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The U.S. Government's Global Hunger & Food Security Initiative

Social and Behavior Change for Nutrition-Sensitive Agriculture

Session Guide Six of the Nutrition-Sensitive Agriculture Training Resource Package



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SPRING
Strengthening Partnerships, Results,
and Innovations in Nutrition Globally

Social and Behavior Change for Nutrition-Sensitive Agriculture

Session Guide Six of the Nutrition-Sensitive
Agriculture Training Resource Package

ABOUT SPRING

The Strengthening Partnerships, Results, and Innovations in Nutrition Globally (SPRING) project is a seven-year USAID-funded cooperative agreement to strengthen global and country efforts to scale up high-impact nutrition practices and policies and improve maternal and child nutrition outcomes. The project is managed by JSI Research & Training Institute, Inc., with partners Helen Keller International, The Manoff Group, Save the Children, and the International Food Policy Research Institute.

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COVER PHOTO: SPRING.

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Preparing to Present This Session

Session Purpose

This is Session Six of seven that are included in the *Nutrition-Sensitive Agriculture Training Resource Package*.

This session focuses on how SBC principles can guide nutrition-sensitive agriculture work. These approaches can be used in the design stage, implementation stage, and post-implementation activity review stage to help stakeholders change agriculture practices to better contribute to improved nutrition.

To start this process, we need to look at why people do what they do and how practitioners can use behavior change principles and approaches to help achieve activity goals

Objectives

By the end of this section, participants should be able to—

1. articulate the basic concepts about why behaviors change
2. explain several ways that SBC contributes to improved activity outcomes
3. describe how SBC uses formative research to guide activity interventions.

Estimated Duration

2 hours

Materials

All documents needed to deliver the session can be found at <https://www.spring-nutrition.org/nutrition-sensitive-ag-training/session6>.

- PowerPoint presentation: 6. Behavior Change Concepts for Nutrition-Sensitive Agriculture
- Handout: Typical Process for Designing SBC Strategies

Core Content

Slide 1 (cover) Behavior Change Concepts for Nutrition-Sensitive Agriculture

- Good development programming is behavior-centered. As we discussed in Session Four: Agriculture-to-Nutrition Pathways, changing traditional agriculture practices is often necessary to improve nutrition.
- As we start to look at nutrition-sensitive agriculture practices that align with our overall goals, we also need to understand which practices will be feasible and have an impact on nutrition outcomes in the specific contexts where we work.



Facilitator Note: *The language to describe social and behavior change can vary from organization to organization. Here, we use the terms “practices” and “behaviors” interchangeably. They both refer to actions that people do at a specific time and place, which are measurable and have frequency and duration. Some are observable, some are not.*

Slide 2 Objectives

By the end of this session, stakeholders will be able to—

- analyze enablers and barriers to performing specific behaviors using both personal and professional examples
- explain several ways that SBC contributes to improved activity outcomes
- describe how SBC uses formative research to guide activity interventions.

Slide 3 What is Social and Behavior Change?

- Activities that focus on changing the behavior of individuals and communities, as well as the social norms and environmental factors that affect those behaviors.
- Encourages people to adopt and maintain practices that contribute to specific positive outcomes.



Discuss: Reflecting on our discussion of the Agriculture-to-Nutrition Pathways, ask the group **what kinds of behaviors might an agriculture program want to change?** Identify the WHO and WHAT. Take several responses, noting them on a flipchart. Feel free to guide discussion to ensure that the following concepts are touched upon:

- Financial institutions increasing access to capital by women farmers
 - Mothers breastfeeding within first hour of birth
 - Families selecting nutritionally-rich crops to grow and foods to eat
 - Farmers practicing improved conservation of soil, water, and other natural resources
 - A husband and wife making farming or spending decisions together based in part on the nutritional needs of their family
 - Vegetable sellers understanding and explaining the nutritional features of certain produce to buyers
 - Purchasers changing what they buy from farmers
 - Processors fortifying some foods with additional nutrients
 - Retailers bringing convenient and nutritious products to rural villages
- And many others

Slide 4 Clearly Defining Behaviors: “Behavior” and “Practice”

- We use the words “behavior” and “practice” interchangeably to mean a concrete action that a specific person or group does at a specific time and place.
- Behaviors have characteristics including—
 - whether they are observable or hidden (private)
 - their specificity (time, place, quantity, duration, and/or frequency)
 - whether they are easy or hard to measure
 - whether they are feasible to adopt and maintain over time.



Discuss: Reflecting on our discussion of the Agriculture-to-Nutrition Pathways, ask the group **what kinds of behaviors might an agriculture program want to change?** Identify the WHO and WHAT. Take several responses, noting them on a flipchart. Feel free to guide discussion to ensure that the following concepts are touched upon:

- Financial institutions increasing access to capital by women farmers
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- Farmers practicing improved conservation of soil, water, and other natural resources
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- Vegetable sellers understanding and explaining the nutritional features of certain produce to buyers
- Purchasers changing what they buy from farmers
- Processors fortifying some foods with additional nutrients
- Retailers bringing convenient and nutritious products to rural villages
- Many other behaviors

Slide 5 Clearly Defining Behaviors: Behavior Statements

- A behavior statement helps to define a priority behavior clearly so that project staff can understand what change we are striving for and know how to plan for and monitor the change.
- A behavior statement includes:
 - Priority group + Action verb in present tense + The details (e.g., frequency, quantity, duration...)
- Examples of a behavior statement include:
 - Mothers of children under five years of age wash their hands with soap at the five critical times each day.
 - Targeted male and female farmers farming on sloped land plant trees on the hillsides of their land.
 - Targeted caregivers add Small Fish Powder to the meals for their children under five years of age each day.



Discuss: Reflecting on this format for a behavior statement, ask the group, **can anyone give me an example of a behavior statement?** Identify the priority group, the action verb (in present tense), and the details (frequency, quantity, duration).

Within participants’ statements, the examples of the behavior to change aren’t as much of a concern as the format of the statement. During this discussion, there is no wrong behavior to change. The important part of this discussion is the application of the format of a behavior

statement. All examples should include a priority group + action verb in present tense + the details. Enjoy exploring this format with participants.

As participants become more comfortable with the format of behavior statements, this discussion is an opportunity to apply this understanding to making agriculture practices more nutrition-sensitive. For example, you can prompt thinking with questions such as: What can a given priority group do to make an agriculture practice more nutrition sensitive? With what frequency? Ensure that the discussion builds on lessons learned from previous sessions and applies the behavior statement format.

Slide 6 5 “Behave” Principles

Several years ago, a group of SBC practitioners pulled together a list of key principles for a training that they were developing.¹ These Behave Principles are simple points about behavior change that everyone working in humanitarian relief and development should remember and apply in their work. While planning behavior statements and larger behavior change activities across programming, it is helpful to keep in mind the following five principles:

- Base decisions on evidence and keep checking in.
- Understand exactly who your priority groups are and work closely with them to understand everything from their point of view.
- Bottom line: Action is what counts (not knowledge, attitudes, or beliefs).
- People take action when it benefits them. Barriers keep them from acting.
- All SBC activities should maximize the benefits and minimize the barriers that matter to the people with whom you are working.

Slide 7 Using SBC Approaches in Design Helps Us Identify...

- As we look at the whole set of possible nutrition-sensitive agriculture activities, a main challenge is to determine which interventions are most likely to have an impact on improved nutrition. **Using SBC approaches in design helps us identify which activity interventions will have the most impact in the context where we work and with the specific people we want to reach.**
- SBC activities, guided by a change strategy, facilitate changes in behaviors by addressing knowledge and attitudes, and by creating enabling social, market, and policy environments that make promoted practices easier for people. Additionally, environmental and economic barriers may exist for certain behaviors that are equally important.
- As such, SBC activities include non-communication activities (like increasing access to resources or introducing new technology to make practices easier), and communication activities, like mass media, community mobilization activities, advocacy, and interpersonal communication.

Slide 8 SBC in Practice

- SBC is at work in nearly everyone’s daily life—anyone who hears commercials on the radio, has sat in a classroom, or has worked to change his or her own behavior or the behavior of others has experience with SBC.

¹ Adapted from: The Technical and Operational Performance Support (TOPS) Program. 2017. *Designing for Behavior Change: A Practical Field Guide*. Washington, D.C.: The Technical and Operational Performance Support Program.
http://www.fsnnetwork.org/sites/default/files/designing_for_behavior_change_a_practical_field_guide.pdf



Discuss: Ask your group what behaviors their activity aims to change and whether they are supporting someone to stop a behavior or start using a new practice? **[Take several responses.]**

Slide 9: Exercise: The “Exercise” Exercise



Facilitator Note: *The following exercise focuses on behavior change related to eating a healthier diet. This exercise can easily be adapted to focus on whatever kind of change will be well understood by your audience. For example, you could replace eating your veggies with getting exercise for physical fitness. Any healthy behavior that we know we should be doing can be substituted. Additional notes are provided at the end of the activity box.*

Exercise: The “Exercise” Exercise

About this Exercise

- **Goal:** To illustrate the challenges and opportunities that accompany efforts to change behavior
- **Duration:** 1 hour
- **Materials:** Masking tape, flipchart, statements pre-written on flipchart paper
- **Preparation:**

Write this behavior change goal on the flipchart: All adults will exercise at least 4 times a week

Three sets of flipcharts are needed for this activity. Each set has three pages, as follows: For all sets, page 1 should be on top of page 2, which is on top of page 3. A blank sheet should be taped on top of page 1 to hide all pages at the start of the activity. Tape the sets to the wall so it is easy to remove each page as they are revealed.

Set 1

- page 1: I know that getting exercise is very important. I have read multiple studies that prove it. I have also heard many advertisements promoting good health through exercise.
- page 2: I believe that getting exercise is very important. I think that everyone should exercise regularly, at least 4 times a week.
- page 3: Last week, I exercised between 4 and 6 times for 30 minutes at a time.

Set 2

- page 1: I have heard only that exercising can reduce your chance of heart disease.
- page 2: I believe exercise is somewhat important; most people should exercise 1–2 times a week.
- page 3: I exercised at least twice last week.

Set 3

- page 1: I know that many people are in shape because they exercise, but I am not sure how they do it.

- page 2: I think that we get enough exercise with the routine activities of the day.
- page 3: I did not do any exercise last week.

Exercise Instructions

Explain that for this exercise, participants will each play two different roles: a community health promoter and a community member. Point out the behavior change goal written on the flipchart paper.

Tell participants that before we decide how to address our goal, we will undertake some audience research, involving all of you as research participants.

Ask one participant to remove the first blank sheet from each of the three stacks of papers taped to the wall.

- Here, we have three different knowledge statements posted on the wall. Would someone read them out loud?
- Next, I would like for each of you to stand near the statement that most approximates your knowledge level.

When participants have settled next to a statement, ask:

- What do you notice about the groups?
- How many are in each group?
- Other observations: Demographics? By profession? Gender? Age? Nationality? Language group? Region? Other?

Tell participants:

- You have just divided yourselves into segments, or subgroups of the community, according to your stated knowledge about exercise.
- We will now see what happens when we look at your beliefs.

Ask a participant to remove the knowledge statement from each of the three stacks of papers to reveal the belief statements.

- Now, please go and stand near the statement that most approximates your level of belief.
- What do you notice about these groups? What differences do you see? Other observations?
- We will now see what happens when we look at your behaviors.

Ask a participant to remove the belief statements from each of the three stacks of papers to reveal the action statements.

- Now, read the action statements and reposition yourselves according to what you actually did (your behaviors).
- What differences do you see? Demographic observations? By profession? Gender? Age? To what extent did your knowledge and beliefs predict your behavior?

Stress that what we know and what we believe are often quite different from what we do.

Introduce the terms “doer” and “non-doer.” Explain that identifying doers and non-doers is an important part of this type of qualitative research.

A “doer” is someone who does a certain practice and a “non-doer” is someone who does not do that practice.

While participants are still standing in their groups, ask:

- If you had to pick one audience segment to work with first, which group would you pick?

Introduce the term “target of opportunity” (groups that may initially be more prone to change). This may be people with the greatest desire to change, due to vulnerability, or those for whom the transition would not be difficult.

- How else might you use this information in a social and behavior change (SBC) program?
 - Identification of an “early adopter” – a person who is first to try a new practice. They may have more time or resources than others or they may be open to more risk—or perhaps, in the case of eating more vegetables, they have just had a health scare.
 - We might also look at “positive deviants”—people who have already achieved the outcome that we are interested in. For example, a family that is poor, but with well-nourished children. We can learn from them—what practices have they adopted that helped them achieve this outcome? Can these practices be adopted by other families?
- What did you learn about prioritizing?

Ask participants to share what they learned from this exercise.

Help draw out the following themes:

- What people do does not always reflect what they know or believe. That is obvious to all of us when we think about our own actions, but we sometimes forget this basic principle when we’re planning our programs.
- This reminds us that just giving people information is generally not enough. Even convincing them of a new belief may not move people to take a beneficial action.
- For public health programs (and others), it is helpful to identify the competing behaviors that are making appeals to our audience.
- Because we are working with limited time and resources, we should focus our SBCC activities on the audiences and behaviors where we will see the greatest impact from our investment. This exercise gives us some ideas about how to focus activities to different audiences. For example, we may be more successful at changing behaviors of people who already believe exercise is important but need strategies to find the time, rather than trying to change behaviors of people who don’t believe they need to exercise
- This activity points us toward the value of doing qualitative research.

Slide 10 Effective SBC Interventions Facilitate Change

- Behavior change works to facilitate shifts in some or all of the following:
 - How people think and feel about an issue, including how relevant it is to them, and whether they have ability to change
 - Physical and market environments that influence people’s decisions and actions. This refers to the location where decisions are taking place—anything outside a person’s thoughts and feelings that may help or hinder as they make that decision
 - Levels of participation and engagement in activities, markets, and services/programs
 - Policies which can incentivize or dis-incentivize behaviors
 - Resources available for marginalized groups to practice optimal behaviors, including time, money, labor, skills, and knowledge

- Social norms, identities, and roles, including gender norms and gender relations.
- Behavior change initiatives work to make specific actions more desirable, easier to do, and closer to an ideal that will improve outcomes (for example, leading to more equitable gender roles in farming households, or better nutrition for children and mothers).



Lesson Learned: *A significant challenge in applying theoretical Agriculture-to-Nutrition Pathways to program design is determining which nutrition-sensitive agriculture interventions are most likely to contribute to improved nutrition among populations in a given context. SBC helps us find the right interventions for the context.*

Slide 11 Change Agents and Communities May Think About a Problem Differently

- Successful SBC interventions reach people where they are and work to uncover how they think and feel about the issue at hand.
- This is critical when we think about the differences between how we think, as change agents, and how different people living and working in target communities think.



Discuss: As change agents, we need to take a step back and understand that the way we think about an issue may be quite different from how the communities we work with think about it. Ask the participants what examples they have come across in their work where they might have viewed an issue differently? **[Take several responses.]**

- The former head of the World Bank, Robert Zoellick (2010) said, “We tend to think in terms of how our work is divided into siloes—health, education, infrastructure—but the average person thinks much more holistically.”
 - We need to understand activities on the ground and stakeholders’ thoughts on an issue. We need to talk to not only the people we would like to adopt a certain practice, but also to influential groups who can support them to do the practice.
 - A lot of people think that SBC is education (teaching people). In fact, it is quite the opposite—SBC is about learning from the community. They know what is stopping them from changing behaviors and they *want* to improve their lives.
 - We want the community to first teach us. Then, we can help facilitate the changes that they think are important.

Slide 12 Increasing Activity Impact through SBC

- SBC is essential to meet development objectives. SBC approaches help us understand what strategies will work to affect the change we want to see.
 - Activities that use SBC approaches have a **greater impact** than those that do not include SBC.
 - **Reaching target groups** through multiple channels and points of contact improves the effectiveness of SBC interventions.
 - A wide variety of SBC delivery strategies have **evidence of effectiveness**, including interpersonal communication, community mobilization, social marketing, mass-media campaigns, financial and social incentives (Lamstein et al. 2014).

- One-on-one or small group communication is the most consistently and effectively used approach, with the most published evidence supporting it to date.

Slide 13 Promoting Behavior Change Effectively

- Researchers studying human behavior have created models that explain how we function in societies. This research is especially helpful for finding the right approaches to nutrition-sensitive agriculture (Thaler and Sunstein 2009).
- Focus on promoting practices in local terms.
 - What does the community value when it comes to food?
 - What do healthfulness, affordability, desirability, and convenience mean in this context? Are there local concepts for things like maternal anemia, growing well, and brain development?
- Link improved practices to short-term risks and benefits.
 - Preventing or recovering from chronic malnutrition is a complex, longer term process. But improved nutrition-sensitive and nutrition-specific practices have lots of shorter-term benefits that people tend to care about: hair and skin look better; active kids with bright eyes; fewer headaches and less fatigue for women; reduced illness and associated costs.
- Messages should grab the heart and gut, as well as the mind.
 - We act out of habit and emotion as much as carefully thought-through decisions. Messages, sounds, and images that make us laugh, surprise us, or make us feel an emotion (positive or negative), move us to try new things. If our emotions are triggered, we also remember messages better.
- Social identities and gender roles can enable or constrain acting on messages.
 - Example: engaging men in Ethiopia as “hero fathers” to give more of their income to their wives to buy eggs and produce from the market builds on a value that already exists in their culture—being a good father and a provider.
 - Example: engaging mothers-in-law in multiple contexts as “wise women” respects their position and experience, so they become motivated to learn the latest ways to keep their daughters-in-law and grandchildren healthy.
- Messages need to be appropriately targeted.
 - Broad messages are not likely to succeed, rather messages need to be tailored to address identified barriers and/or leverage facilitators to change. And they must speak to the actor whose behavior you wish to change.

Slide 14 Social, Market, Policy, and Physical Environments are Essential for Change

- When we look at when and how individuals change their behavior, we can see that the surrounding environment has a big impact. Enabling environments spur us to action.
 - People will practice a new behavior—for example, making spending decisions about food with their wife, if they feel that most others in their community also do that behavior.
 - Our actions are influenced by our family and peers; by the resources available in our communities and local market environment; and by the wider enabling environment—things like the natural resource base, our wider society, and national policies and markets.
- Throughout behavior change research, there is continued recognition that individuals are more likely to change when there is a change in their societies and the conditions they live and act in.
- Those changes can be encouraged through mass media, market-led interventions, and advocacy with policy-makers.

Slide 15 Key Concepts and Models for SBC

- To understand how to change human behavior, we need to look at several models that explain how we behave and why.
- There are many models and conceptual frameworks for behavior change, based on the evidence available and theories about what influences human behavior.
- We will look at two of the most common SBC models. Although there are many different frameworks, processes, and tools, they have more in common, overall, than they have differences.

Slide 16 The COM-B Model: Getting to Action²

- The COM-B model brings together concepts from multiple behavior change theories.
- The model states that a person will perform a behavior if they have sufficient **capability**, **motivation**, and opportunity at the right time and place.
- If any of these elements are not present or are insufficient, the person will not perform the behavior—no matter how compelling the messages!

Slide 17 The Socio-Ecological Model³

- In the Socio-Ecological Model, the self is at the center of a series of concentric rings. This model suggests that each human being is influenced by layers of society, like an onion. The “rings of influence” are—
 - Interpersonal: this includes partners, family, and friends.
 - Community (leaders and providers): this includes organizations, services, and products.
 - Enabling environment: made up of higher-level leaders, such as government, nongovernmental organizations (NGOs), and the private sector. This includes policies, legislation, politics/conflict, economics, religion, technology, and the natural environment.
- Additionally, crosscutting factors influence the individual and all the rings of influence:
 - Information and knowledge
 - Motivation, including attitudes and beliefs
 - “Ability to Act”: skills, self-efficacy, access
 - Norms: perceived, sociocultural, and gender-based
- The socio-ecological model reminds us that social identity and support from peers and organizations are powerful forces that we can leverage to facilitate change.

Slide 18 What is formative research?

- Formative research is critical for identifying barriers and facilitators of key behaviors, designing the overall strategy, and developing messages, when appropriate, which resonate both with the priority and/or influencing group(s) and effectively address the identified issues. Formative research can also help identify and build on existing positive behaviors to advance the SBC approaches.
- Formative research broadly refers to data collection that informs activity design. In the context of behavior change, it refers to research that helps designers get more specific about priority practices and factors that will prevent or facilitate target groups’ uptake of a new behavior.

² Reproduced from Michie, van Stralen, and West. 2011.

³ Image adapted from *Multi-Sectoral Nutrition Strategy Technical Brief: Effective At-Scale Nutrition SBCC* (<https://www.usaid.gov/what-we-do/global-health/nutrition/technical-areas/effective-scale-nutrition-social-and-behavior>)

- Formative research can be done at any time during an activity, but generally it is important to conduct formative research before promoting practices on a large scale.
- Formative research is about understanding small, doable actions that fit with existing identities and priorities in communities and families.
- It helps us figure out **how** to promote practices effectively, whether through communication activities or other types of interventions.



Lesson Learned: *SPRING used formative research to inform the design of a nutrition-sensitive agriculture activity in Odisha, India. We used the research to explore current practices, beliefs, attitudes, and community priorities related to agriculture, livelihoods, and nutrition. Then, working with activity implementers, we used research findings to adapt the Agriculture-to-Nutrition Pathways to local norms and constraints and to prioritize context-appropriate, nutrition-sensitive agriculture practices for the activity to promote.*

Slide 19 Formative Research in Odisha, India

- SPRING conducted formative research in Odisha, India to identify which nutrition-sensitive agriculture practices would be feasible for farmers and their families to do, and which practices would be most likely to contribute to activity outcomes.
- The research explored different parts of the pathways through formative research, including:
 - household and community environments, markets, resources, and services
 - community priorities related to agriculture, livelihoods, and nutrition
 - WASH practices, attitudes, and beliefs
 - gender roles, household relationships, and decision-making
 - household division of labor and labor sharing
 - attitudes and beliefs related to commonly produced and/or purchased foods
 - farming practices, attitudes, and beliefs
 - seasonal challenges related to food security, income and expenditure, labor demands, and health issues.

Slide 20 Data Collection Methods for Formative Research

- Different methods will reveal different data—focus group discussions are good for figuring out group consensus around knowledge, attitudes, beliefs, and perceived risks, barriers, and enablers for action.
- Direct observation of markets, environments, and daily life is good for figuring out those risks, barriers, and enablers that people may not be as aware of.
- For nutrition-sensitive agriculture, seasonal calendars are important for figuring out food availability, gendered labor patterns, spikes in income or expenditures, and seasonal health issues that affect agriculture, income, and nutrition.
- Mixed methods in formative research—using a combination of focus groups, direct observations, surveys, and seasonal calendars—can take more resources but often pays off in terms of being able to have more confidence in the overall picture that the data give you.
- For more information about formative research methods, see **Additional Resources**.

Slide 21 Strengthen Enablers of Change

- Behavior change is needed to achieve several important outcomes:
 - Increased demand for diverse, nutrient-rich foods and diverse diets
 - Increased availability, affordability, and desirability of diverse, nutrient-rich foods in local markets
 - Increased production of nutritious crops (by ensuring accessibility to the right inputs—seeds, farming equipment—and resources)
 - Improved food and environmental safety
 - Increased time and energy savings for women
 - Increased income controlled by women and equitable opportunities for women.
- Generating demand and improving supply together is complicated but critical.
- Strengthening the enabling environment for food safety and quality can reinforce consumer demand for safer, higher-quality food, by creating a virtuous cycle that enables further change.



Facilitator Note: *The example that follows helps to illustrate how SBC can be applied in a specific context. If you can, replace this example with a local example that will resonate more strongly with your audience.*

Slide 22 Applying SBC to Design: Joint Decision-Making

- SPRING conducted additional SBC research to understand joint farm and family decision-making (for consumption and sale) in Odisha, India.
 - Findings: men, young women, and older women all separately said that making decisions together about farming, spending money, or other tasks indicates good relationships and a happy family.
- This formative research also explored drivers of household food choice, including consumer preferences.
 - Findings: farming families consider chicken and eggs healthy, available, and affordable.
- Given the importance of affordable animal source foods in the diets of women and children under two years of age, the activity decided to promote improved household chicken and egg production (for consumption and sale).
- The activity ensured that families have access to support services, such as affordable and high-quality vaccinations, before deciding to promote improved production. These services are part of the **enabling environment** for change.
- Within the same videos showing improved “agriculture-specific” practices, positive nutrition-sensitive agriculture practices are also modeled—showing husbands, wives, and in-laws discussing whether to start the improved practices; discussing how additional income might be used to meet nutrition-related needs like food, health, WASH, or other care. In addition, the videos took care to “do no harm” by emphasizing handwashing and hygiene in the context of poultry rearing.

Slide 23 Accelerating Behavior Change in Nutrition-Sensitive Agriculture: On-line Course

- If you are interested in learning more about how behavior change theories can be applied in nutrition-sensitive agriculture activities, the SPRING project has created a 7-hour online training that you can take either by yourself or with a group.

- To learn more or to take the training, please visit: <https://www.spring-nutrition.org/publications/training-materials/accelerating-behavior-change-nutrition-sensitive-agriculture>

Slide 24 Key Points from this Section

- Social and behavior change includes activities that focus on changing the behavior of individuals and communities—encouraging them to adopt and maintain practices that contribute to specific outcomes.
- Activities that use SBC approaches are better able to achieve stated outcomes, when compared with activities that have no SBC component.
- SBC for nutrition-sensitive agriculture focuses on two key questions:
 - Which agriculture practices are mostly likely to contribute to the nutrition of priority groups in each context? (Identifying the WHO & WHAT.)
 - How can we apply behavioral science to improve uptake of those practices? (Determining the HOW.)

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Additional Resources

The following resources provide further information on behavior change for nutrition-sensitive agriculture:

Accelerating Behavior Change in Nutrition-Sensitive Agriculture. SPRING Online Training <https://www.spring-nutrition.org/publications/training-materials/accelerating-behavior-change-nutrition-sensitive-agriculture>

The Technical and Operational Performance Support (TOPS) Program. 2017. *Designing for Behavior Change: A Practical Field Guide*. Washington, D.C.: The Technical and Operational Performance Support Program. http://www.fsnnetwork.org/sites/default/files/designing_for_behavior_change_a_practical_field_guide.pdf

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