

Social and Behavior Change Workshop Series

1. The ABC of SBC

April 2024

Supporting Donors



Note: This webinar is made possible by the generous support of all of our donors, however, the contents are the responsibility of the GNC and the individual presenters and do not necessarily reflect the views of these donors.

AGENDA: OVERVIEW



- Introductions
- Understanding social and behavior change and its determinants;
- Theories of behavior change
- Exercise exercise
- Let's draw..
- Addressing common challenges in changing nutrition behaviors

Objectives:

By the end of this session we aim to

- Have an enhanced understanding of social norms, behavior change and their determinants.
- Have enhanced skills for enabling behavior change.
- Build a broad understanding on what needs to be done differently in existing programs

GROUND RULES

1. Participate actively
2. Mutual respect and speaking time
3. Be on time
4. Mute when not speaking
5. Active participation
6. Relevant discussion
7. Sharing experiences
8. Two-way communication

SOCIAL NORM ATTITUDE/BELIEF OR BEHAVIOR?

1. Men in my community don't go into the kitchen to help in cooking (SN)

2. I think Women should not be allowed to work outside the house. (Attitude/Belief)

3. Washing hands at all critical times will protect me from diseases and keep me healthy (A/B)

4. All families follow the tradition of throwing away the first milk (colostrum) before breastfeeding as it is considered stale milk (SN)

5. I feed my child only breastmilk and nothing else, not even water (Behavior)

6. Infant formula could make my child sick (A/B)

7. Most mothers in my community feed their child infant formula (SN)

8. I check my child's MUAC regularly to ensure that she is not malnourished (Behavior)



Behavior: What I do

Attitude/belief: What I prefer, believe, know.

Social norm: What I think others do or what I think others will approve/disapprove of me doing.



Social Norms

Informal rules that govern behavior in groups and societies

Behaviour

A person's observable patterns of actions in relation to their environment that produce measurable results.

Social and behavior change

A systematic, evidence-driven approach to programming that leads to improved and sustainable positive changes in social norms and behaviors

Exercise Exercise

1.1

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.

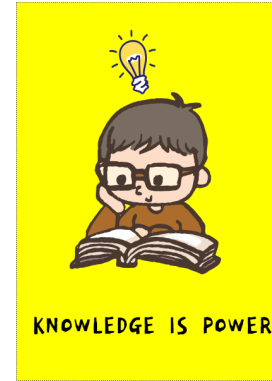


2.1

I have only heard that exercising can reduce your chance of heart disease.

3.1

I know that many people are in shape because they exercise, but I'm not sure how they do it.



Exercise Exercise

1.2

I believe that getting exercise is very important. I think that everyone should exercise regularly, at least four times a week.



2.2

I believe exercise is somewhat important. Most people should exercise one to two times per week.

3.2

I think that we get enough exercise with the routine activities of the day.



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Exercise Exercise

1.3

Last week I
exercised at
least four times
for at least 30
minutes at a
time.

2.3

I exercised twice
last week.

3.3

I did not do any
exercise last week.



Knowledge alone does not change behavior

What people **do** doesn't always reflect what they **know** or **believe**.

Just giving people information is generally not enough.

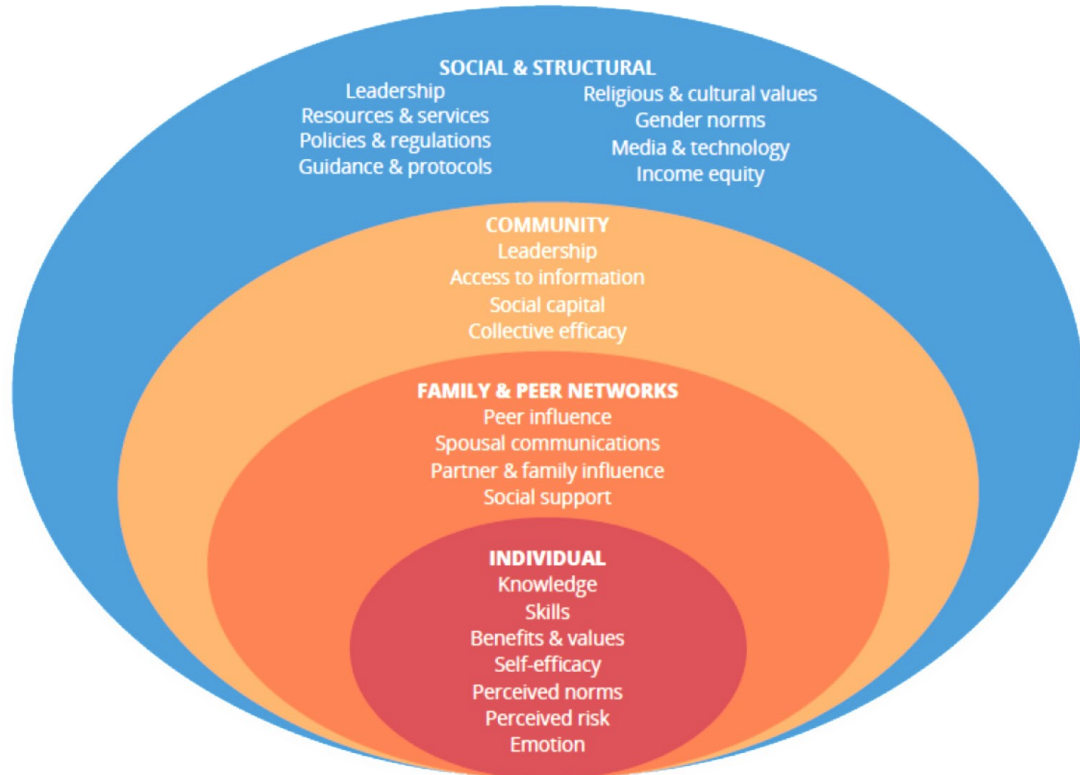
We need to **ask** people about their **experience**, their **challenge** and what will help them to **practice**, to understand how to promote the behavior.

UNDERSTANDING BEHAVIOR CHANGE



- Think about any behavior that you have changed recently.
- What or who inspired or motivated you to change?
- What were the initial barriers?
- How were they overcome?

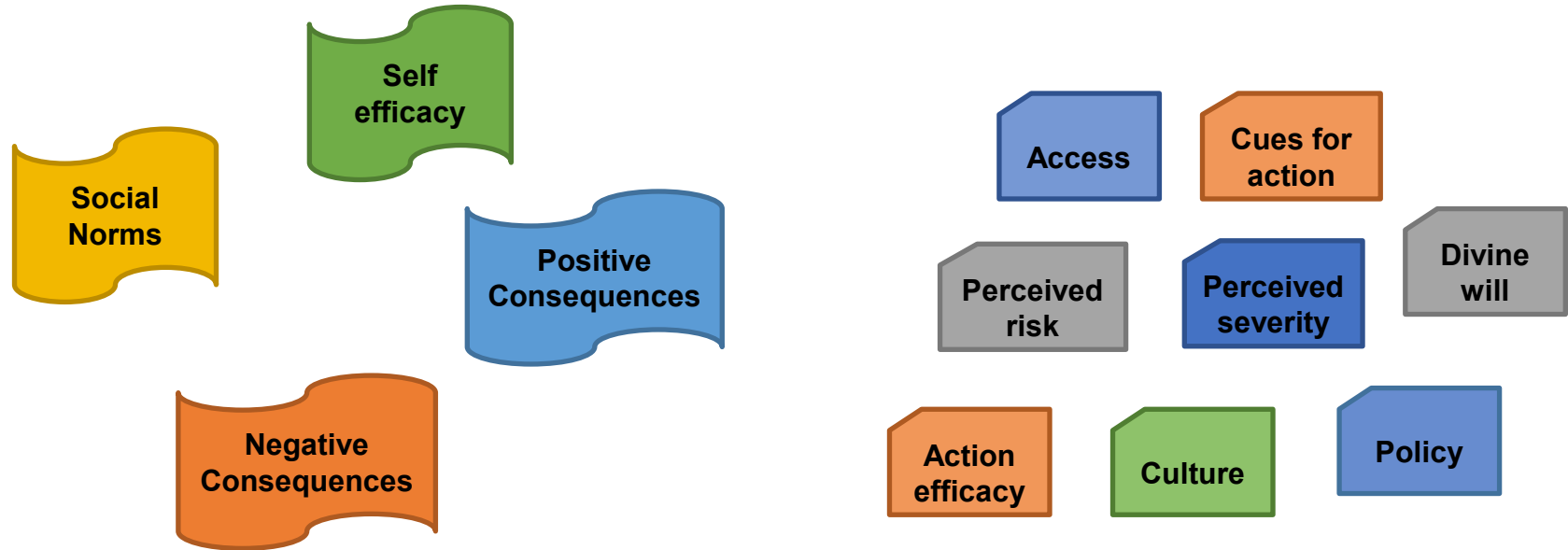
What Influences Behavior Change?



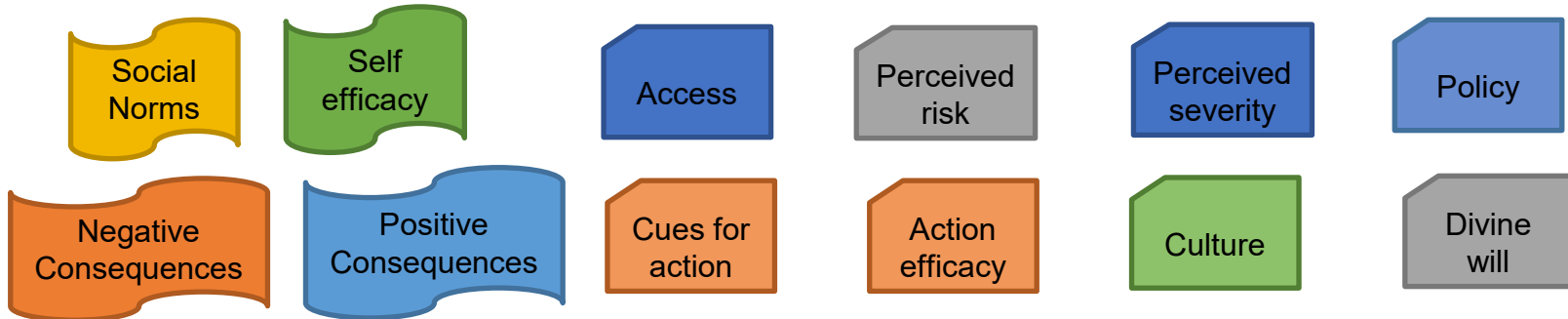
People change their behavior when:

- They feel personally threatened by the consequences (by what happens if they continue their current behavior)
- When they believe that the benefits are more than the perceived costs (or barriers)
- When they feel there is social pressure to perform the behavior
- When they believe they have the skills and ability to change behavior
- If the environment enables it or not: Some circumstances are not in our control and may influence our practices

WHAT INFLUENCES BEHAVIOR CHANGE?



1. In one village, mothers believed that 'it is witches and wizards' that cause underweight in children.
2. Few men are taking tea together. Ali seems very relaxed, and his friend asks him what the secret is. He explains that he is very happy as he feels a close bond with his 8 month old daughter ever since he has taken on the responsibility of feeding her and taking care of her when his wife is busy.
3. Few young men are about to share a plate of food, and Hasan asks for water and soap to wash his hands. The others laugh at him saying: 'Ooooh, are you so delicate? Nothing will happen, men are strong!'
4. Farah has been visited by the Nutrition worker, who has informed her about what and how much to feed her 9 month old baby. But she is not sure what to do, and how to do it. She thinks it is difficult.



MATCHING ACTIVITIES TO DETERMINANTS



1. Review the google doc and match the activities with the determinants – which activity will result in which determinant being highlighted or addressed?
2. Make your own note of the matches in a separate document or on a sheet of paper – for example if you think activity 1 matches with determinant J, then note down 1-J. Do not share it yet with anyone.
3. **Choose any four activities** and find their matches – you can start anywhere or choose randomly.
4. You have 5 minutes for this exercise.

INFLUENCING SOCIAL NORMS

Evidence based activities/approaches to shifting social norms

Initiating a dialogue with the key reference groups

Getting key reference groups on board with the need to change the norm and promoting the new norm through these reference groups

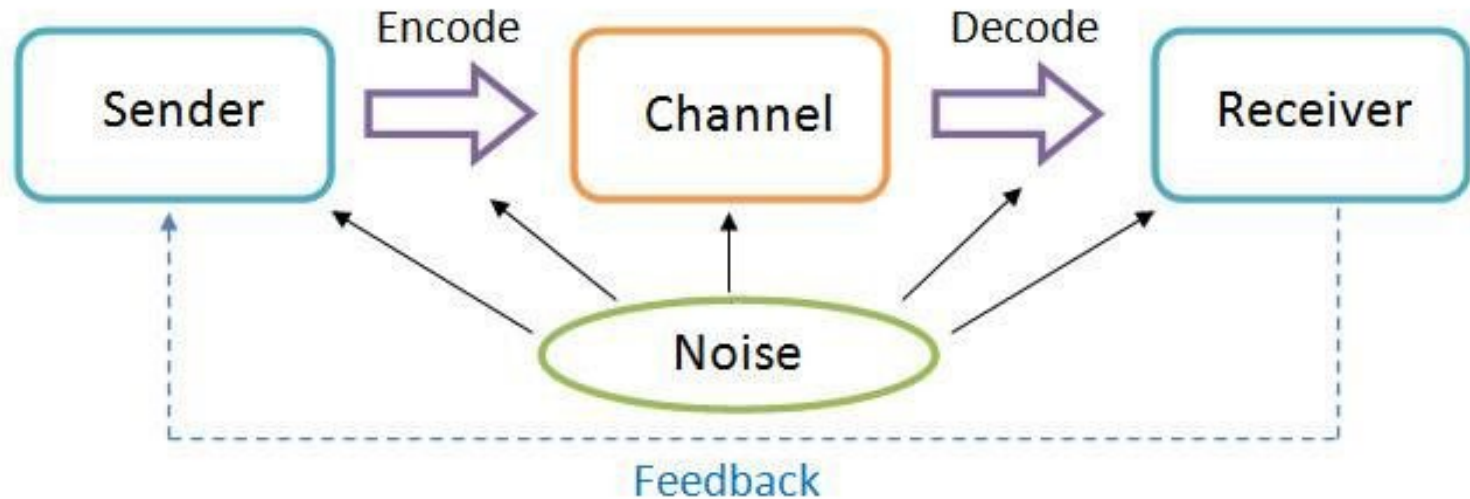
Community dialogue

Open discussion on the pros and cons of a particular norm in the community, with participation of positive deviants (those in favour of the norm change).

Organized diffusion

New knowledge is created within a selected group. They share the knowledge first with one member of the community and then to more members in a systematic manner

Two-way communication



CLOSED & OPEN-ENDED QUESTIONS

Question Type	Definition	Benefits/When to Use
Closed-Ended	Questions that can be answered by a “yes” or “no” answer or are limited to a short list of answers Usually start with “are you...?” or “do/did you...?”	Easier and quicker for participants to answer Good for quantitative data collection Good for when you want to compare information from different people Useful when you need very specific information from participants or have a selected number of things from which participants can choose an answer
Open-Ended	Questions that are broad and can be answered with original/unique responses from the participants Usually start with “how,” “what,” “when,” or “where”	Allows the respondent to form a response on their own, which is usually fuller and tells more about the respondent’s opinions Useful if you want to start a discussion or need more information

CLOSED & OPEN-ENDED QUESTIONS

Example Closed-Ended Questions	Rephrased Open-Ended Questions
Did you breastfeed your child within one hour of birth?	When did you breastfeed your child after birth?
Do you breastfeed your child on demand?	How often do you breast feed your child?
Do you know how to prevent diarrhea?	How can we prevent diarrhea?
Are you exclusively breastfeeding your child?	What did you feed your child in the last 24 hours?

Looking for support in Nutrition in Emergencies?

	Type of supported needed	Provider
1	I want remote or in-country in depth technical support	GNC Operations Team
2	I want to hire a consultant directly	GNC Consultant Rosters
3	I want quick technical advice	GNC HelpDesk
4	I want peer support	www.en-net.org

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