PROGRAM IMPLEMENTATION REMARKS

BEHAVIOR-CENTERED ADOLESCENT NUTRITION PROGRAMS

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Stakeholders Consultation on Adolescent Girls’ Nutrition: Evidence, Guidance, and Gaps
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What will it take?
Define the Behaviors

• Common behaviors across adolescent sub-groups:

  ‘Eat a diet of nutrient-rich, unprocessed foods’
  ✓ Increase consumption of fruits | vegetables
  ✓ Reduce sugary | ultra-processed foods

• But, each behavior & thus program must be based on context
All Actions Affect Behavior

• Behavior change encompasses all interventions, including communication: i.e., beverage tax is a behavior change measure

  — Assess impact of all social and behavior change interventions on adolescents:
    • tax, vouchers; school food policies and ad campaigns
    • watch the commercial sector
Understand the Context

• For each behavior, a profile is needed to determine actors and factors

• Work with adolescents to understand factors; Segment (adolescents are not a monolithic group)
  ✓ Structural (isolation, work/migration, money, built environment)
  ✓ Social (family, peers)
  ✓ Emotional (agency, efficacy, body image)

• Identify locally-specific, feasible health promoting behaviors for each segment
Ex. Strategy will depend on level of adolescents’ agency

Eat nutritious foods....

15 – 19 Yrs
GIRLS OUT OF SCHOOL (Married), Rural Area

KEY PSYCHO-SOCIAL FACTORS
• Very low agency
• Desire to be praised by family (often linked to sacrifice)
• Want social connections

INFLUENCERS AND PLATFORMS
• Home / parents-in-law
• Potential: peer outreach, clubs

15 – 19 Yrs
GIRLS OUT OF SCHOOL (Working), Urban Area

KEY PSYCHO-SOCIAL FACTORS
• Moderate agency (some money)
• Desire to be beautiful, bright, modern
• Want social connections
• Proud to send money home

INFLUENCERS AND PLATFORMS
• Employer and co-workers
• Potential on days off: Peer outreach, clubs; social media
Effective Delivery Experiences from Other Sectors
Build on Existing Platforms

• School-based intra- and extra-curricular infusion and integration

• Community activities
  ▪ FORMAL: savings groups, work assoc., clubs, night schools, Girl Guides
  ▪ INFORMAL: support groups (ALHIV, street-based); peer-to-peer outreach; social networks

• Social and community media
Engage Gatekeepers and Influencers

• To form (new) community-based groups, work proactively with gatekeepers
  ▪ Rural married girls join and regularly attend groups when respected authorities ask parents-in-law
  ▪ Urban working girls (housekeepers, factory workers) join groups when group leaders gain employers’ trust

• Work with families and young couples through community groups and dialogues
Equity

• Move beyond school-based activities
• Consider including girls and boys in programs for acceptability and equity
  – i.e., in Egypt, adherence to Fe supplements required distribution to boys, too.
Partner with Adolescents
THANK YOU!

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