

Today's session

- WHO needs to DO WHAT differently?

Ann Jimerson

- How to Identify the key barriers & enablers?

Petr Schmied

- Process & lessons learnt of formative SBC research in Madhya Pradesh, India

Archana Sarkar

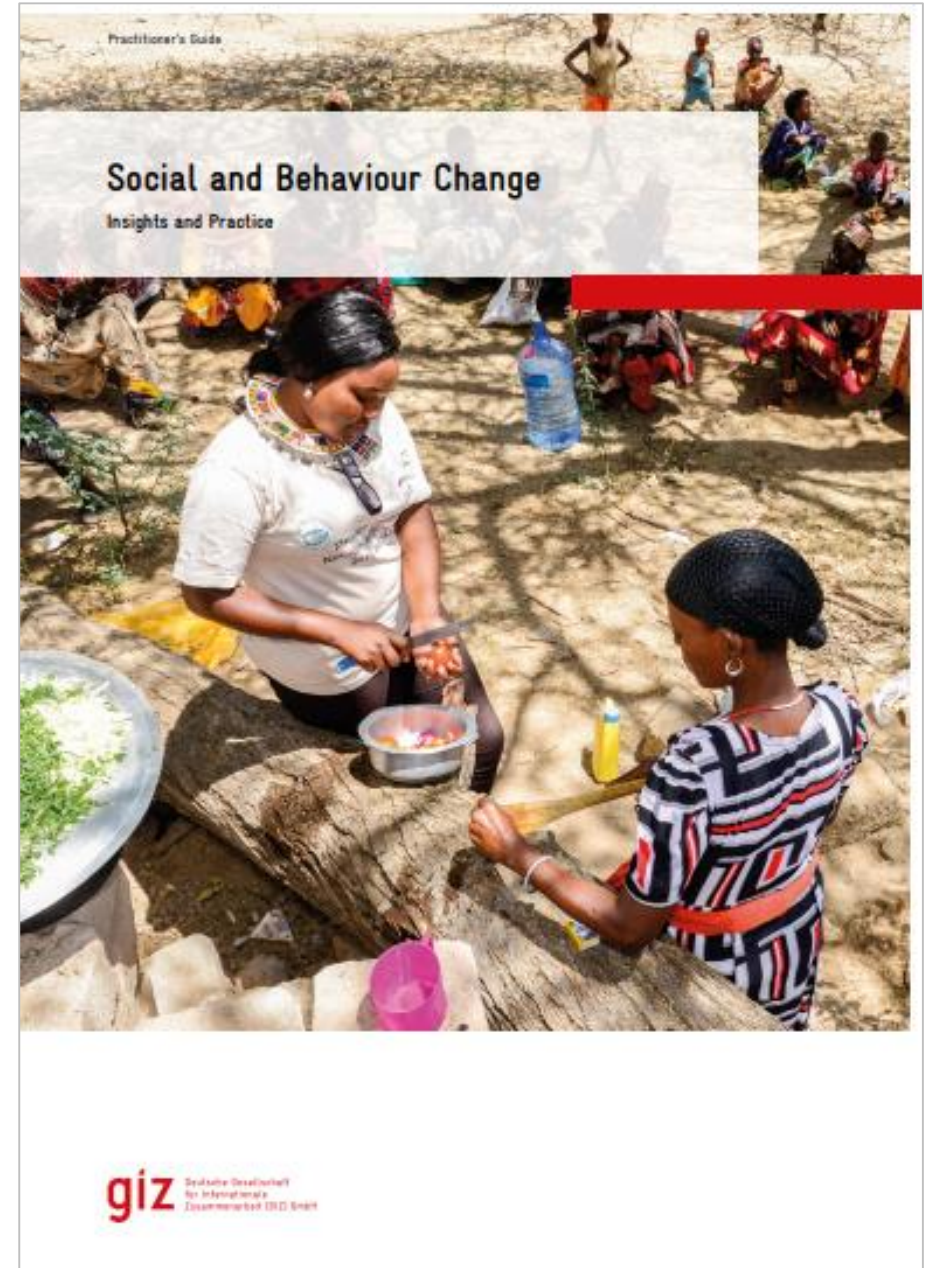
- Q&A



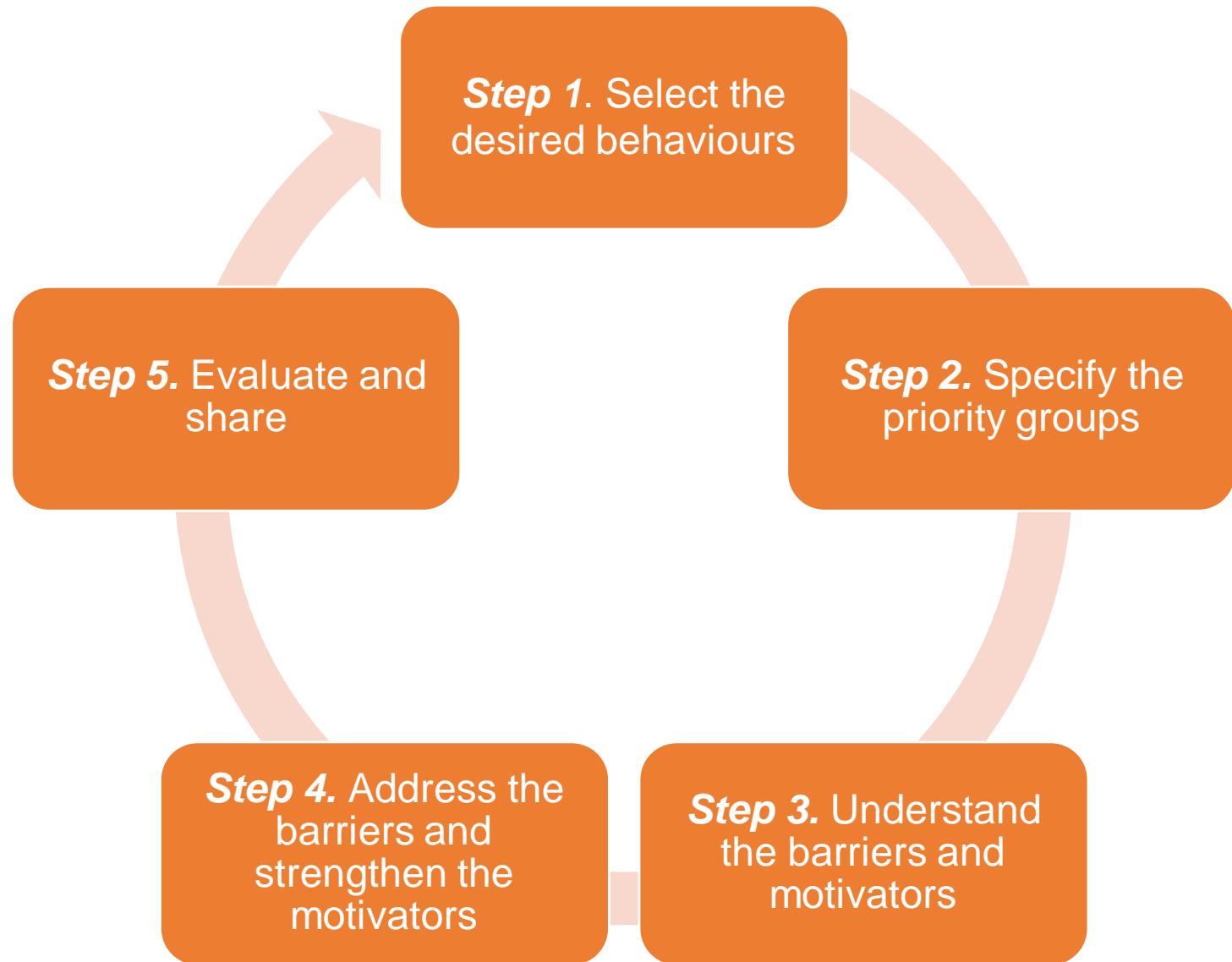
Photo: Petr Schmied

Practitioner's Guide

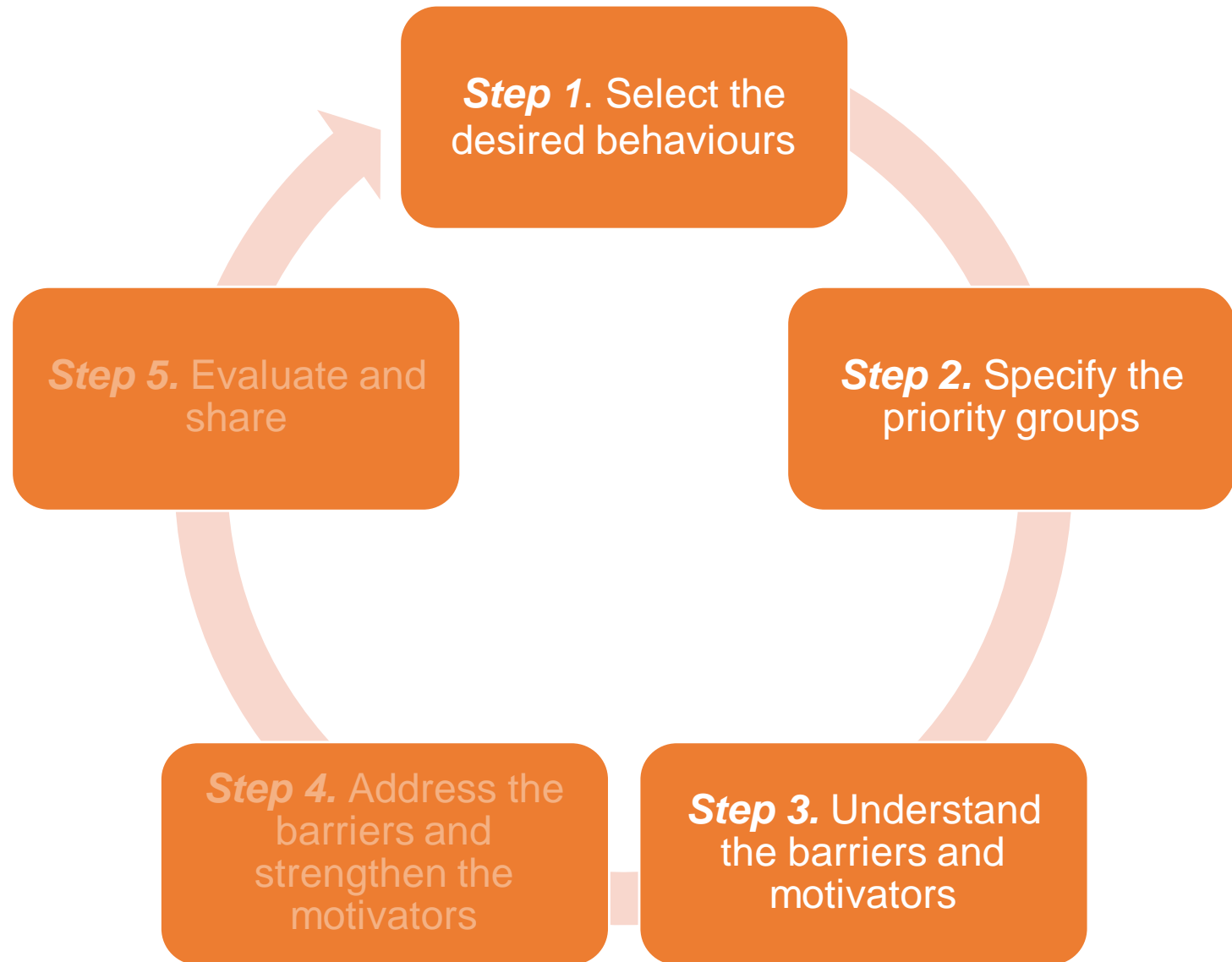
Social and Behaviour Change Insights and Practice



Key steps in SBC programming



Key steps in SBC programming



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- Q&A



Photo: Petr Schmied

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- **WHO** needs to **DO WHAT** differently?
Ann Jimerson
- How to Identify the key barriers & enablers?
Petr Schmied
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Archana Sarkar
- Q&A



Step 1. Select the desired behaviours

Step 2. Specify the priority groups

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- **WHO** needs to **DO WHAT** differently?
Ann Jimerson
- How to Identify the key **barriers & enablers** ?
Petr Schmied

Step 1. Select the desired behaviours

Step 2. Specify the priority groups

Step 3. Understand the barriers and motivators

- Process & lessons learnt of formative SBC research in Madhya Pradesh, India
Archana Sarkar

- Q&A

Poll



1. WHO needs to DO WHAT differently?



Photo:
Ann Jimerson

Be clear about what behaviour you will promote.

Always specify:

1. who is supposed to practice the behaviour
2. an active verb in the present tense saying what the priority group is supposed to do
3. further details about the behaviour, such as frequency, time, duration or place

*Practitioners Guide, *Social and Behaviour Change: Insights and Practice*



Photo: Ann Jimerson

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Always specify:

1. who is supposed to practice the behaviour
2. an active verb in the present tense saying what the priority group is supposed to do
3. further details about the behaviour, such as frequency, time, duration or place

What is MISSING?

*Serves child
diverse diet*

Be clear about what behaviour you will promote.

Always specify:

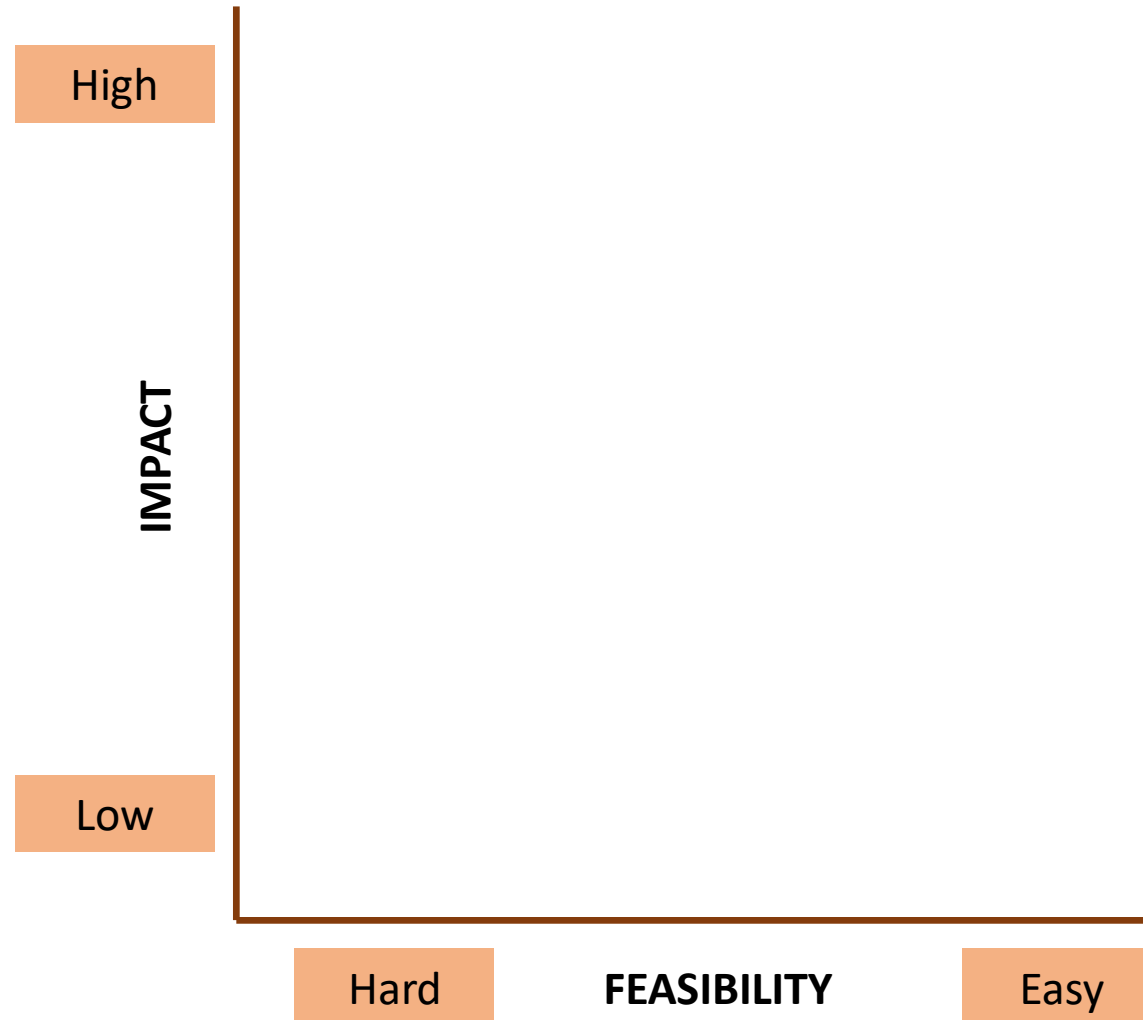
1. who is supposed to practice the behaviour
2. an active verb in the present tense saying what the priority group is supposed to do
3. further details about the behaviour, such as frequency, time, duration or place

What is MISSING?

Starting when
child is 6 months
old, mother feeds
child diverse foods

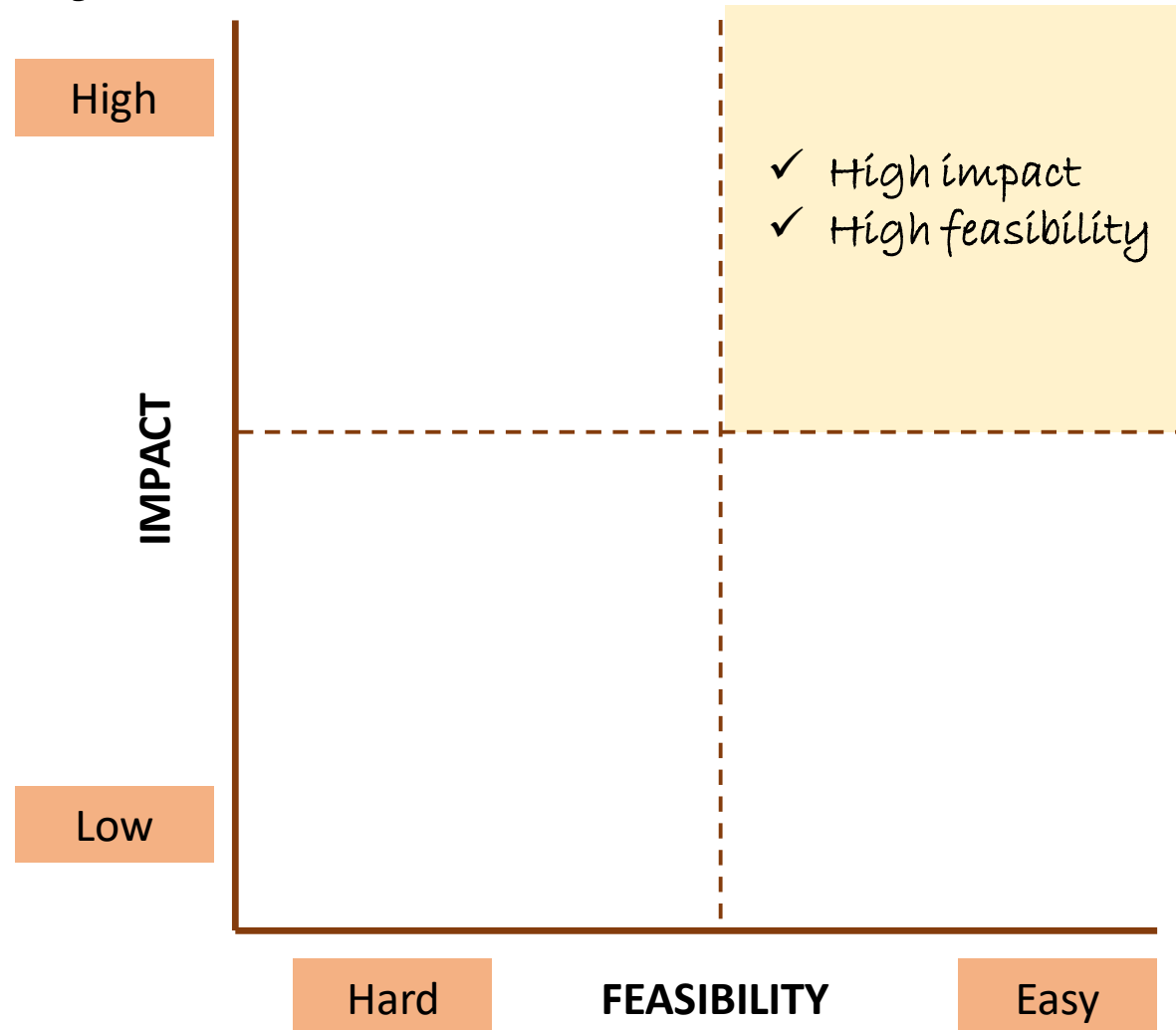
Selecting priority behaviour

Impact + Feasibility

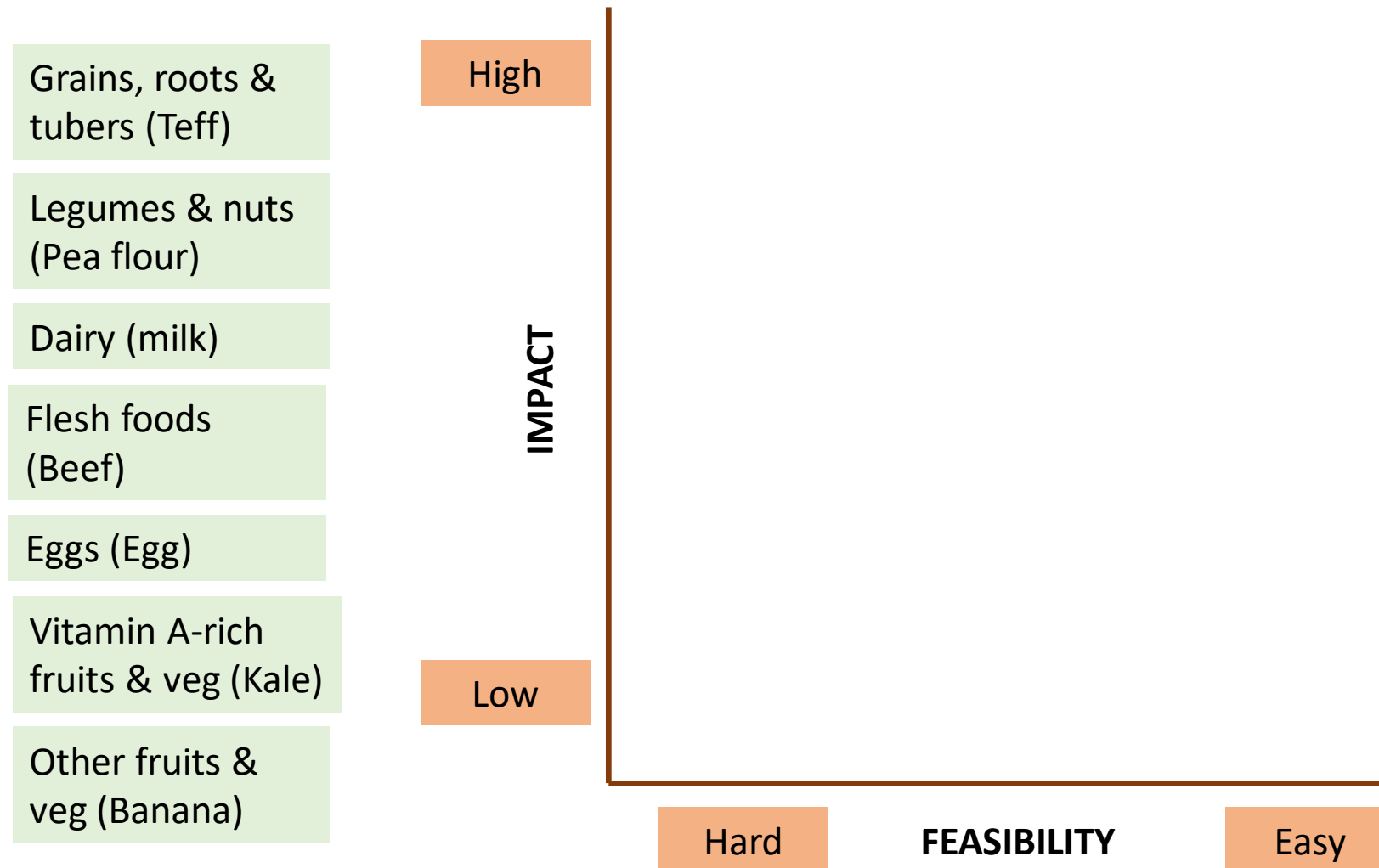


Selecting priority behaviour

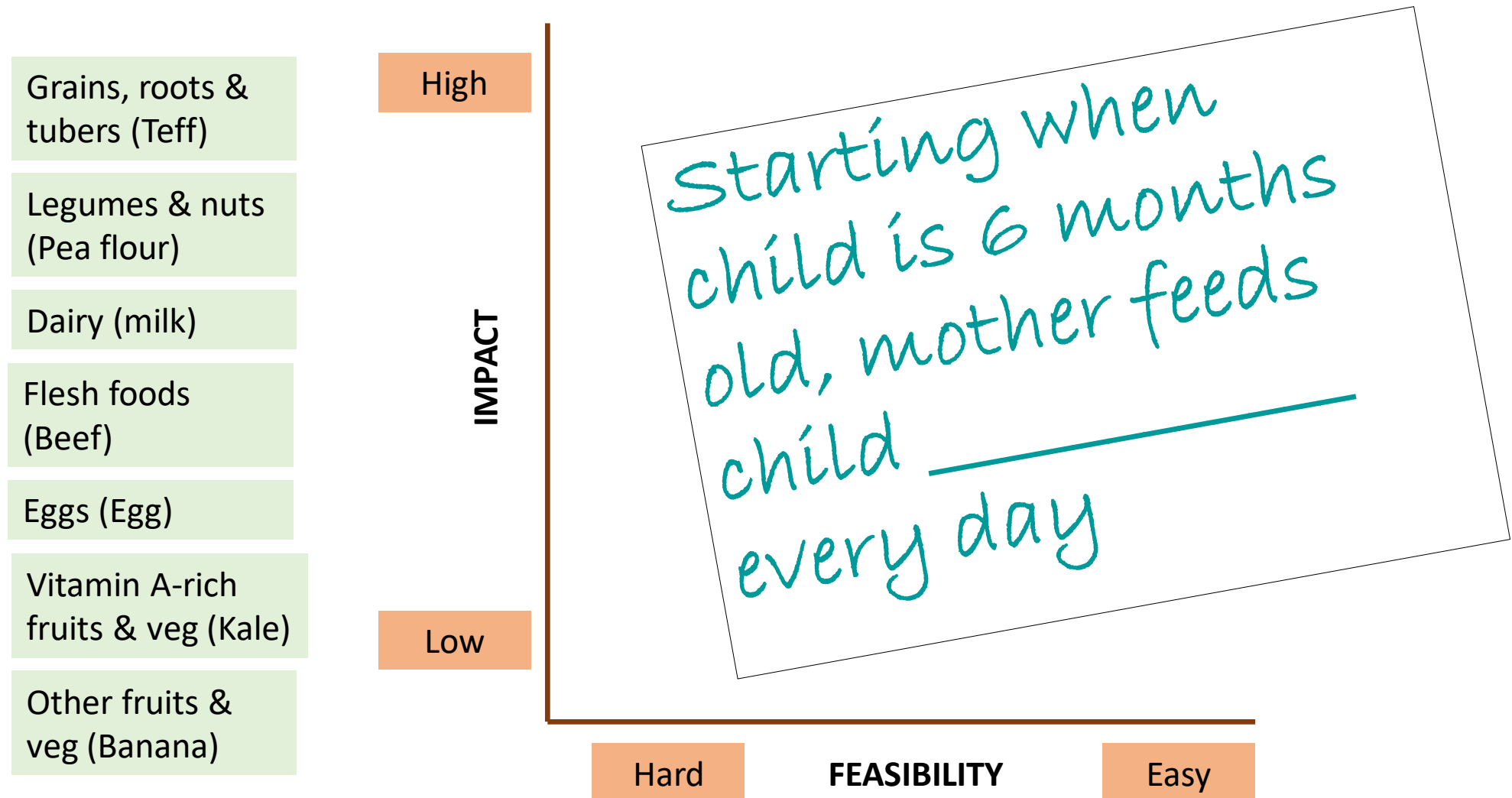
Impact + Feasibility



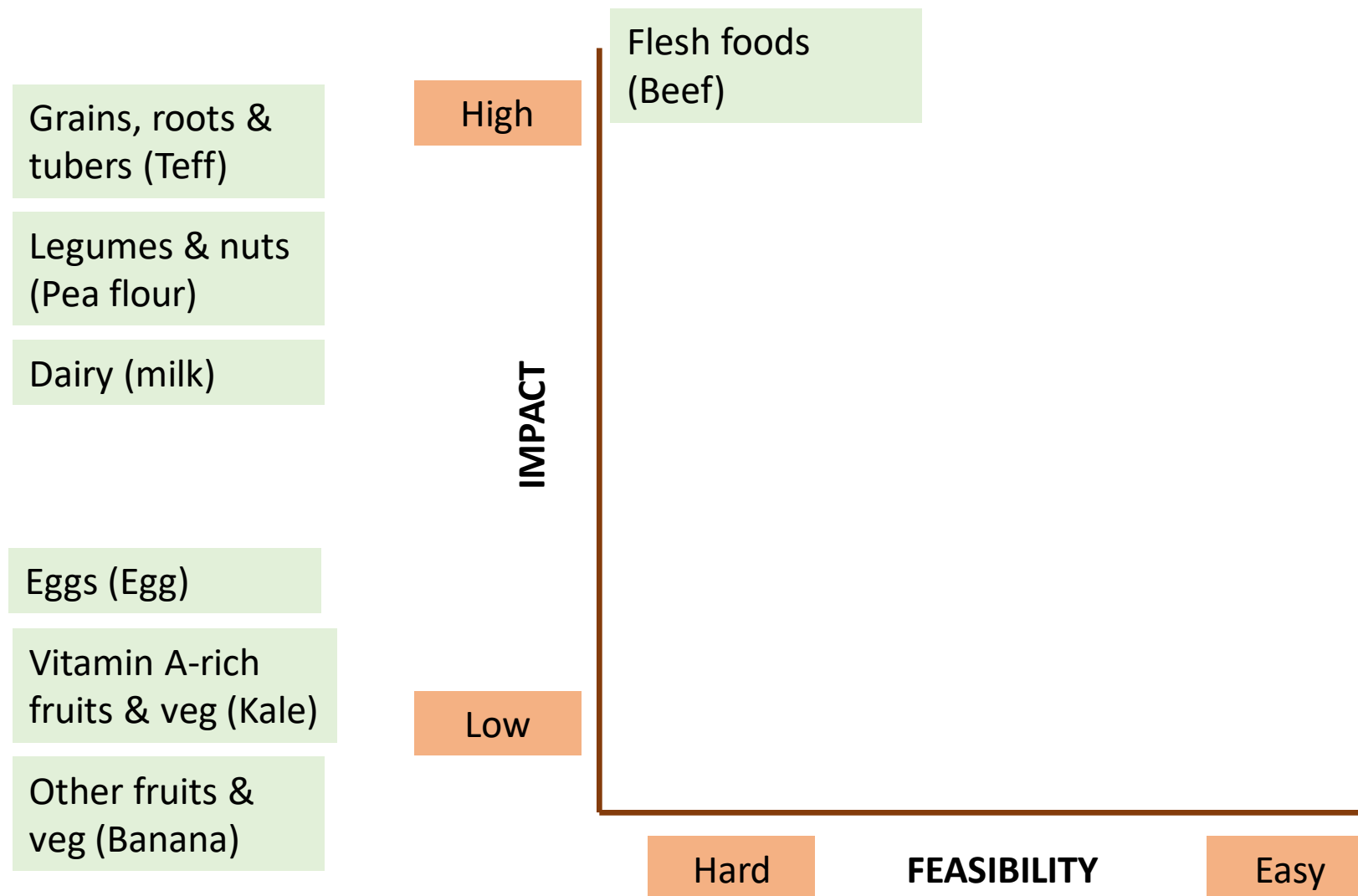
First: Identify the potential behaviours



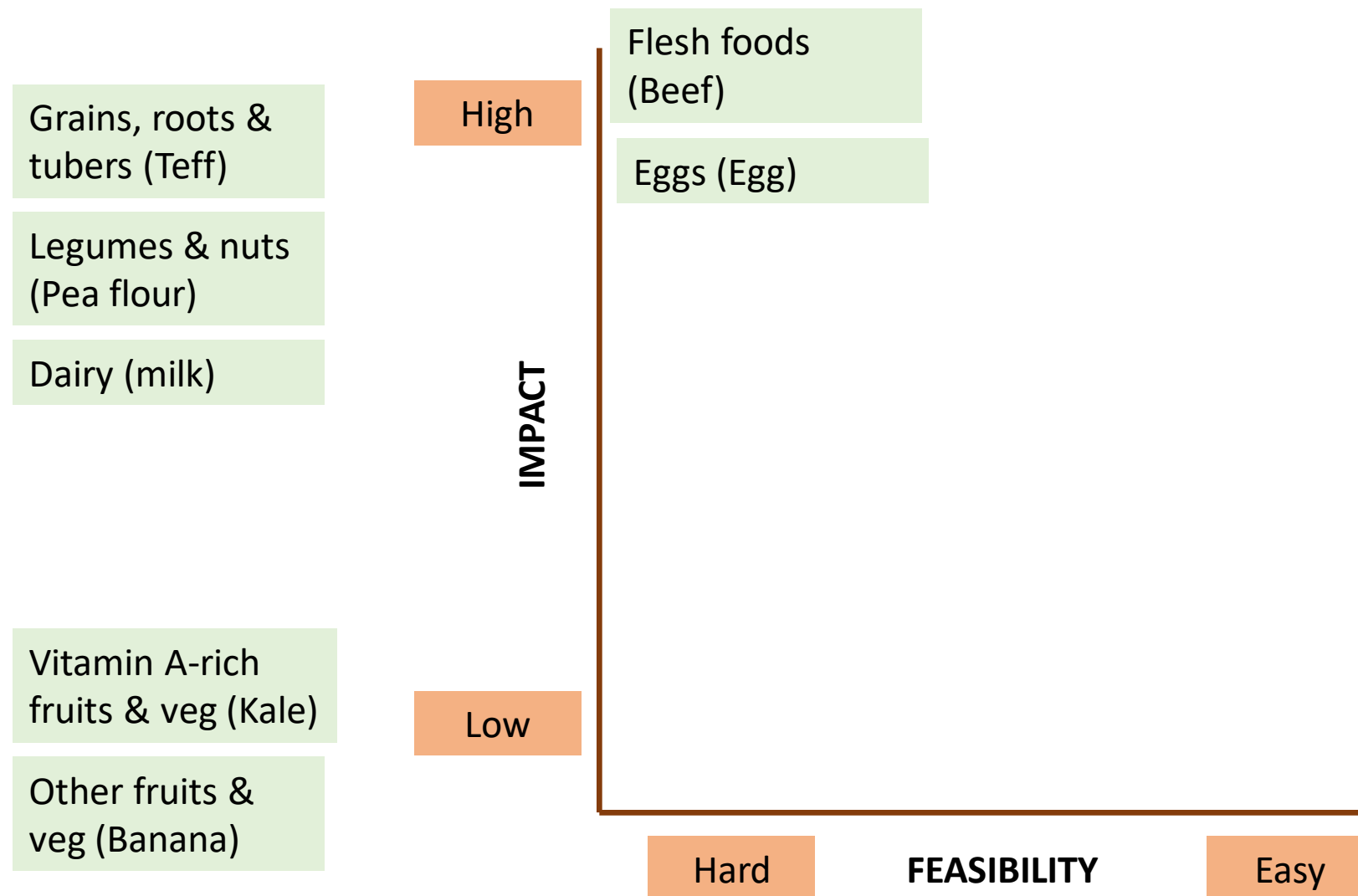
First: Identify the potential behaviours



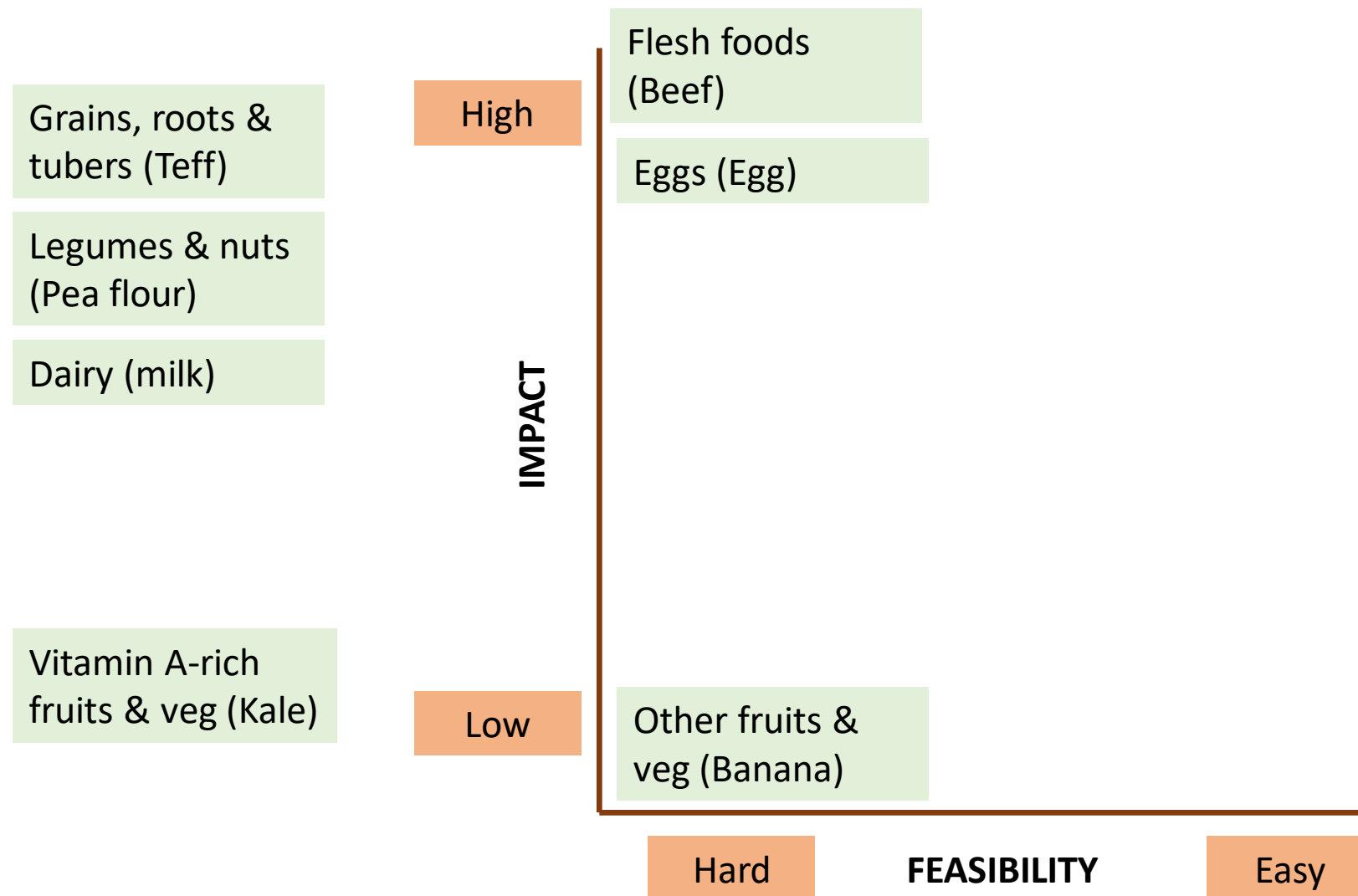
Step 1, rank by IMPACT: Health & Nutrition Impact



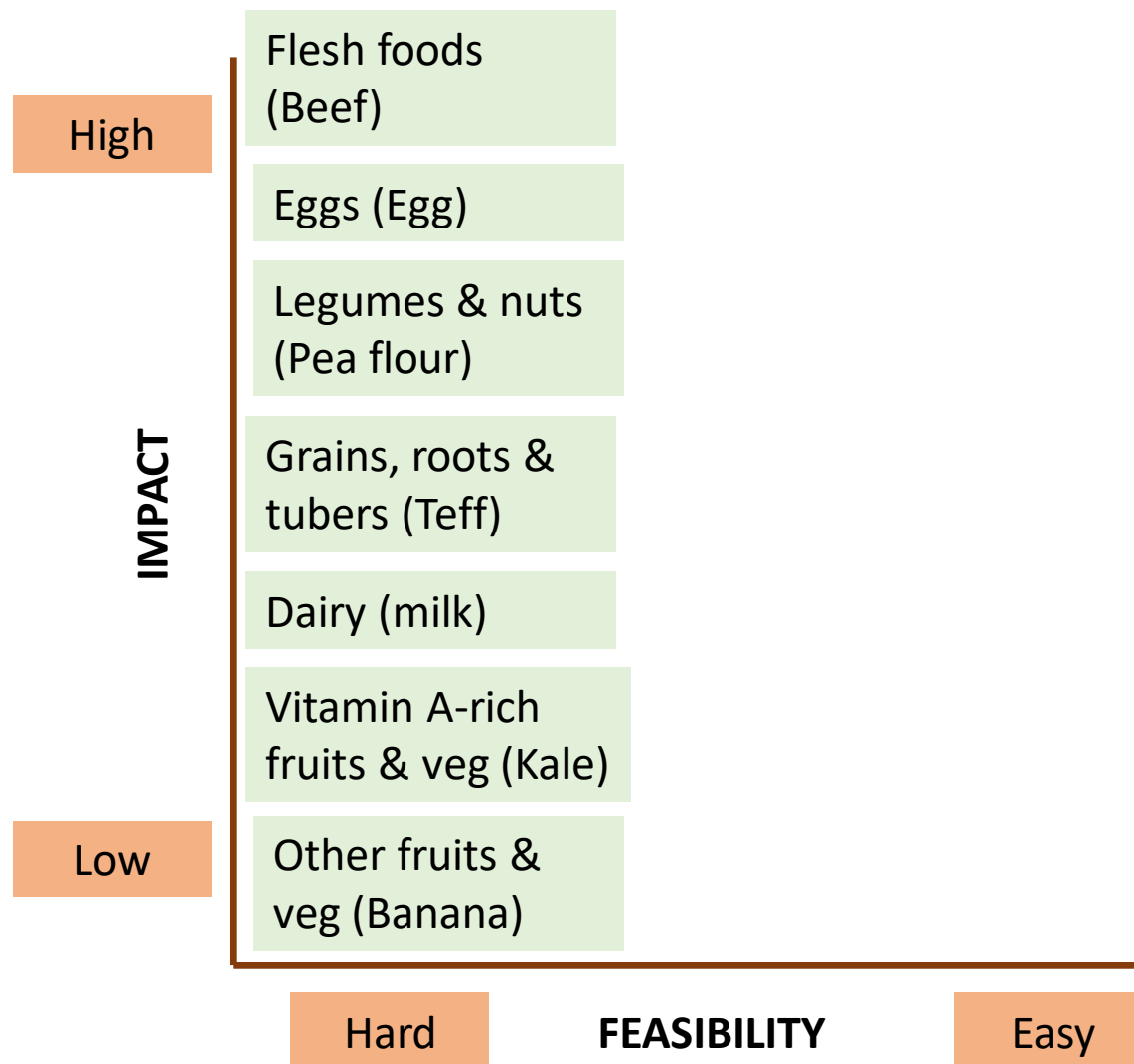
Step 1, rank by IMPACT: Health & Nutrition Impact



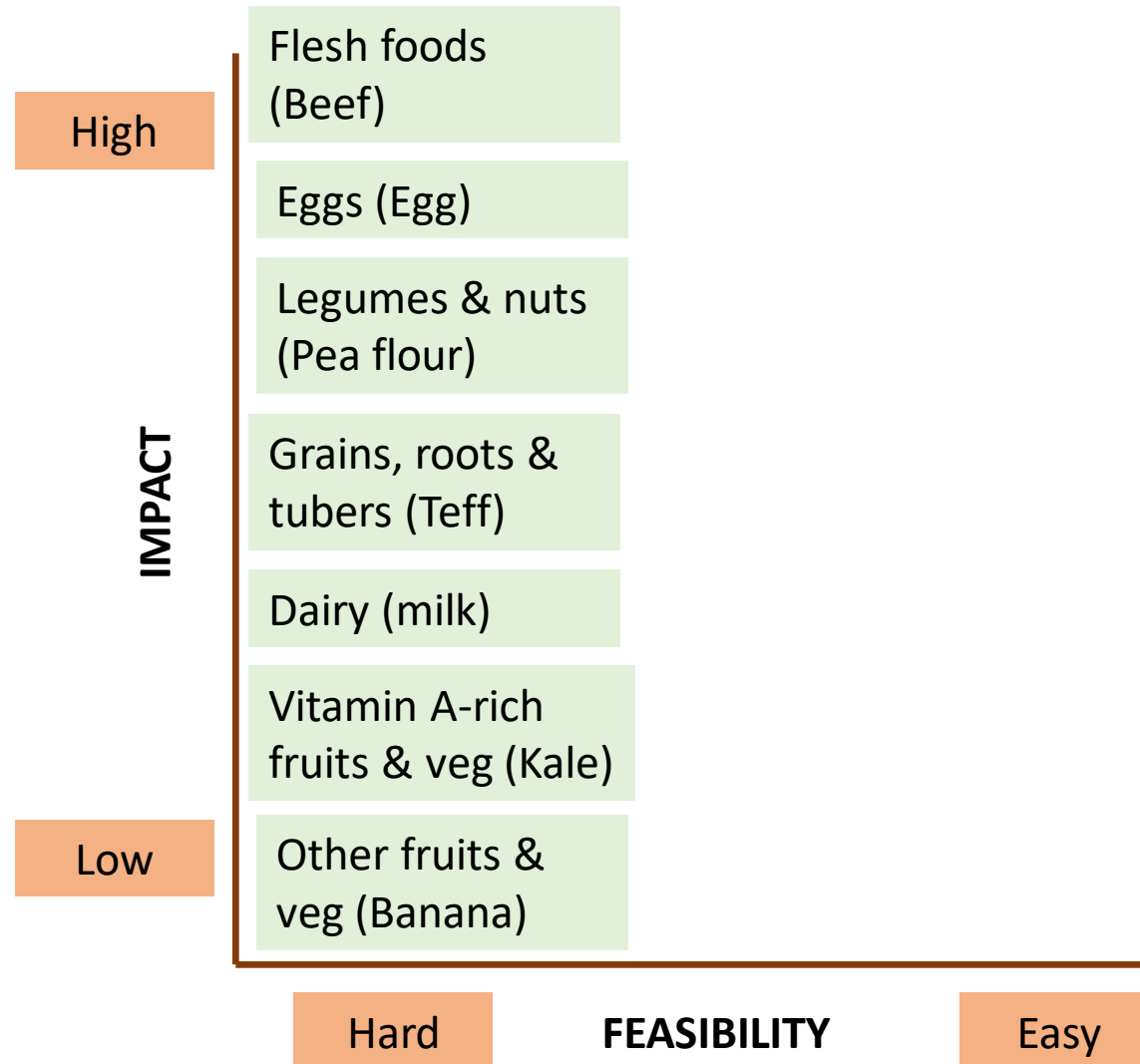
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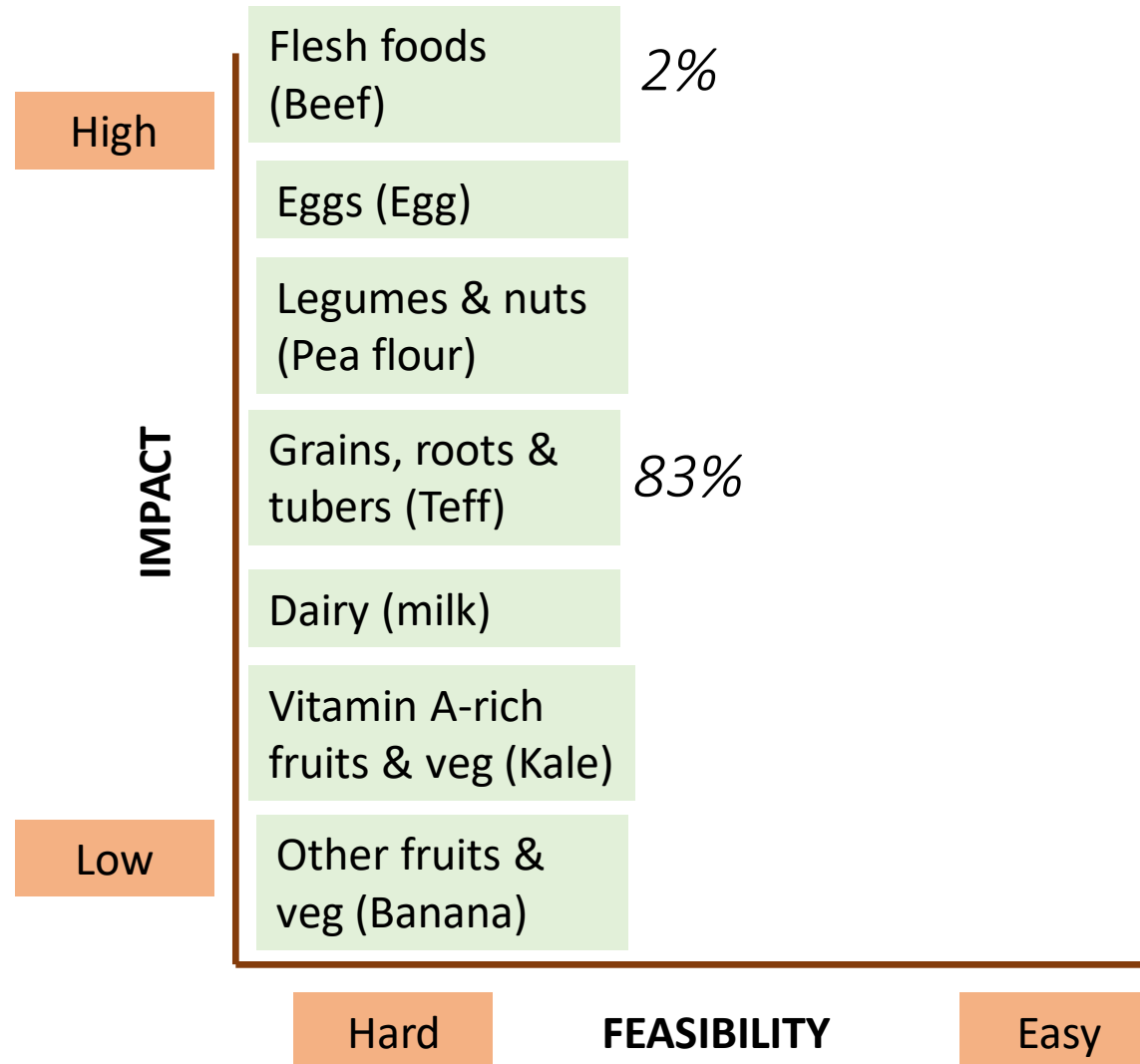


Step 2, rank by IMPACT: Population Impact



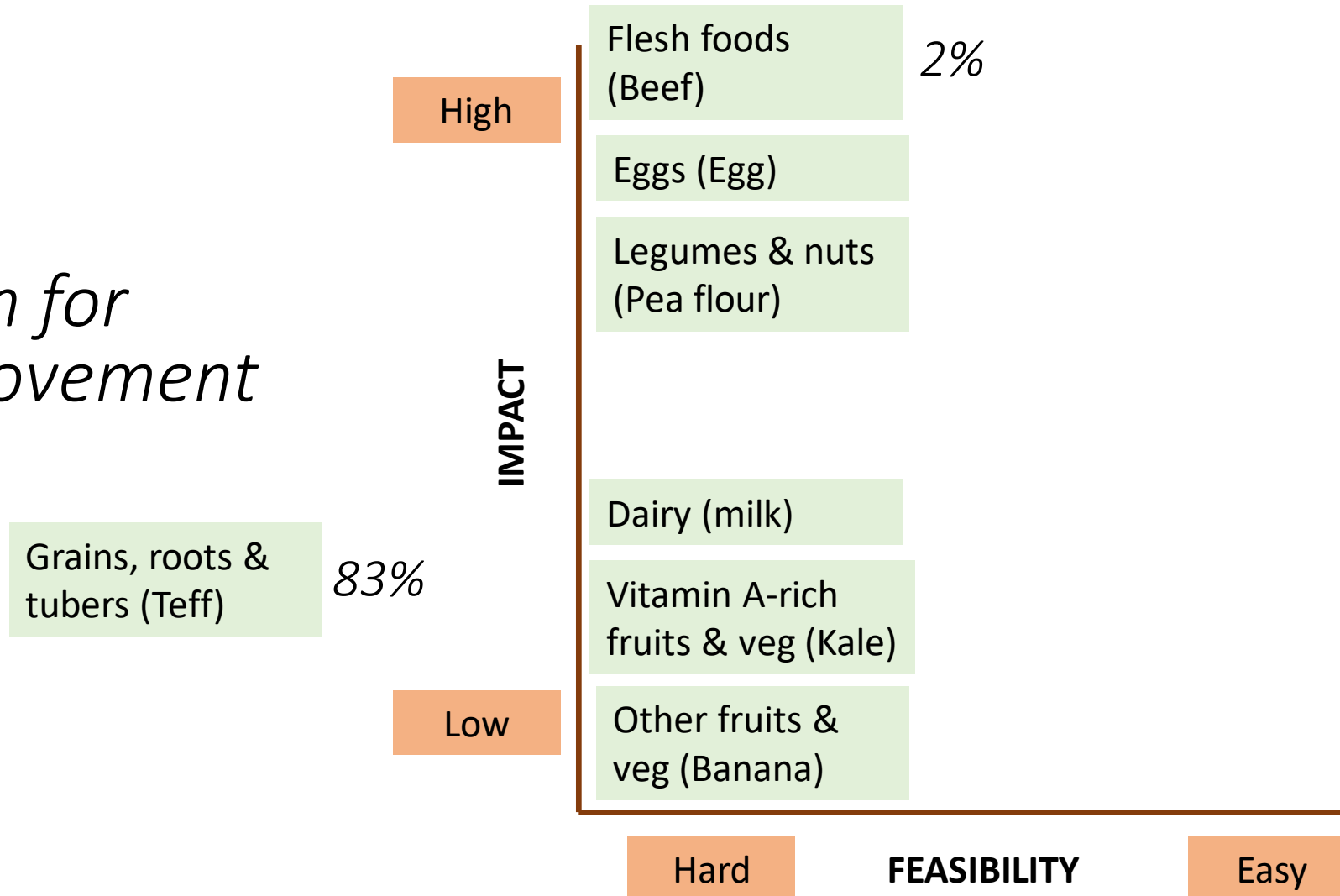
Step 2, rank by IMPACT: Population Impact

Room for improvement



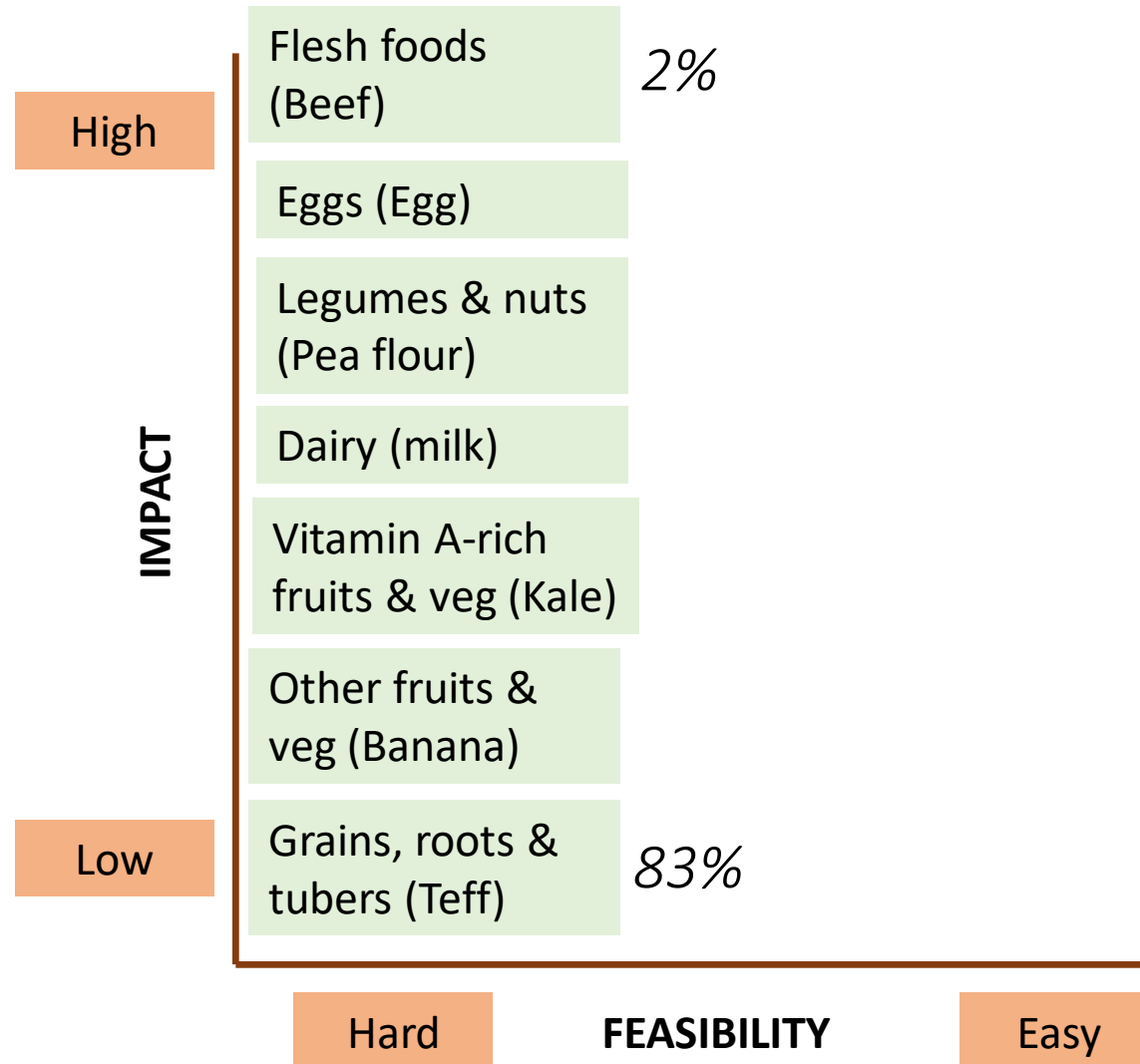
Step 2, rank by IMPACT: Population Impact

Room for improvement

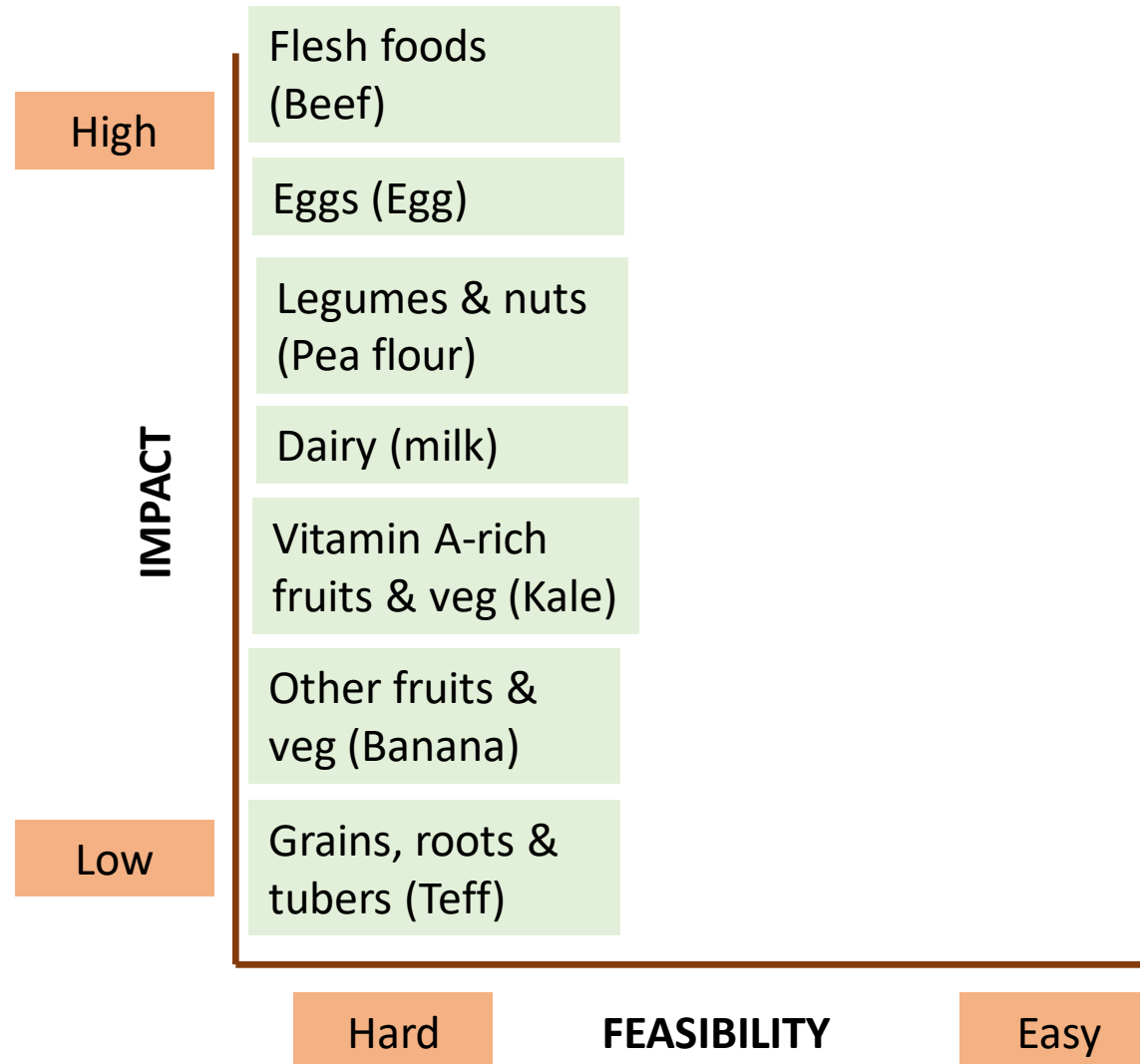


Step 2, rank by IMPACT: Population Impact

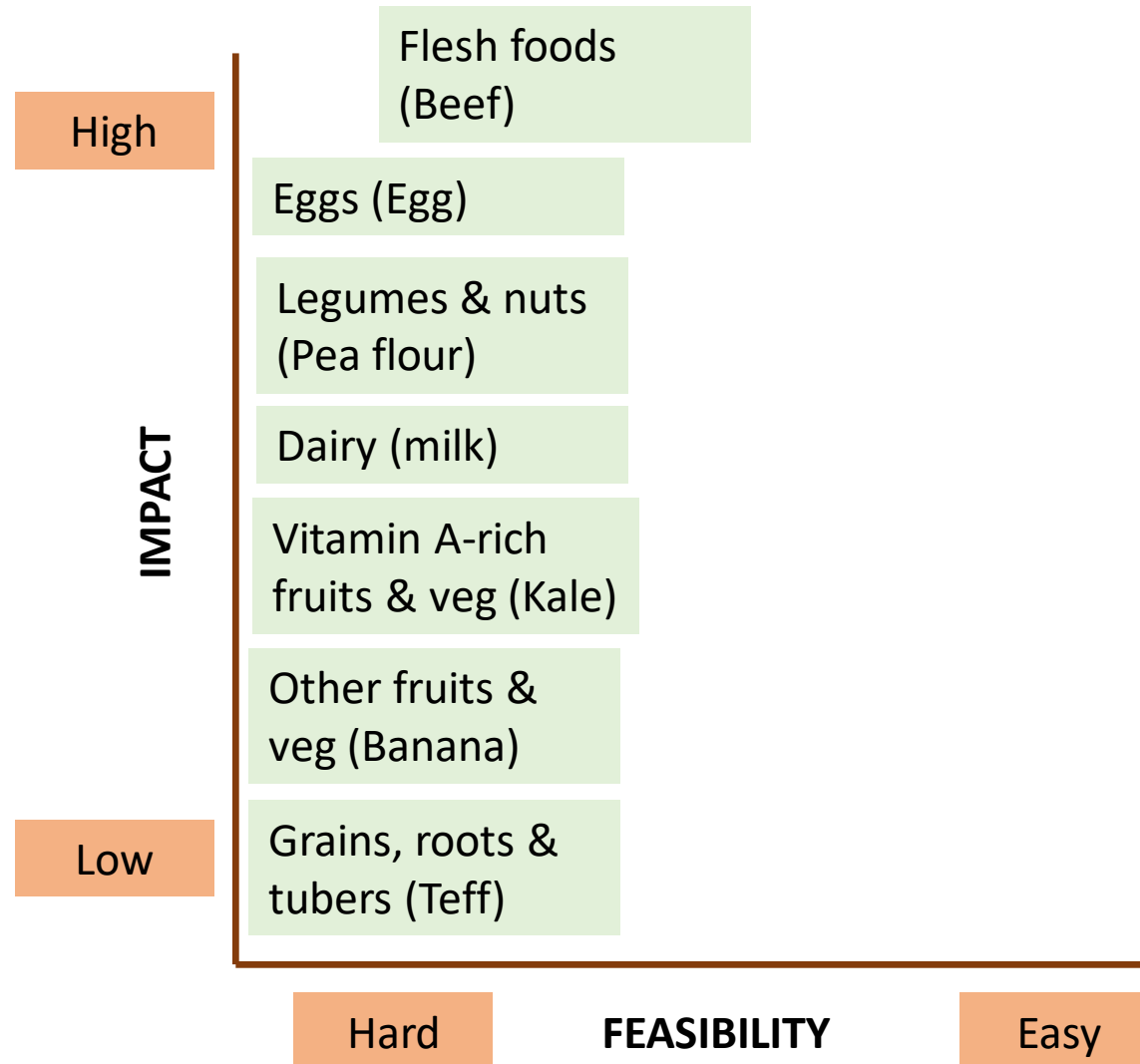
Room for improvement



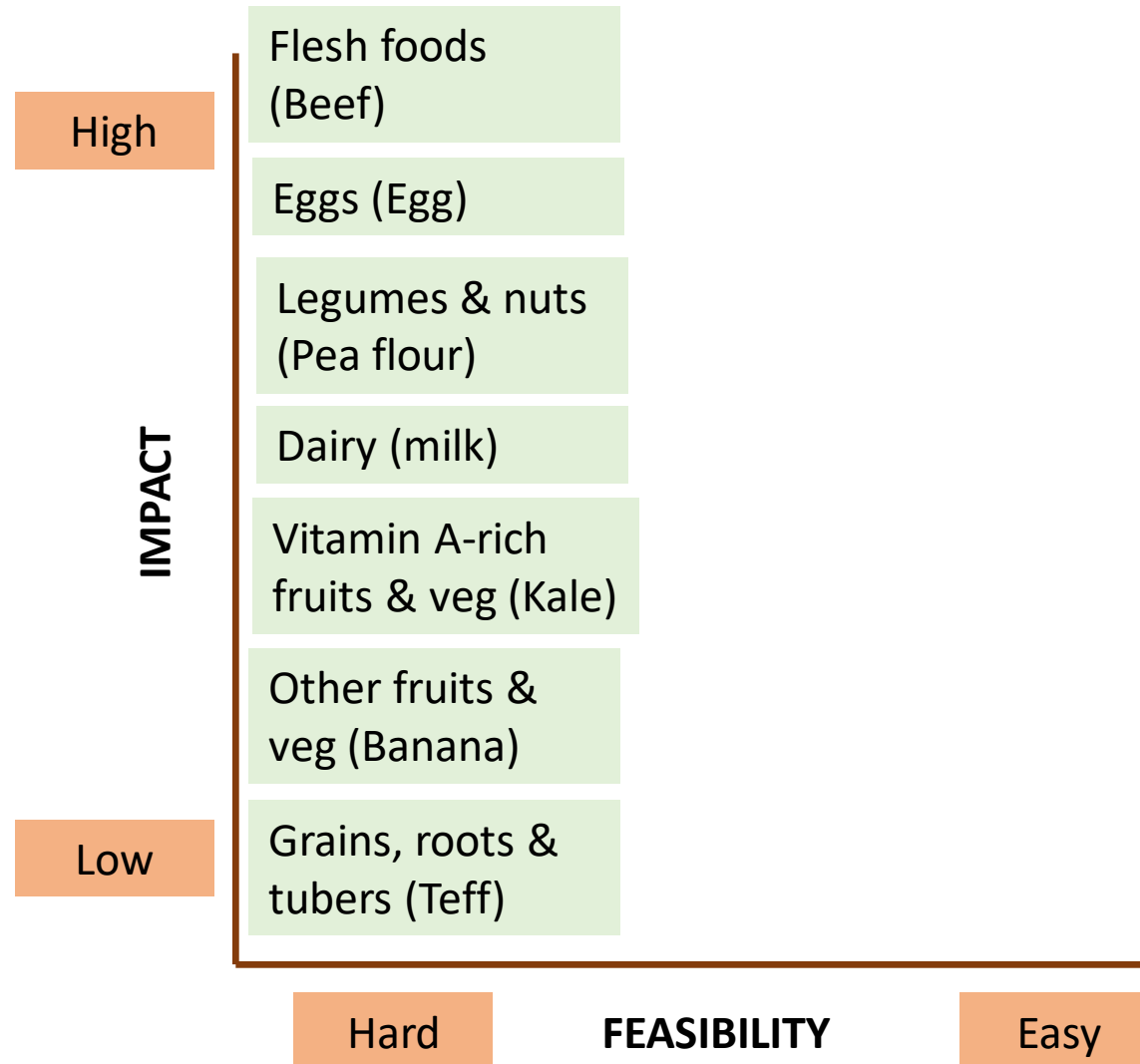
Step 3, rank by FEASIBILITY



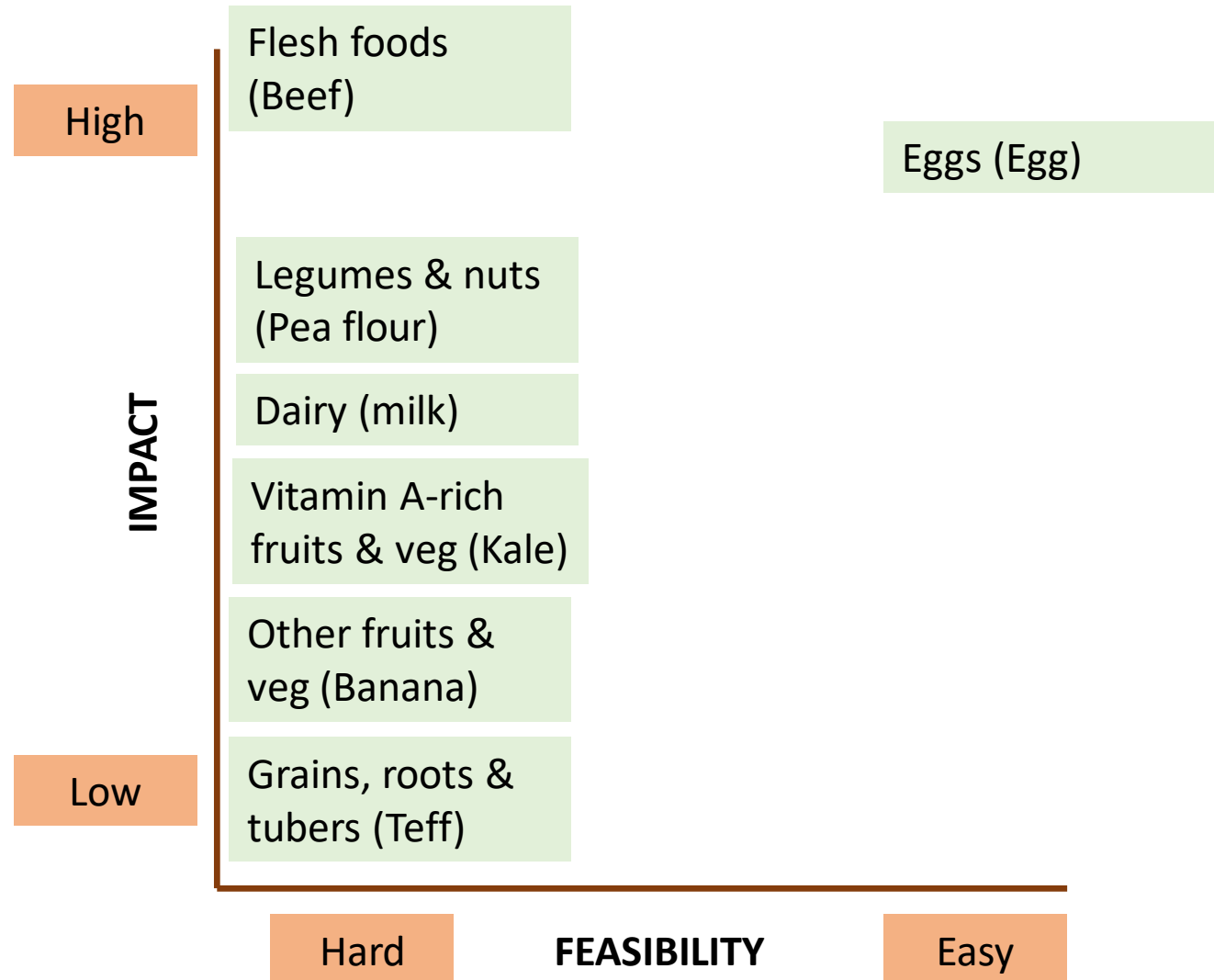
Step 3, rank by FEASIBILITY



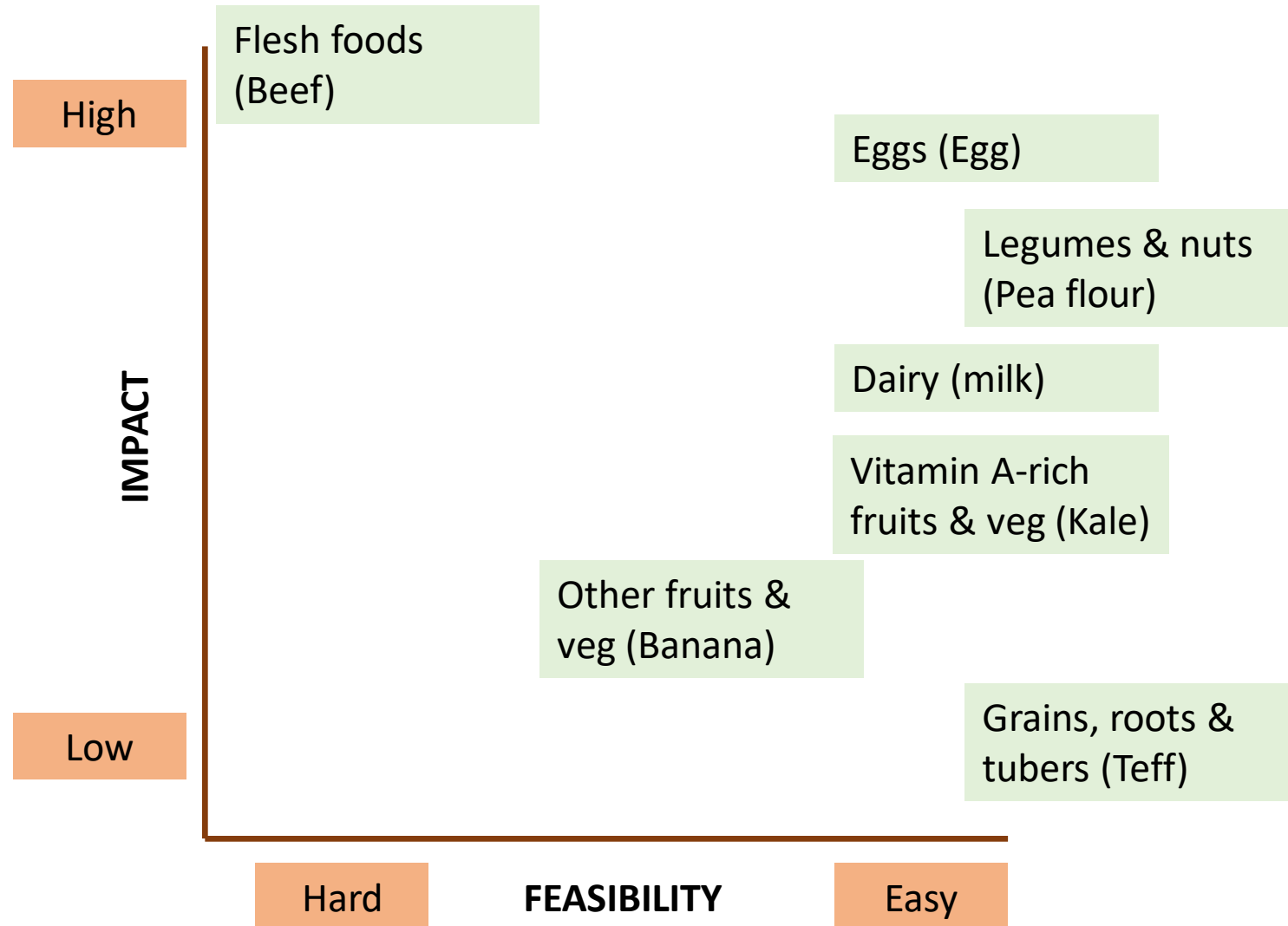
Step 3, rank by FEASIBILITY



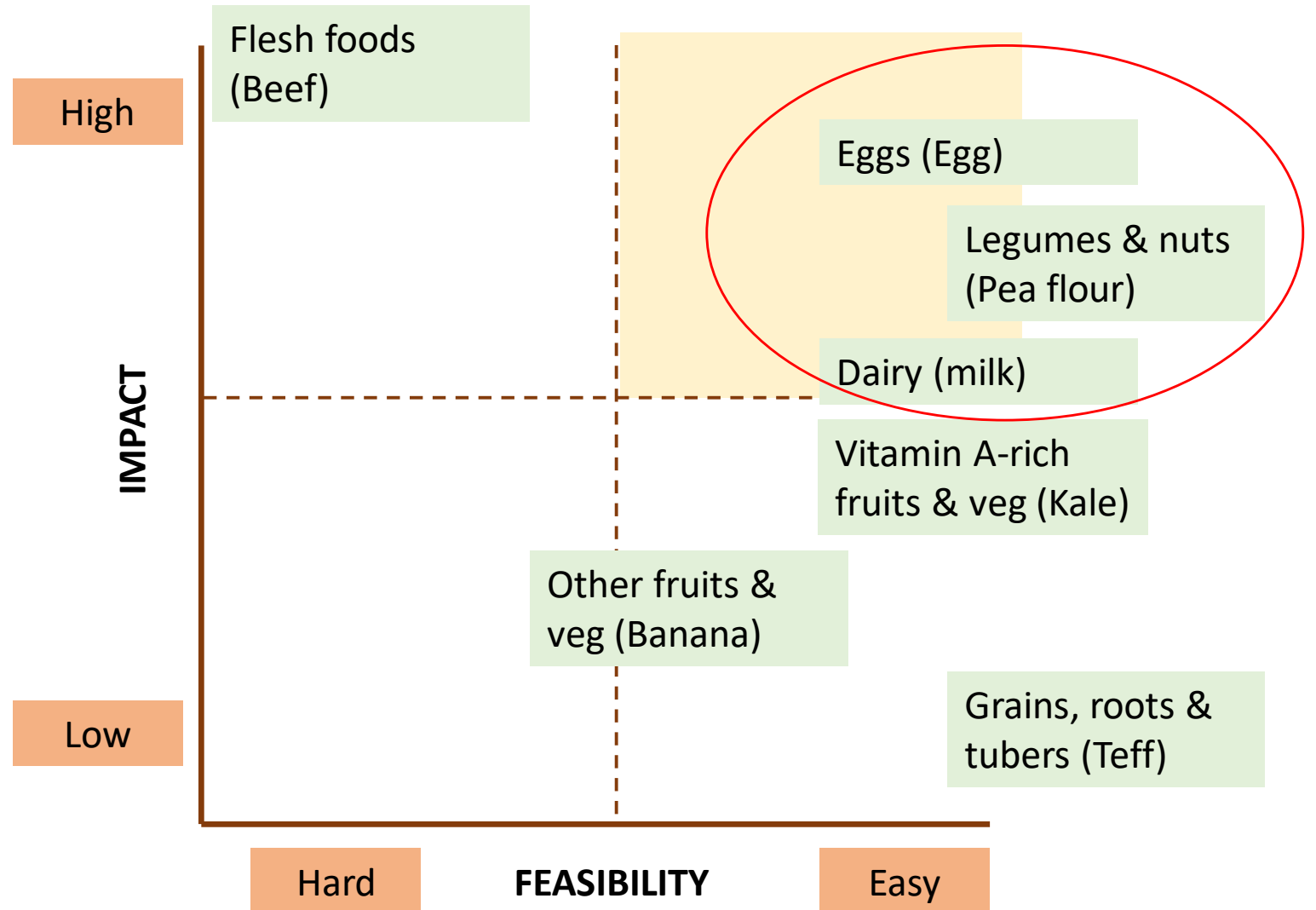
Step 3, rank by FEASIBILITY



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Step 3, rank by FEASIBILITY



Summary: Select priority behaviours



Video: Alive & Thrive, full video available at:
<https://www.youtube.com/watch?v=x3b7ZK0uF9k&t=0s>

Takeaway #1:
Fewer (well-selected)
behaviours, more change

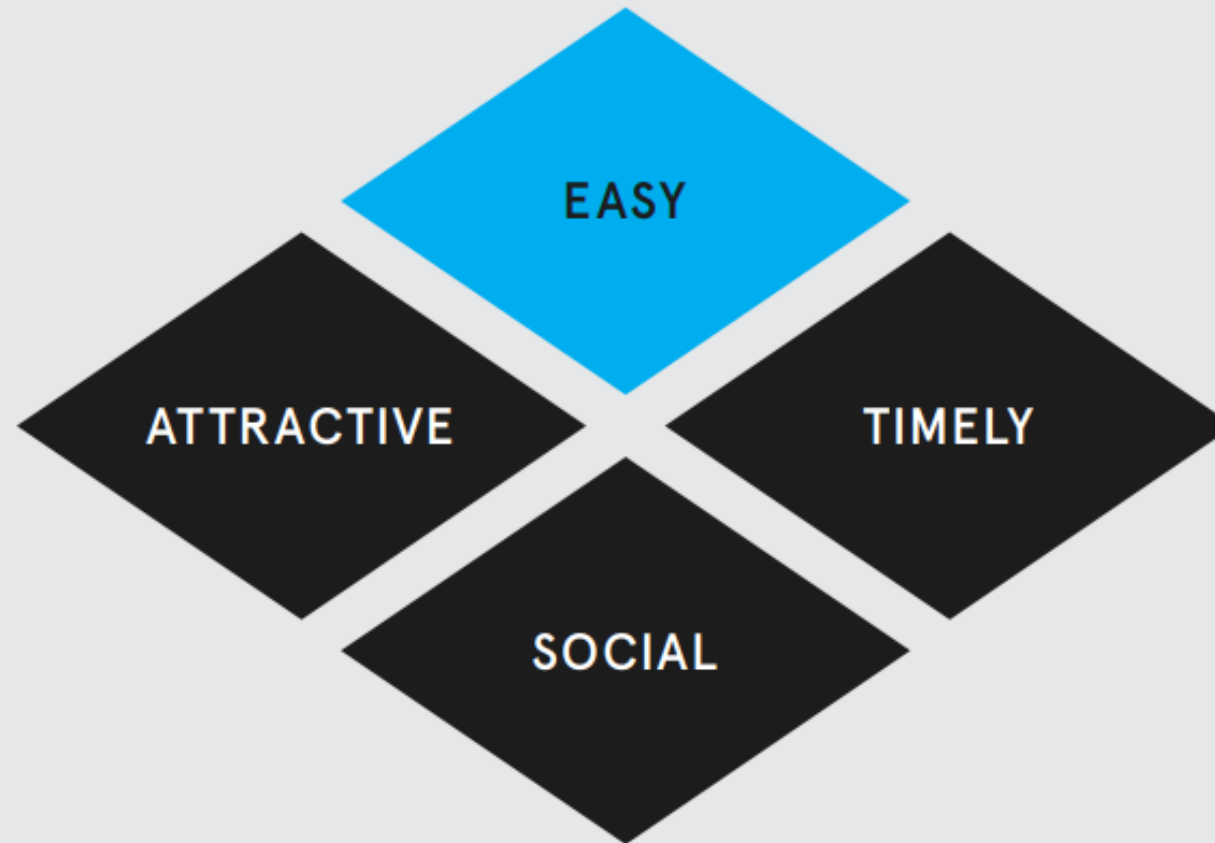
2. Beyond knowledge



Photo: Dennis Alioni / World Bank

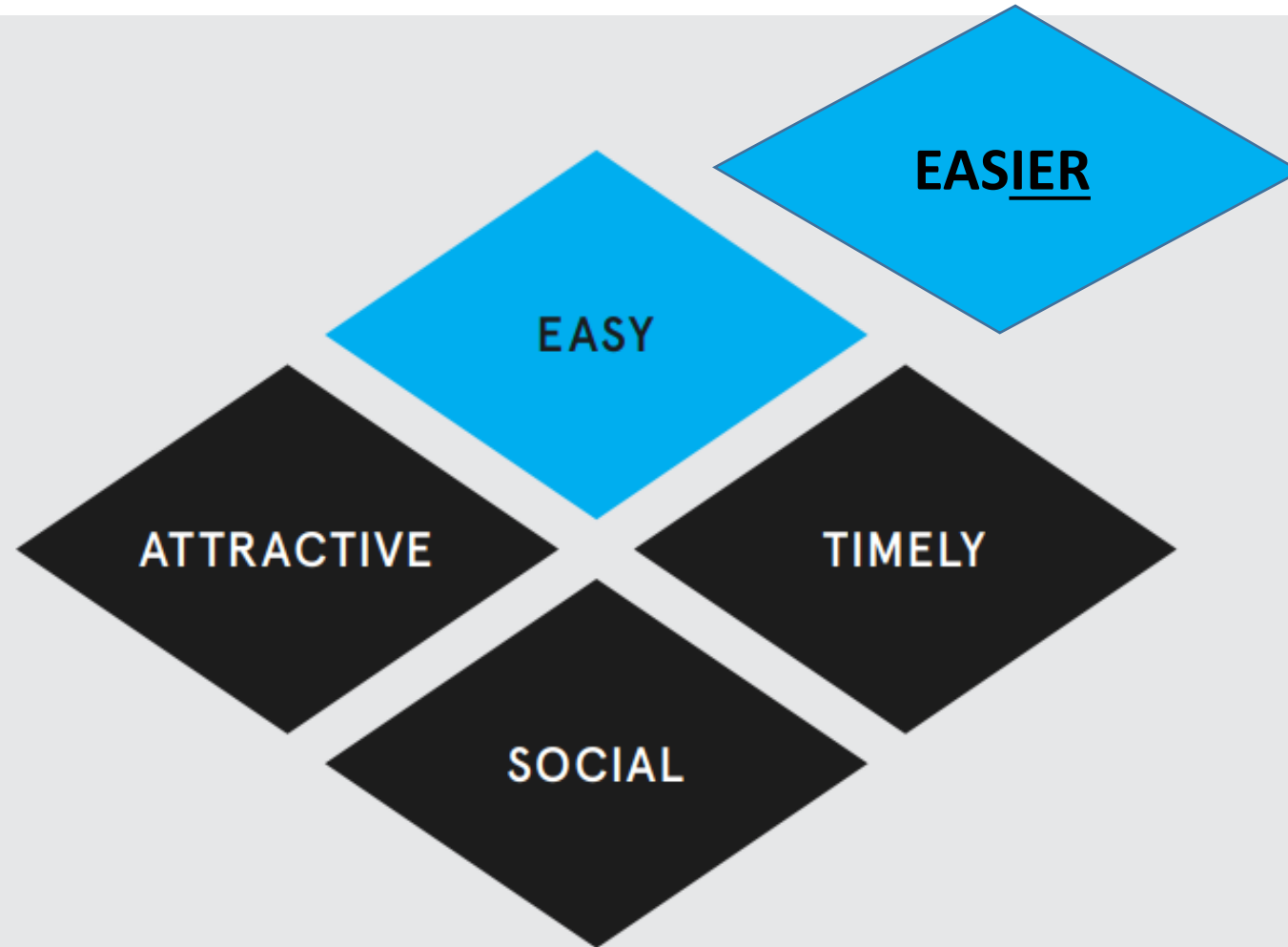
EAST

Four simple ways to apply behavioural insights



EAST

Four simple ways to apply behavioural insights



Takeaway #2:

**Learn what makes doing the
behaviour Easier, Attractive,
Social, and Timely**

Thank you

Feel free to **contact me at:**
annbjimerson@gmail.com