

Formative research for nutrition-sensitive agriculture

Asking the right questions using the right methods

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How does agriculture affect nutrition?

Food consumed

- calories
- protein
- micronutrients
- safety



Farm income invested in...

- diverse diet and nutrient-rich foods
- health and WASH services and products



Gender in agriculture

- maximizing women's control of assets and income
- managing demands of women's time and energy



Social and behavior change approaches for nutrition-sensitive agriculture and market development projects

1. What agriculture practices are most likely to contribute to nutrition of priority groups in a given context?
2. How can we apply behavioral science to improve uptake of those practices?



What do common behavioral models mean for effectively promoting behavior change?

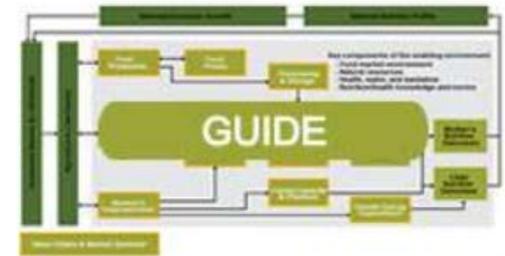
- Promote practices in local terms—for example what do respondents value in food?
- Link improved practices to short term risks and benefits
- Messages should grab the heart and gut as well as the mind
- Social identities and gender roles can enable or constrain acting on messages
- Enabling environments move us to action



Formative research to inform the design of a nutrition-sensitive agriculture project



Know Your Context



Job Aids and Tools | January 2015

A User Guide to Context Assessment Tools for Linking Agriculture and Nutrition



Job Aids and Tools | January 2015

Agriculture and Nutrition Context Assessment Tool Locator

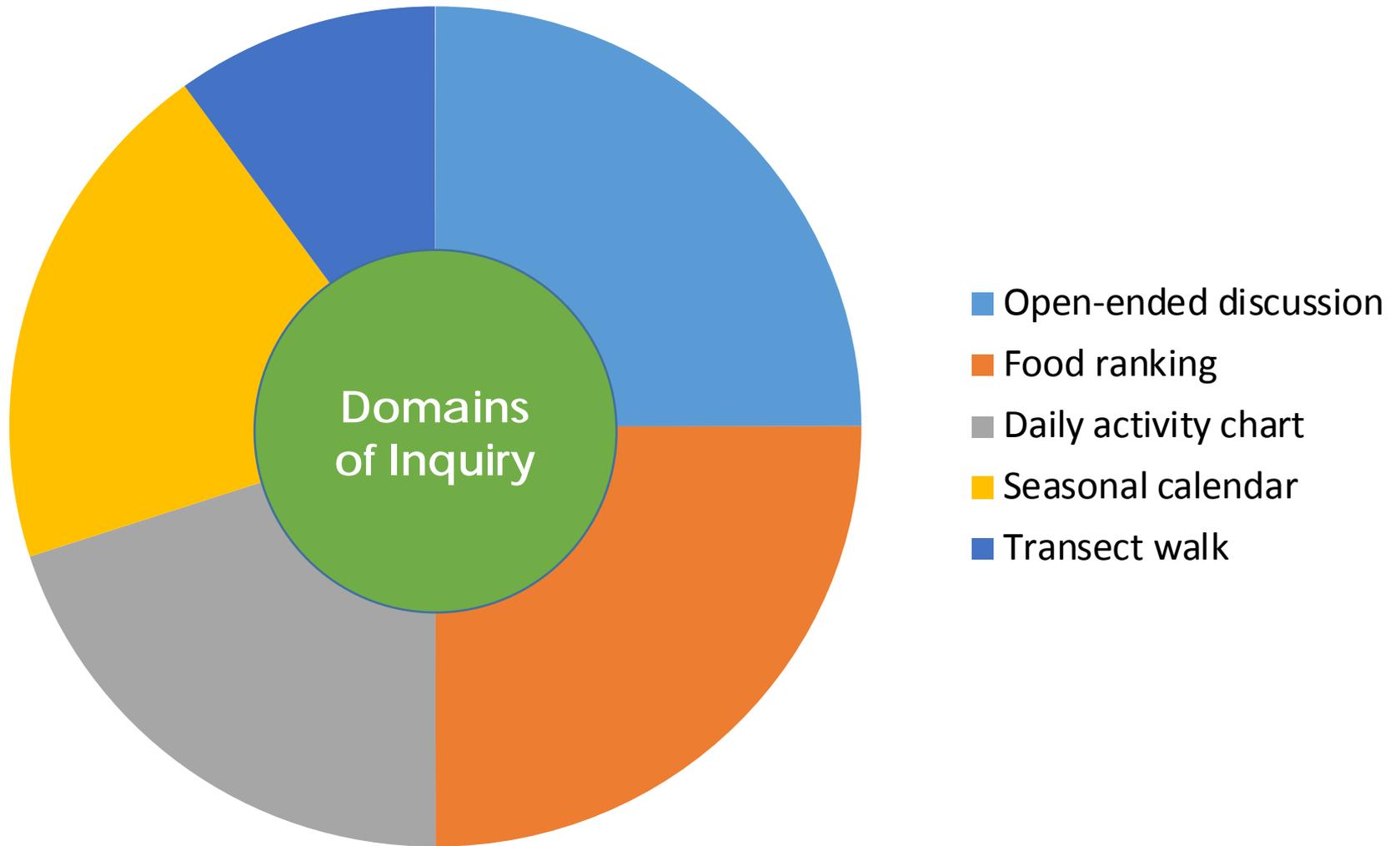


Domains of inquiry based on secondary data review and UPAVAN theory of change

- Household and community environment, markets, resources, and services
- Community priorities related to agriculture, livelihoods, and nutrition
- WASH practices, attitudes, and beliefs
- Gender roles, household relationships, and decision-making
- Gender roles, 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



Data collection methods



Identifying methods and tools to fit the domains

Method/Tool	Domains
Transect walk (adapted from SPHERE assessment)	<ul style="list-style-type: none">-Household and community environment, markets, resources, and services-WASH practices and beliefs-Farming practices and beliefs
Seasonal calendar (adapted from CARE's FR Manual)	<ul style="list-style-type: none">-Seasonal challenges related to food security, income and expenditure, labor demands, and health issues-Division of labor and labor sharing-Community priorities related to agriculture, livelihoods, and nutrition
Participatory food ranking (adapted from Gretel Pelto's focused-ethnography)	<ul style="list-style-type: none">-Community priorities related to agriculture, livelihoods, and nutrition-Attitudes and beliefs related to commonly produced and/or purchased foods-Seasonal challenges related to food security, income and expenditure, labor demands, and health issues



Identifying methods and tools to fit the domains cont'd

Method/Tool	Domains
Participatory daily activity charts (adapted from CARE FR Manual)	<ul style="list-style-type: none">-Community priorities related to agriculture, livelihoods, and nutrition-Household relationships and decision-makingDivision of labor and labor sharing
Open ended focus group questions (adapted from CARE FR manual and The Grandmother Project Cultural Assessment manual)	<ul style="list-style-type: none">-Community priorities related to agriculture, livelihoods, and nutrition-WASH practices and beliefs-Household relationships and decision-making-Division of labor and labor sharing-Attitudes and beliefs related to commonly produced and/or purchased foods-Farming practices and beliefs-Seasonal challenges related to food security, income and expenditure, labor demands, and health issues



Data Collection Schedule

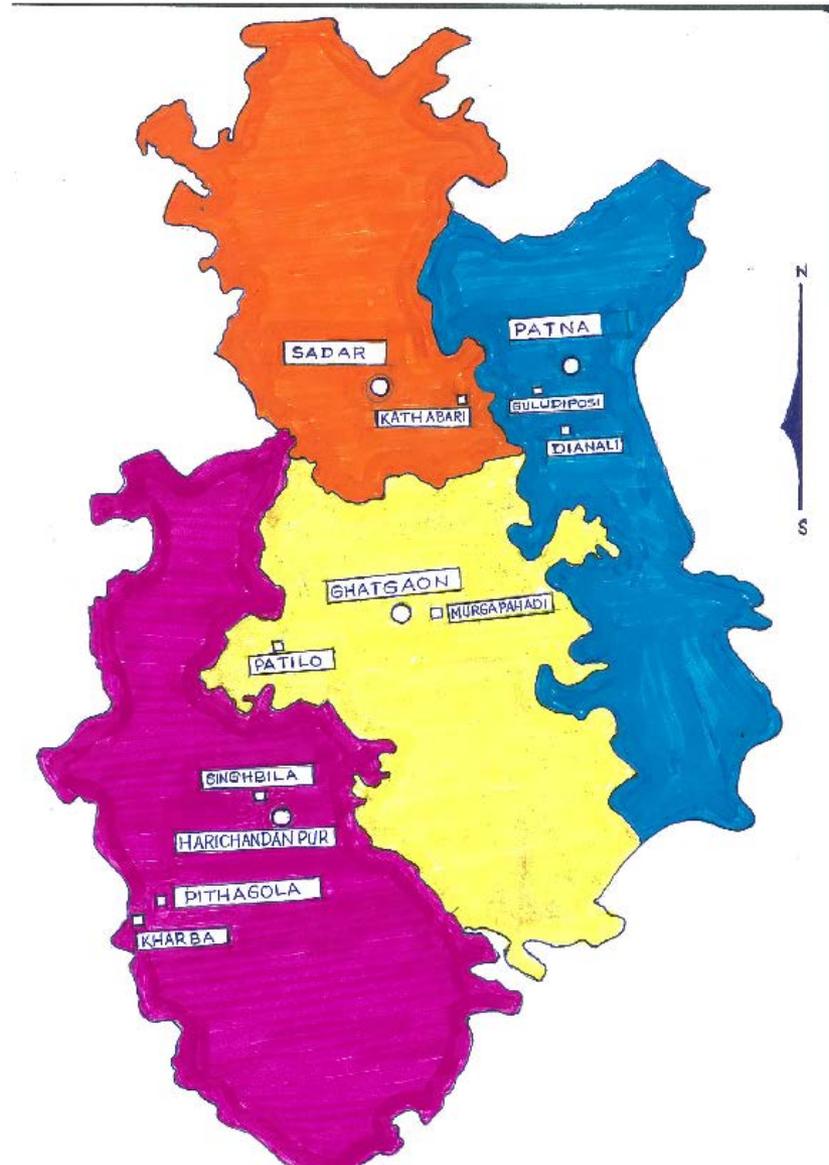
	T R A I N I N G	T R A I N I N G	T R A I N I N G	Week 1 Day 1	Day 2	Day 3	Day 4	Week 2 Day 5	Day 6	Day 7	Day 8
Team 1	G	G	/	Village A 2 FGD 1 Trans. Walk	Village A 2 FGD	Village D 2 FGD 1 Trans. Walk	Village D 2 FGD	Debrief/ Analysis/ Shorten Instruments if appropriate	Village G 2 FGD 1 Trans. Walk	Village G 2 FGD	Analysis/Refine Findings/ Decide priority recommendations for trainings
Team 2				Village B 2 FGD 1 Trans. Walk	Village B 2 FGD	Village E 2 FGD 1 Trans. Walk	Village E 2 FGD		Village H 2 FGD 1 Trans. Walk	Village H 2 FGD	
Team 3				Village C 2 FGD 1 Trans. Walk	Village C 2 FGD	Village F 2 FGD 1 Trans. Walk	Village F 2 FGD		Refine findings	Refine findings	
				Team Daily Debrief/ Summary	Team Daily Debrief/ Summary	Team Daily Debrief/ Summary	Team Daily Debrief/ Summary		Team Daily Debrief/ Summary	Team Daily Debrief/ Summary	



Ensuring quality in data collection and analysis



Data Collection Area



Translating formative research findings into program recommendations



Prioritizing nutrition-sensitive agriculture practices with partners

- Data processed by overarching domains/themes
- Process products: lists of priority crops and foods; and specific recommended practices matrix
- Interpretation of findings and recommended practices refined with partners, sequenced into a seasonal implementation calendar
- Some recommended practices integrated into community-level training materials



Getting to practices and messages: joint decision-making for improved chicken and egg production

- Community-produced videos show a local family:
 - discussing risks and benefits together
 - sharing tasks to improve practices
 - deciding together when to consume the meat/eggs at home, when to sell the meat/eggs, and how to use the income



Coming Soon: Accelerating Behavior Change in Nutrition-Sensitive Agriculture

The image shows a video player interface for a course titled "Accelerating Behavior Change in Nutrition-Sensitive Agriculture". The video player is set to "Accelerating Change Feb 14 2017". The main video content features a woman in a pink shirt and red headscarf in a green field, with the text "Accelerating Behavior Change in Nutrition-Sensitive Agriculture" overlaid. Below the video, there is a navigation bar with "Introduction" on the left and "Wrap-Up" on the right. In the center, there is a text box that says "Select a step to view each lesson" above five circular buttons labeled "Step 1", "Step 2", "Step 3", "Step 4", and "Step 5". The video player includes a search bar at the bottom left, navigation controls (back, play, forward, and volume), and a progress bar. Logos for USAID and SPRING are visible at the bottom of the video player. The left sidebar contains a menu with the title "Accelerating Change through Nutrition-Sensitive Agriculture" and a search bar.



Thank you!



Photo credits: Ashley Aakesson, Sarah Cunningham, Kristina Granger, and Peggy Koniz-Booher

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