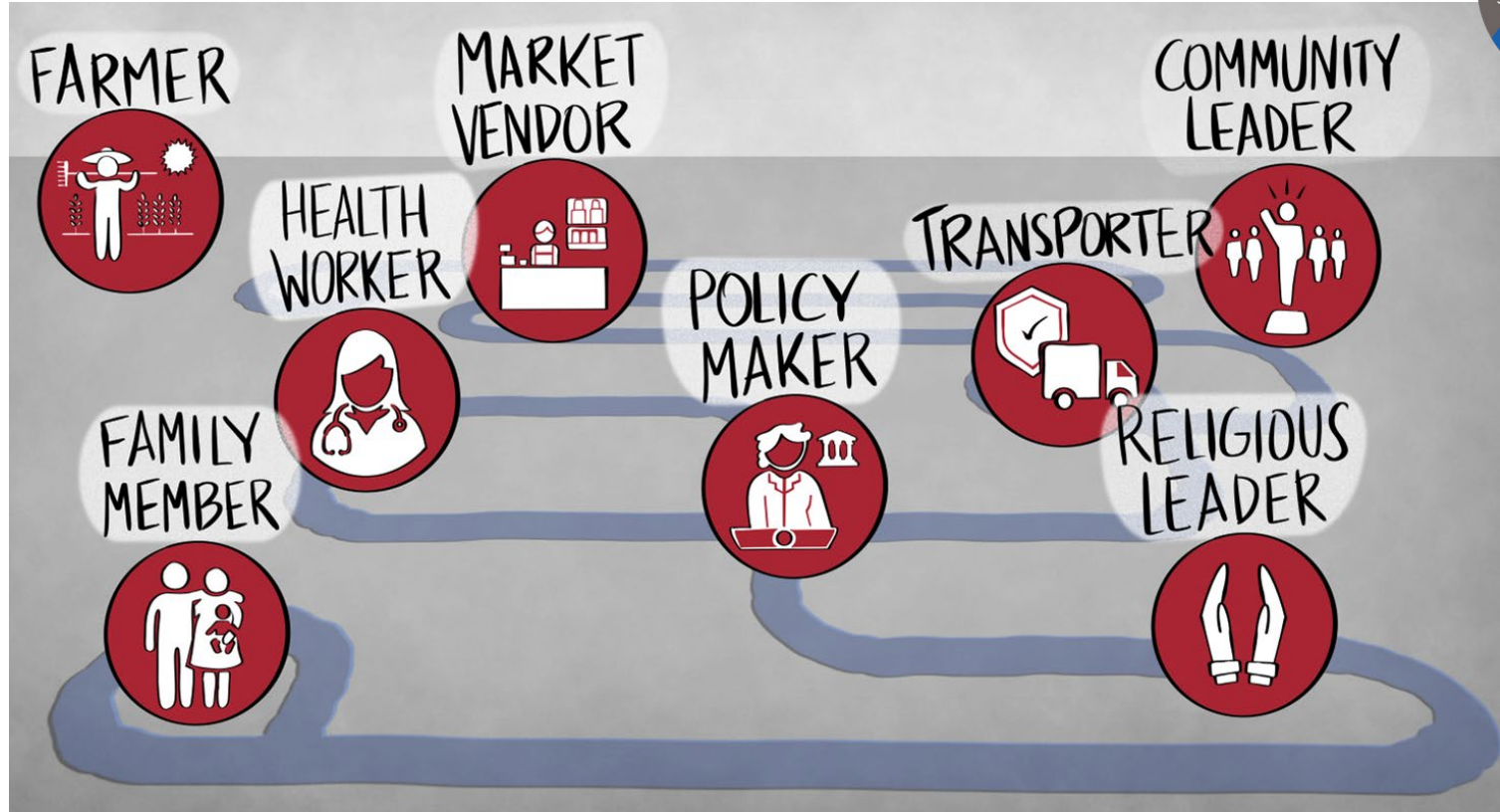
ACTIVITIES

Incentives
for small entrepreneurs to preserve and sell fruits or vegetables for children year-round

Community dialogues and home visits
with grandmothers to encourage feeding children fruits and vegetables

Interpersonal communication and trial
to show caregivers and grandmothers how to prepare feed children fruits & vegetable

...and don't forget the supporting actors!





Link Pathways

BEHAVIOR

Caregivers offer children 9-12 months of age pieces of fruits and vegetables as snacks to feed themselves

STRUCTURAL
SOCIAL
INTERNAL

FACTORS

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and home visits with grandmothers to encourage feeding children fruits and vegetables

Interpersonal communication and trial
to show caregivers and grandmothers how to prepare and feed children fruits and vegetables



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

Link Pathways



BEHAVIOR

Caregivers offer children 9-12 months of age pieces of fruits and vegetables as snacks to feed themselves

FACTORS

STRUCTURAL

Access
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SOCIAL

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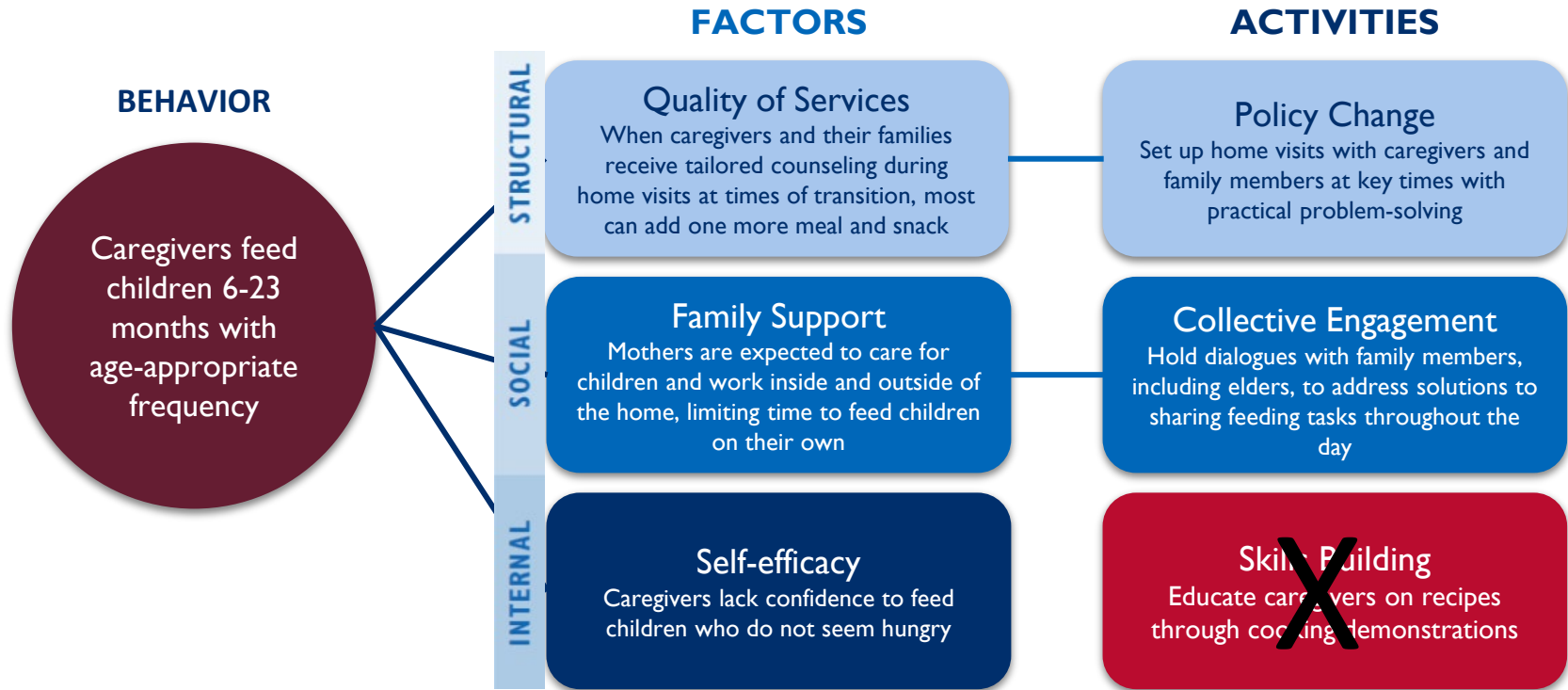
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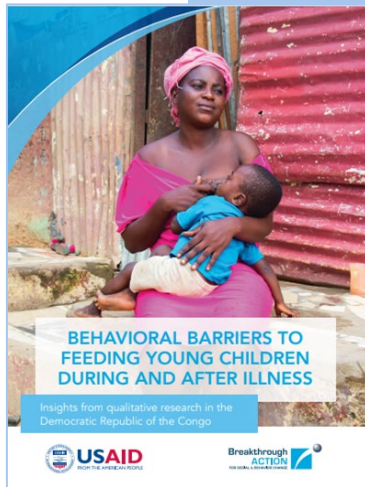
Interpersonal communication and trial
to show caregivers and grandmothers how to prepare and feed children fruits and vegetables

Get Creative! AND Always Check Your Pathways



But don't just take our word for it!

Emily Zimmerman
ideas42 / Breakthrough ACTION





Steps for making sure your “recipe”
comes out just right

Why Do We Monitor SBC?



- People and their behaviors are complex and dynamic
 - Behavior change is incremental, and change goes in various directions: we need data from multiple time points in order to pinpoint the full scope of change
- Consistent monitoring helps us see our progress, where changes are/are not taking place and adapt accordingly
- Monitoring holds us accountable
- **WHO** benefits and **HOW?**

What Should be Monitored? Are We Are on the Right Track?



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



Is the SBC monitoring and evaluation plan complete?



What should be monitored? Follow the pathways!



Priority Behavior & Steps

Factors

Supporting Actors & Actions

Activities



IMPROVED KNOWLEDGE
Proportion of target households who have improved knowledge of YCF practices



RADIO LISTENERSHIP
% of audience reporting exposure to nutrition messages on radio



PROGRAM PARTICIPATION
of members who participated in the Care Group

Monitoring Behaviors



- **Behaviors** are the foundation of any nutrition SBC approach and should also be the start of any SBC monitoring effort.
- Regularly monitoring changes in complementary feeding behaviors helps programmers maintain focus.
- The key to monitoring behaviors is **specificity**, in all of the following:
 - Actor(s) and key individual(s)
 - Action
 - Time
 - Location
- How do we select these elements? Based on **formative research** and **audience segmentation**.

Caregivers feed children (age 6-23 months) one serving of small fish each day.



**SPECIFIC
PERSON/ACTOR**



**SPECIFIC
ACTION**



**SPECIFIC
TIME**

Monitoring Factors: Getting the Full Picture



- **Purpose:** to understand why a behavior is or is not changing
- **Track factor indicators frequently** to inform adaptations and maximize program resources
- **Monitor factors through surveys** as well as regular reviews of data from program activities (e.g., supervision checklists, records from home visits or peer groups)
- **Supplement regular program data collection through feedback sessions with program participants** also provide the opportunity to check in on persistent barriers and gauge how to optimize facilitators

Types of Factors

STRUCTURAL	ACCESSIBILITY <ul style="list-style-type: none">• Cost• Time• Distance• Availability	PROVIDER COMPETENCIES <ul style="list-style-type: none">• Interpersonal communication• Technical proficiency or skills• Respect	FACILITY EXPERIENCE <ul style="list-style-type: none">• Infrastructure• Hours• Supportive policies
SOCIAL	FAMILY AND COMMUNITY <ul style="list-style-type: none">• Monetary or material support• Acceptance and approval• Task support	GENDER <ul style="list-style-type: none">• Decision-making• Control of income• Status and value of girls and women	NORMS <ul style="list-style-type: none">• Standard practice• Expected practice• Sanctions and enforcement
INTERNAL	ATTITUDES AND BELIEFS <ul style="list-style-type: none">• Perceived value• Perceived consequences• Perceived identity• Emotional response• Perceived convenience	SELF-EFFICACY <ul style="list-style-type: none">• Confidence in ability SKILLS <ul style="list-style-type: none">• Learned ability	KNOWLEDGE <ul style="list-style-type: none">• Awareness• Understanding• Information

Adapted from [ACCELERATE](#)

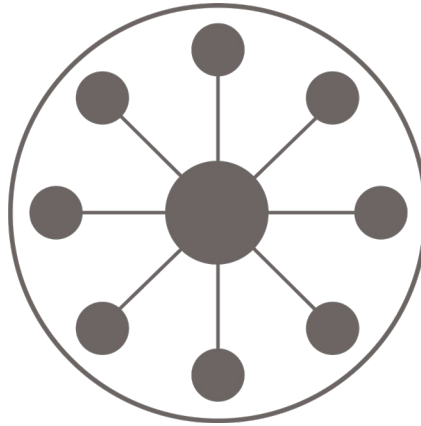


Monitoring Activities

Reach



Recall



Participation



HOW! Behaviors/Factors to Measurements: SBC and Complementary Feeding (CF) Indicators

BEHAVIORAL INDICATOR SELECTION PROCESS



IDENTIFY

UNDERSTAND

SEARCH

COMPILE

SELECT

Identify **one** behavior, factor, or activity of interest

Collaborate with team members to fully understand the behavior, especially—

1. **Who:** Which population segment it applies to
2. **When:** Specific time point for behavior
3. **Where:** Specific location for behavior
4. **What:** Specific action that will occur

Search evidence-based data sources for **effective and efficient** metrics (aim for direct instead of proxy measures, as appropriate)

Create a spreadsheet or table to organize prospective indicators, categorizing by **indicator type** (direct/proxy/composite) and **justification for use**

When selecting indicators, **prioritize** indicators that **directly measure** a specific action, performed by a **specific person/actor**, and at a **specific time or place**, as appropriate



DO NOT start from scratch: Finding existing indicators

SEARCH

- Key sources for **SBC** + **CF** metrics:
 - Demographic and Health Surveys
 - MEASURE Evaluation
 - UNICEF Multiple Indicator Cluster Survey
 - Food Systems Dashboard
 - United Nations Statistical Division (UNSTAT) Social Indicators
 - USAID Advancing Nutrition Complementary Feeding Workbook: “Globally Recommended CF Behaviors and Indicators” Annex
 - World Health Organization: Indicators for assessing infant and young child feeding practices

Tell us in the chat:
What sources have you used to find SBC + CF indicators?

But... sometimes you have to start from scratch.



If you are unable to find appropriate indicators, work with monitoring, evaluation, and learning experts to design new ones



[percentage/number/proportion of]
+ [who/what]
+ [verb (did, receive, etc.) _____]
+ [optional: when, where, how long, disaggregation]

*Example: [Percentage of]
+ [mothers of children between 6 and 23 months]
+ [who fed their child porridge with ASF at least once per day]
+ [the week prior to the survey]*

Sample Monitoring Plan



Priority behavior	Factors	Indicators	Baseline	Target	Method of monitoring	Frequency of monitoring
Caregivers feed children 6–23 months an animal source food (ASF) each day		% of children 6–23 months with minimum dietary diversity (DHS)	25%	10% increase/year	Survey	Annual
		% of caregivers who fed a child 6–23 months animal source foods in the past 24 hours	12%	20% increase/year	Peer group reports	Quarterly
	Access to eggs	% of vendors in local markets selling eggs	65%	10% increase/year	Digital SMS survey of markets by consumers	Bi-annual
		Price of eggs as a proportion of total household food budget	5% as a proportion of the food budget	No change or decrease	Survey of households	Annual
	Norms about feeding children ASF	Community conversations show changing norms in feeding children ASF	–	Positive trend	Consultations with communities	Bi-annual
		Perceptions of community reactions to changing practices around feeding children ASF	–	Positive trend	Focus group discussions	Bi-annual

Source: [USAID Advancing Nutrition 2022a](#)

But don't just take our word for it!

Tegbar Achamyelih Adal
RFSA/Ifaa, Catholic Relief Services



What do YOU think?

Closing: Key Ingredients

Key Ingredients

- Complementary feeding is complex
- Quality SBC can help (for complementary feeding and other complex topics):
 - **Begin with behaviors** – the closest outcomes to the program goal. And remember...complementary feeding is *not just one* behavior/outcome!
 - **Understand why** a behavior is or is not being practiced.
 - **Link pathways** between behaviors, factors, and interventions. Continually monitor along the pathways to adapt to the situation.



Photo credit: Fintrac Inc.

USAID Advancing Nutrition is the Agency's flagship multi-sectoral nutrition project.

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Enabling Better Complementary Feeding

Key Concepts of Quality Social and Behavior Change



Have you already reviewed this guidance page? Are you ready to dig deeper into the specifics of programming?

If yes, jump directly to a module page. If no, keep scrolling to read the guidance!

Module 1. Prioritize Complementary Feeding Behaviors

Module 2. Plan and Conduct Formative Research

Module 3. Design an SBC Strategy to Improve Complementary Feeding

Module 4. Prepare the Implementation and MEL Plans

Module 5. Implement, Monitor, and Adapt Activities to Improve Complementary Feeding

Module 6. Evaluate Activities to Improve Complementary Feeding



MEASURING SOCIAL AND BEHAVIOR CHANGE

in Nutrition Programs

A Guide for Evaluators



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

Resources for SBC Evaluations

References

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