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Social and Behavior Change Strategy

Takunda Resilience Food Security Activity



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ACRONYMS

AGRITEX	Department of Agricultural Technical and Extension Services
B/F	Breastfeeding
BDS	Business Development Services
BPC	Bulawayo Projects Centre
BVIP	Blair Ventilated Improved Pit
CG	Care Group
CGM	Care Group Model
CHC	Community Health Clubs
CLTS	Community Led Total Sanitation
DD	Dietary Diversity
DRM	Disaster and Resiliency Management
DRR / DRM	Disaster Risk Reduction / Disaster Risk Management
EA	Environment Africa
EBF	Exclusive Breastfeeding
EHT	Environmental Health Technician
ENSURE	Enhancing Nutrition, Stepping Up Resilience and Enterprise
FANTA	Food and Nutrition Technical Assistance
FARM	Fostering Agribusiness for Resilient Markets
FFBS	Farmer Field and Business School
FGDs	Focus Group Discussions
FHI 360	Family Health International
HCD	Human-Centered Design
IGA	Income-Generating Activities
IPC	Interpersonal Communication
IYF	International Youth Foundation
KII	Key Informant Interviews
MCHN	Maternal and Child Health and Nutrition
MDD	Minimum Dietary Diversity
MDD-W	Minimum Dietary Diversity for Women
MMCA	Make Me a Change Agent
MOHCC	Ministry of Health and Child Care
MSD	Meteorological Services Department
MUAC	Mid-Upper Arm Circumference
NAZ	Nutrition Action Zimbabwe
NGO	Non-Governmental Organization
NRM	Natural Resources Management
NWG	Neighbor Women Groups
ODF	Open Defecation Free
PYD	Positive Youth Development
QA/QI	Quality Assurance / Quality Improvement
QUIPs	Qualitative Inquiry Planning Sheets
RFSA	Resilience and Food Security Activity

RMNCAH	Reproductive, Maternal, Newborn, Child, and Adolescent Health
SAA	Social Action and Analysis
SAG	Sanitation Action Groups
SBC	Social and Behavior Change
SBCC	Social and Behavior Change Communication
SDA	Small Doable Action
SEM	Socio-Ecological Model
SNET	Social Norms Exploration Tool
TIPs	Trials in Improved Practices
TO	Technical Officer
TOC	Theory of Change
TVET	Technical, Vocational Education and Training
UBVIP	Upgraded Blair Ventilated Improved Pit
USAID	United States Agency for International Development
VHW	Village Health Worker
VSLA	Village Savings and Loans Associations
WASH	Water, Sanitation, and Hygiene
WRA	Women of Reproductive Age
YSLA	Youth Savings and Loan Association

EXECUTIVE SUMMARY

The goal of the Takunda Social and Behavior Change (SBC) Strategy is to support the achievement of the project's overall objectives across its three main purpose areas: *Purpose 1*: Gender-equitable income increased among extremely poor and chronically vulnerable households, women, and youth; *Purpose 2*: Nutritional status improved among children under five (>5), adolescent girls, and women of reproductive age (WRA); and *Purpose 3*: Impacts of shocks and stresses reduced for extremely poor and chronically vulnerable households, women, and youth. This will be done through evidence-based and innovative SBC approaches and interventions that go beyond simply increasing knowledge to catalyzing meaningful interactions with priority audiences, as a trigger for action and the adoption of priority behaviors.

Under this strategy, Takunda will promote sustainable, equitable, and resilient food, nutrition, and income security, using SBC to shift social norms and change behaviors and practices among very poor, chronically vulnerable, and malnutrition-risk households in project districts, with a special focus male, female and youth farmers, youths not involved in farming, mothers and primary caregivers of children under the age of five, women of reproductive age (15-49 years), adolescent girls (10-14 years), male and female household heads, community and religious leaders. SBC approaches and interventions in this strategy will focus on increasing knowledge, improving motivation, building skills, fostering self-efficacy and agency, addressing harmful social and gender norms, and creating a supportive environment for the adoption of priority behaviors across the three project purpose areas. Based on findings from the SBC formative research and the application of the socio-ecological model to analyze identified barriers, SBC approaches and interventions in this strategy will work through existing channels and community structures as well as those structures that are being established/revitalized by the project to deliver and integrate SBC activities across the three purpose areas using dialogue, modeling, use of testimonials from early adopters, as well as targeted utilization of key influencers such as peers, spouses, mothers/mothers-in-laws, community leaders, and market facilitators and players. Using a multi-channel approach, Takunda will reach priority audiences with mutually reinforcing interventions and messages designed to promote sustainable change. This strategy compliments and builds on the Takunda Apostolic Faith Engagement Strategy and the Takunda Sustainability Strategy.

The Takunda SBC strategy is premised on several implementation principles for ensuring sustainability. **Layering** of activities will help achieve synergies and efficiency through collaboration amongst the three program purposes and integrating different program components through ensuring multiple touch points. **Sequencing** will ensure only a few prioritized behaviors are promoted first, with more added as the program unfolds and informed by the context, with a **focus** on critical behaviors and not trying to do too much all at once. Using **participatory methods**, following adult learning principles from the Make Me a Change Agent Training will help ensure quality, interactive facilitation, and not just getting the message out. Techniques like 'teach back' will be used regularly in education, dialogue, and discussion, to reinforce learning and lasting value of messages. Informed by the Takunda SBC formative research, which revealed various tensions between community groups, varying by context, **Cultural sensitivity** will help ensure implementation is adapted to the sentiments, values, beliefs, and relationships that drive behavior within groups and communities. The aim is to find culturally resonate concepts to counter the mistrust and disunity identified in the formative research. **Capacity Building**, informed by USAID's growing interest in strengthening capacity of program staff for sustainable impact, will be achieved through investing more in the 'how,' along with the 'what' of SBC implementation. Consequently, the

Takunda strategy will ensure that people who facilitate community dialogues and group activities have the skills and confidence to do their jobs well. This means being able to facilitate difficult discussions about social norms, nudge people towards new ways of seeing and thinking about things, empower people to solve their own problems, and foster a spirit of collaboration and hope. For this, Takunda will use the MMCA approach, and all key staff will be trained and possess the key requisite skills to be an effective behavior change agent.

In line with the Takunda Sustainability Plan, this strategy has prioritized 14 behaviors across the three program purposes. These behaviors are essential for achieving the ten priority outcomes that Takunda wishes to sustain beyond the program. Under Purpose 1, to ensure gender-equitable income among extremely poor and chronically vulnerable households, women, and youth, Takunda will promote the following behaviors:

1. Farmers practice intercropping (plant a leguminous or fodder crop in the same field as their staple crop during the same season)
2. Farmers practice mulching in fields (apply a protective layer on top of the soil in their fields)
3. Farmers produce, process, and preserve, climate smart, diverse, and nutritious foods – crops and livestock for household consumption all year-round
4. Men, women, and youth apply financial skills and business development services to engage in profitable on/off/non-farm and IGAs

To ensure nutritional status of children under the age of five, adolescent girls, and women of reproductive age is improved, Takunda will promote these behaviors:

1. Mothers exclusively breastfeed their babies from birth until the age of 6 months
2. Mothers/primary caregivers of children aged 6-23 months feed their children complimentary foods following the recommended age-appropriate frequency and quantity
3. Mothers/primary caregivers of children aged 6-23 months feed their children diverse, nutritious complementary foods at each meal
4. Adolescent girls (10-14 years) and WRA (15-49 years) eat diverse, nutritious foods daily
5. WRA (15-49 years) and mothers/primary caregivers of children under five years seek MNCH services
6. Household members wash hands at the five critical times (i.e., after defecating, after changing a baby's nappy/diaper, before cooking, before feeding baby, before eating)
7. Households use appropriate hygiene enabling facilities:
 - Double pot rack
 - Handwashing facilities
 - Rubbish pits
 - Improved latrine (Blair Ventilated Improved Pit (BVIP) latrine / Upgraded Blair Ventilated Improved Pit (UBVIP) latrine)
8. Households practice good hygiene and sanitation:
 - Drink clean and safe water
 - Safely dispose of adult and children's feces
 - Safely dispose of all household waste
 - Use and safely dispose of appropriate sanitary wares

To reduce the impacts of shocks and stresses for extremely poor and chronically vulnerable households, women, and youth, Takunda will promote these behaviors:

1. Households implement timely action based on climate risk information
2. Communities collectively implement community by-laws and asset constitutions for management of shared community assets and natural resources
3. Households develop and implement disaster management measures for identified disasters (climate – droughts, floods, and cyclones, and socio-economic – hyperinflation and changing currencies shocks)

For each of these behaviors, Takunda has identified associated sub-behaviors, the primary target audience, and the secondary / influencing audience, the already identified barriers and enablers, communication objectives, and the message points – focusing on what the primary target audience should know, think, and feel and the strategies and tactics that Takunda will use to promote the behavior at the individual, interpersonal and community levels, according to the socio-ecological model.

The Takunda SBC Strategy will be implemented in all four Takunda project districts, working closely with government, private sector partners and other identified stakeholders within the project districts to ensure coordination and collaboration. Strategy implementation will be monitored and evaluated through a combination of approaches, including an annual outcome monitoring survey, which will be used as a proxy for behavior adoption. Takunda will also use qualitative inquiry methods to assess progress with overcoming identified barriers and social norms and emergence of new challenges. Takunda will also conduct annual Knowledge, Attitude and Practice surveys to assess changes in participants' knowledge, attitudes and practices related to promoted behaviors. This will be measured against set targets for identified communication objectives. An annual strategy implementation plan will be developed annually, outlining key strategy implementation activities and when they will be done.

1. PROJECT OVERVIEW

On October 21, 2020, the United States Agency for International Development (USAID) awarded a five-year Resilience Food Security Activity (RFSA) to CARE International and its consortium of partners, Family Health International (FHI 360), International Youth Foundation (IYF), Environment Africa (EA), Bulawayo Projects Centre (BPC), and Nutrition Action Zimbabwe (NAZ). The project, called Takunda, aims to transform lives and livelihoods and empower participants in four vulnerable districts in Zimbabwe – Chivi and Zaka in Masvingo province and Mutare and Buhera in Manicaland province. Takunda targets very poor, chronically vulnerable, and malnutrition-risk households, with a special focus on women of reproductive age (WRA), youth (young men and women aged 15-35 years), adolescent boys and girls (aged 10-14 years), and children under the age of five years. Takunda promotes sustainable, equitable, and resilient food, nutrition, and income security, using social and behavior change (SBC) to shift social norms and change behaviors and practices.

Project activities seek to address four primary challenges affecting food and nutrition security: (1) poverty and limited financial resources; (2) gender inequality and persistent negative social norms, cultural beliefs, and behaviors; (3) limited youth empowerment; and (4) weak institutional / organizational governance and accountability.

To achieve the project’s overall objectives, Takunda works through three main purpose areas:

Purpose 1: Gender-equitable income increased among extremely poor and chronically vulnerable households, women, and youth

Purpose 2: Nutritional status improved among children under five (>5), adolescent girls, and WRA

Purpose 3: Impacts of shocks and stresses reduced for extremely poor and chronically vulnerable households, women, and youth

This document presents the SBC Strategy for Takunda, which will be the foundational document to guide the strategic application and implementation of SBC approaches and activities across the three main purpose areas throughout the life of the project.

2. SITUATION ANALYSIS AND EVIDENCE BASE

2.1 Key findings from the SBC landscape analysis, stakeholder assessment, and literature review

A recently published review¹ of RFSA SBC interventions highlighted best practices relevant for Takunda, including the recommendations to design SBC activities that are cross-cutting and layered onto other project activities; mobilize positive role models to spur broader community-wide changes; work through existing community groups and leaders; and support capacity strengthening for SBC delivery. The review also found participatory methods applying principles of adult learning have been shown more effective in behavior change and education, and recommends using dialogical methods such as social analysis and action (SAA). The report identified successful applications of the Care Group Model (CGM), globally and within Zimbabwe, to promote maternal and child nutrition and water, sanitation, and hygiene (WASH). It also identified agricultural innovation platforms, include the Transforming Irrigation in Southern Africa Project and the Integrated Research for Agricultural Development model, for improving food security outcomes²

A review of national guiding documents noted several Government of Zimbabwe institutions for potential collaboration, including the Food and Nutrition Council and the ministries overseeing agriculture, information, health, women affairs and enterprise development, and labor. The Zimbabwe National HIV SBC Strategy³ includes some behavior change communication tools that could be usefully adapted for Takunda, including *Audience Archetypes*, *Journey Mapping Guide*, and *Communications Matrix - Audience Barriers, Behavioral Analyses, and Communication Objectives Tool*.

USAID's strategic plans and guidance related to malnutrition and food insecurity note that nutrition is a basic human right, programming should be evidence-based, interventions should be coordinated across sectors and actors, and community empowerment and participation should be an integral part of interventions. They call for programs to work to overcome barriers to the uptake of maternal and child nutrition behaviors, adopt a life stage approach, and build on principles of equity, inclusion, resilience, and risk mitigation. These are critical for nutrition security, as is good governance.⁴

A literature review conducted by Takunda revealed several nutrition-related projects in Zimbabwe whose experience offer lessons learned and methods that could be adapted for the project. Among the most relevant are Amalima (the predecessor to Takunda's sister project Amalima Loko), Enhancing Nutrition, Stepping Up Resilience and Enterprise⁹ (ENSURE) (the predecessor to Takunda), and the currently ongoing Mhuri/Imuli project. Interpersonal communication proved to be the most efficient behavior change communication channel in all these projects.

The literature revealed some characteristics of people who adopt agricultural innovations, such as conservation agriculture, noting they are more likely to be adopted by people with larger farms; this finding was affirmed in Takunda's SBC formative research, as were fundamental financial barriers to adopting agricultural innovations. The literature also found that cultural norms play a strong role in infant feeding practices, with grandmothers and husbands being very influential and exerting cultural

¹ Packard M. *Report on a Review of Social and Behavior Change Methods and Approaches within Food for Peace Development Food Security Activities*. Washington D.C.: Food and Nutrition Technical Assistance III Project (FANTA)/FHI 360. 2018.

² Mango N, Nyikahadzoi K, Makate C, Dunjana N, Siziba S. The impact of integrated agricultural research for development on food security among smallholder farmers of southern Africa. *Agrekon*. 2015; 54(3):107-125.

³ Ministry of Health and Child Care (MOHCC). *Comprehensive National HIV Communications Strategy for Zimbabwe: 2019-2025*. MOHCC; 2019.

⁴ USAID. *Zimbabwe National Nutrition Strategy 2014-2018*. Harare: USAID; 2014.

authority that may supersede a mother's wishes. These findings were also reflected in the Takunda formative research.

2.2 Key findings from SBC Formative Research

To enrich the evidence base and inform the SBC Strategy design, Takunda's SBC formative research collected primary data through key informant interviews, focus group discussions, Trials of Improved Practices (TIPs), and a barrier analysis. The formative research built upon findings from a stakeholder assessment and landscape analysis, which together identified **existing structures and resources** relevant to Takunda's SBC approach.

Key insights and findings from the formative research include:

- Village Savings and Loan Associations (VSLA) have been commonly tried, but rarely sustained.
- Income Generating Activities (IGAs) have been run by many different non-governmental organizations (NGOs), but community members report challenges related to limited capital to invest and limited markets for their goods and services.
- Community gardens have been appreciated and are enduring in some places, however access to reliable water sources is a major challenge.
- Church groups are the most common type of community group but are closed communities and have limited community development impact.
- Reproductive, Maternal, Newborn, Child, and Adolescent Health (RMNCAH) services are often located at prohibitive distance, and outreach is limited by human resource capacity. Service utilization is also restricted by some religious groups, particularly the Apostolic Church.
- Lack of water sources is a major barrier to WASH practices and agricultural productivity.
- Most rural residents have access to land, but soil infertility and poor management limits productivity.

Community capacity is an important resource for Takunda, and our formative research found both challenges and opportunities in this regard. Many respondents report a preference to work individually and as families. The ideal of working together as a community is commonly endorsed, but collaboration is often fraught with tensions and group divisions. The importance of involving traditional leaders in community activities is widely stressed, and people highlight the role of leaders in promoting unity. However, many people complain about poor leadership, with favoritism based on networks of privilege affecting group participation, and a pervasive sense of distrust between community members beyond immediate kin and church groups. Most people expressed a preference for working in community groups that were self-selected or homogenous, while at the same time saying that it is important to learn to work together.

"Donor dependency" and concerns about the sustainability of NGO programs were strong themes in focus group discussions, along with a pervasive sense of hopelessness. A tension was depicted between the incentivizing and disincentivizing effects of project handouts. People say they will not participate unless they get something tangible, and yet those handouts are said to suppress peoples' willingness to work hard and contribute to community development initiatives. The SBC formative research report notes the need for Takunda's SBC interventions to tackle the determinants of participation, which include, in addition to poor leadership, community distrust, and lack of hope already mentioned, low self-esteem. This seems to be an important factor that, while sometimes expressed in terms of laziness and selfishness, is manifest at community level as well, and calls for further work on community visioning and social cohesion.

While the SBC formative research sought to uncover important socio-cultural and normative factors shaping target behaviors, the findings on the main intervention areas are overwhelmingly structural in nature. The key findings for each purpose are presented below.

Purpose 1

For agricultural behavior change, key barriers are the lack of capital and inputs (i.e., seed, fertilizer, fencing, equipment), limited access to water, and the lack of access to markets for produce. A lack of knowledge of and skills for livestock management were also noted. Factors reported to enable adoption of new, beneficial agricultural practices focused on material support (i.e., seeds, loans), water supply, and training and support to develop skills to use new techniques. Findings suggest that adoption of new agricultural techniques, like mulching and intercropping, will be most influenced by the positive model of other farmers who demonstrate success, through which they may be convinced that some extra effort and minimal costs will be worthwhile due to increased productivity.

The formative research findings related to **developing livelihoods** opportunities through vocational training programs, such as Technical, Vocational Education and Training (TVET) and IGAs, focus on a few key factors: 1) the need for a market for any goods produced or skills developed, and 2) the need for capital to invest. VSLAs seem to be a good idea to support this but reports of their failure run across Takunda districts. Social and cultural factors shaping engagement in livelihoods activities include the attraction of youth to migrate to South Africa for work and the associated social status of remittances, as well as gender norms that restrict women's participation and leadership in livelihoods activities.

Purpose 2

Key findings related to **maternal and child health and nutrition (MCHN) behaviors** show behavioral determinants are largely structural/environmental, with the burden of poverty and rural environments severely constraining access to nutritious foods. The TIPs methodology showed women participants' desire to improve nutrition for themselves and their young children, despite great difficulty to access foods—especially in the lean season when data collection occurred. Social support and encouragement of new practices were important enabling factors mentioned, as was the satisfaction of seeing children's growth improve. In Apostolic households, the religious prohibition against utilizing health services is a major factor, but we found outreach workers were willing to work around that and meet Apostolic mothers in private places away from health clinics to provide support. As with nutrition, the determinants of **WASH behaviors**, such as handwashing and latrine use, are heavily structural/environmental, mainly due to great limitations on water access.

Purpose 3

Key findings on questions related to **resilience and management of climate stress** found the key drivers of vulnerability are mostly structural, based on economic and natural resource constraints; particularly relevant are the lack of water and mismanagement of water systems, the lack of agricultural inputs, and poorly designed or delivered services. Socio-cultural factors are also relevant, in particular, norms limiting the participation of women and youth in community action and decision-making, restrictions associated with the Apostolic religion (i.e., preference to work amongst themselves, huge families, and shunning medical care), the lack of trust and cooperation within communities, and the dependency mindset.

Current preparations to manage stresses are limited in communities researched. Fatalism and procrastination were cited as key barriers; however, there were also positive examples cited, including

burial societies⁵ and VSLA that offer some valuable financial insurance. Opportunities cited for Takunda to develop community resilience further include:

- Promotion of conservation agriculture (*pfumvudza*)
- Government schemes to provide agriculture inputs
- AGRITEX training on agricultural techniques for drought resistant crops
- Establishment of irrigation schemes/boreholes/improved dams for dry season farming

⁵ Burial societies are community-funded groups whose members pay a monthly subscription, or premium, in exchange for funeral insurance / cash pay-out for use or when the member or a loved one dies. In addition to insurance, members of the society help each other with donations when someone in the community dies.

3. GOALS AND OBJECTIVES OF SBC STRATEGY

3.1 Aims of the Strategy

This strategy presents the overarching approach and priorities that will guide the Takunda team in integrating and implementing high-impact SBC interventions across the three purpose areas, which support the project's Theory of Change (ToC) by addressing identified barriers and enabling factors to increase the practice of key behaviors related to agriculture, livelihoods, MCHN, resilience, and participation in community activities. The strategy describes the overarching elements of the strategic approach, and identifies priority audiences, priority behaviors and behavioral determinants, and methods/tactics that will be used to bring about social and behavior change. The strategy is based on Takunda's research, including a desk review and mixed method formative study, and SBC best practices. The strategy is developed to be used alongside sectoral tools that are applied across program implementation providing a framework for identifying, analyzing, and addressing barriers in line with the technical tools and implementations strategies.

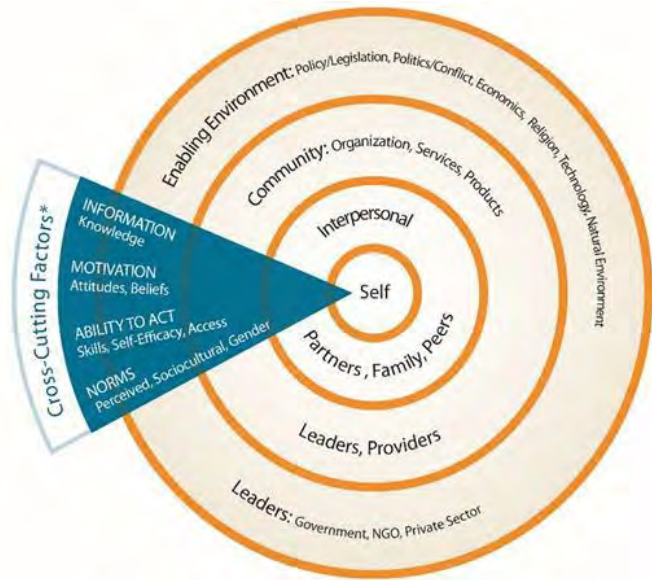
3.2 Process for Developing the Strategy

This SBC strategy was developed through a multi-staged process, which began as the project proposal was designed. During the proposal stage, the Takunda team conducted a desk review of key national data, policies, and strategies; peer reviewed articles; reports from implementing partners working in similar areas in Zimbabwe; and consultations with stakeholders and implementers to identify priorities, concerns, lessons learned, and opportunities for collaboration. As the project launched, formative research was conducted. Findings from the mixed-method SBC formative research were analyzed by the Takunda team and implications for implementation discussed. Drawing upon those findings, along with global best practices and the Takunda team's rich SBC experience, key elements of the SBC strategy were drafted. This initial draft was then presented to the project's technical teams who were guided through a discussion to develop audience profiles, prioritize behaviors of focus, brainstorm methods and tactics, select key indicators, and refine the SBC strategic plan for optimal impact on the project's objectives.

4. STRATEGIC APPROACH

4.1 Theoretical Framework

Takunda's SBC strategy is grounded in FHI 360's Socio-Ecological Model for Change (SEM) (Figure 1), which provided a theoretical framework for the SBC formative research and analysis of behavioral determinants, and which guides our approach to designing interventions that address a variety of factors that operate at different levels to influence key behaviors and practices. The SEM recognizes SBC happens at the individual, interpersonal, community, and enabling environment levels, and that details about the settings, actors, and forces of influence must be understood to develop tailored activities to engage priority audiences effectively, at each level. The SEM identifies cross-cutting factors that act as behavioral determinants at all levels: information/knowledge, motivation/attitudes, ability to act, and social norms. For each key behavior, the most relevant barriers and enabling factors for the priority audiences were identified and used to design specific interventions to support those groups to overcome challenges and increase adoption of the key behaviors targeted for change in Takunda (e.g., agricultural practices (Purpose 1), child feeding practices (Purpose 2), resilience practices (Purpose 3), which are further defined in Section 5.2).



*These concepts apply to all levels (people, organizations, and institutions). They were originally developed for the individual level.

SOURCE: Adapted from McKee, Manoncourt, Chin and Carnegie (2000)

The SEM led to the following definitions for key behavioral determinants identified through the formative research:

1. Priority audience believes adopting the behavior will result in something worthwhile that they want. They feel "That's good. I want that." [*Motivation*].
2. Priority audience considers the promoted behavior as "doable," it is something they have the capability to do and find it easy and convenient to do. They believe "I can do it" [*Skills and Self-Efficacy*].
3. The environment is set up to make the promoted behavior feasible [*Ability to act, Access, and Enabling Environment*].
4. Priority audience perceives the promoted behavior is approved of by others, is the "new norm" [*Perception of social norms*].
5. Priority audience has adequate correct information to understand the behavior and its consequences [*Knowledge, information, and beliefs about outcomes*].

4.2 Theory to Practice

The SBC strategy applies the SEM to target multiple levels of the ecosystem to engage actors and stakeholders at the individual, household, community, and enabling environment levels for mutually reinforcing social and behavior change across all project purpose areas. The strategy will focus on activities at each of the levels of the SEM as follows:

At the individual level, Takunda will focus on increasing complete and accurate knowledge about key behaviors, developing skills to perform actions, and fostering a sense of self-efficacy. While information is not enough to change behavior, it is necessary to a) prevent damaging myths or misinformation, b) increase risk perception through understanding of the negative consequences of a certain action/inaction, and c) increase awareness and belief in the positive benefits from adopting the behavior. Self-efficacy is essential to drive behavior change. Even if people understand the benefits of a behavior, they will not adopt it if they do not believe they can do it successfully. Project activities will help individuals develop specific skills needed and access the resources and support they need to feel confident and capable in performing the key behavior.

These individual-oriented activities will happen through one-on-one and small group activities, discussions, demonstrations, home visits, and counseling, through which everyone's concerns, values, barriers, and enabling factors can be discussed and addressed.

At the interpersonal level, Takunda will focus on increasing peer and family support for priority behaviors by implementing activities that facilitate dialogue about the issues that relate to the priority behaviors. Through engaging, interactive sessions with mother care groups (CGs), youth clubs, and farmer groups, people will explore barriers to adopting priority behaviors, including harmful norms and misperceptions, and will mobilize positive values and existing resources to overcome challenges. Activities aim to open new ways of seeing problems and other people, as well as to teach, motivate, model, and support priority behaviors. The SAA approach will be applied for this.

At the community level, Takunda will focus on developing social cohesion, improving participation in community activities, and addressing harmful social norms – all of which are fundamental factors to the adoption of the priority behaviors Takunda promotes, and can be addressed through SAA and related tools. This approach will explore difficult themes of disunity, envision more collaborative dynamics and foster trust. Through SAA the program will explore barriers to participation and support community members to find ways to overcome those barriers. The Social Norms Exploration Tool (SNET) will be used to address harmful social and gender norms that influence perceptions and attitudes. Key influencers will be identified in each community and cultivated to create a supportive environment for dialogue, reflection, and shifting of social and gender norms.

At the enabling environment/societal level, Takunda will work to improve continuous access to water resources, advocate with the Government to consider increasing the remuneration for Village Health Workers (VHWs) and ensure all villages have enough VHWs. Adequate numbers of VHWs are needed to adequately support the CGM. Takunda will work with Apostolic Church leaders through culturally sensitive advocacy to promote approval of their members to engage openly with VHWs so men and women can learn about nutrition and natural family planning. Additional areas for advocacy and engagement with the Government and other players will be identified during program implementation and added to this strategy.

Purpose-specific SBC Approaches

The SEM will further inform purpose-specific SBC approaches that will be integrated into purpose activities to enhance successful and sustainable adoption of desired behaviors and changes in social norms. SBC activities common across all purpose areas include dialogue-based and peer-to-peer

experiential learning methodologies, particularly CARE's innovative, community-led SAA approach, which builds on the success and learning under ENSURE.⁶

For **Purpose 1**, SBC activities will focus on increasing gender-equitable income using dialogue and agency-building approaches that deconstruct and address social norms and other barriers to adoption of improved, drought tolerant crops and resilient livestock varieties, and inputs and agricultural innovations. Takunda will establish a Farmer Field and Business School (FFBS) dialogue platform to promote improved practices and equitable access to and control of productive resources. Off/non-farm income generating activities and/or interventions will aim to shift perceptions of women and youth as successful entrepreneurs via leadership and agency-building trainings, the mobilization of gender champions to influence perceptions of peers, and the IYF's Youth Innovation and Creativity Competitions, Positive Youth Development (PYD), and Passport to Success trainings. Activities will also focus on building leadership skills of women and youth; teaching farmers business skills and financial literacy, supporting market linkages and enrolling youths in TVET centers to gain key skills necessary for their employability and self-sustenance.

For **Purpose 2**, SBC-focused activities specific to improving nutritional status of children under five will target select behaviors and norms, including optimal breastfeeding, timely introduction of nutrient and energy-dense complementary foods, prevention of early pregnancy, promotion of nutrition for adolescent girls and WRA, and proper hygiene practices, including the proper disposal of human feces and sanitary wares. Formative research will ensure quality and effectiveness of SBC messaging. A CGM will be the primary approach to promote and sustain nutrition, health, and WASH behavior change. In addition, the program will use Community Health Clubs (CHCs) and Sanitation Action Groups (SAGs) to promote WASH behaviors and prevent open defecation. Takunda will create safe spaces for families, men, boys, and community leaders to discuss social, power, and gender norms that influence key health and nutrition behaviors and affect adoption of optimal nutrition practices, including equitable household food distribution and consumption, particularly for adolescent and/or young mothers. Takunda will also establish, train, and facilitate Men's Fora dialogues to address issues of women's workload, household distribution of nutritious foods, adolescent girls' nutritional needs, and sustainable ways of ensuring dietary diversity at the household level. SBC activities will also consider financial constraints, gender/power imbalances, and social norms, working with participants to identify small doable actions (SDAs) that will help increase dietary diversity for women and young children. The activities will include other household influencers and decision-makers including grandmothers, mothers-in-law, and partners/fathers. Behavior change activities will also address household decision-making processes around selling versus retaining foods and commodities produced at home and how household income may be invested in household nutrition. This is in line with recent program evaluations that note nutrition-sensitive agriculture programs can improve women's and children's diets when combined with behavior change and women's empowerment interventions.⁷

For **Purpose 3**, interventions will integrate SBC approaches to build the resilience of women, men, and youth in the face of human-caused and natural shocks and stresses. Activities will include intergenerational dialogues on disaster and resiliency management (DRM); participatory asset mapping; reinforcement of multi-stakeholder fora for planning and decision-making; and community-led climate vulnerability capacity assessments and scenario planning. Takunda will also support women and youth to use participatory household risk planning and management, identifying "model resilient households"

⁶ [ENSURE Gender Assessment Report – Feb 2019](#)

⁷ Ruel, M.T., Quisumbing, A.R. and Balagamwala, M. Nutrition-sensitive agriculture: What have we learned so far? Global Food Security. June 2018.

to serve as peer-to-peer facilitators of change. This approach draws on the social behavior theory “advice-giving effect” which is, ‘a person is more likely to sustainably adopt a new behavior if he/she is asked to give advice to a peer.’

4.3 Key SBC Strategic Concepts and Approaches

Several strategic concepts and approaches underlie and crosscut Takunda’s SBC Strategy. These concepts and approaches are designed to maximize impact and sustainability.

- **Layering.** To achieve synergies and efficiency, Takunda will ensure collaboration amongst the three program purposes as much as possible and will integrate different program components. To maximize opportunities for the engagement and benefit of community participants, we provide multiple ‘touch points’, through which an individual may hear about a topic through different channels and explore new practices in multiple ways. The SBC strategies and tactics are designed to work together to address, in complementary ways, key determinants to behavior change, including knowledge and understanding, perception of risk, motivation to change, skills, self-efficacy, community cohesion, and supportive enabling environment.
- **Sequencing.** Takunda will not try to address all behaviors from the beginning of implementation but start with the priority behaviors that will be more feasible to adopt. These priority behaviors are outlined in Table 2. As approaches are refined, and lessons are learned from progress with these initial behaviors, other behaviors will be identified and addressed in subsequent years (see also *Behavioral Prioritization* below).

Given the Takunda SBC formative research findings suggesting a preference for homogenous groups and lack of trust across groups, in the early stages, Takunda group activities may be most successful with smaller household and peer groups. When broader community meetings are held, we expect to pursue more foundational issues first, in which community dialogues and visioning exercises will foster social cohesion and open pathways for social norm shifting. As trust and motivation to work together grows, community action requiring more commitment to collaboration will be launched. Because communities vary, field teams will gauge local preferences and adjust this process accordingly.

Another aspect of sequencing is the ongoing learning to be applied as implementation of the SBC strategy unfolds. For example, the general approach for WASH is to start with a focus on improving knowledge about the fecal-oral disease cycle that forms a foundation for all key WASH behaviors. Those community trainings will be delivered interactively to allow exploration of attitudes necessary to understand and fine-tune messages and methods in subsequent stages. Promotion of latrines will require insights on attitudes towards open defecation, so the community led total sanitation (CLTS) method can be delivered in a way that resonates and responds to community attitudes.

- **Focus.** Layering and sequencing are done with focus. Takunda recognizes the danger of trying to do too much too fast. Targeting too many behaviors and implementing too many activities can backfire, as staff may be insufficiently prepared, and participants’ attention insufficiently focused to reap the impact from activities. Therefore, the program will focus on a limited number of behaviors and activities, highlighting ongoing capacity development to ensure activities will be delivered effectively.

Behavioral prioritization. Takunda's project design TOC has more than 40 outcomes, which led to the identification of a large number of behaviors targeted for change, reflecting the ambitious aims and large scope of the project. It was understood that effective implementation would require honing the behavioral focus down to priority behaviors, and that formative research findings along with the team's experience during the refine and implement year would help guide that prioritization. This strategy proposes a limited number of priority behaviors to focus on in the first year of full implementation (FY22). After testing methods, learning, and adapting from experience promoting those priority behaviors, successes will be built upon in subsequent years and other key behaviors can be added to activities, as practical.

Activity focus. SBC best practices indicate the value of 'layering' different activities to reinforce new ideas. But given findings from the SBC formative research that indicated community members have limited interest in some NGO activities, Takunda had to be very strategic in selecting activities with the greatest potential to attract participation *and with* the greatest potential for impact. Since target communities lack access to mass media and technology-based communication channels, the focus will be on "low-tech" activities involving face-to-face interactions between individuals and groups. For each purpose area, one key platform for SBC activities is proposed, with 'layering' reinforcement coming through linkages with supportive activities falling under other purposes.

- **Participatory methods.** All group activities will follow principles of adult learning and basic MMCA principles. Emphasis will be on quality, interactive facilitation, not just getting the message out. Techniques like 'teach back' will be used regularly in education, dialogue, and discussion, to reinforce learning and lasting value of messages. To address the lack of motivation to participate in community activities, games, competitions, and drama, wherever possible, will be used in CG meetings, SAA sessions, community dialogues, peer group activities, etc. to encourage participation.
- **Cultural Sensitivity.** Takunda's SBC formative research revealed various tensions between community groups, which vary by context. Implementation must adapt to the sentiments, values, beliefs, and relationships that drive behavior within groups and communities. The aim is to find culturally resonate concepts to counter the mistrust and disunity identified in the formative research. Through SAA methods (described below), Takunda will explore tendencies for people to interpret bad things that may happen in terms of evil spirits or spells cast by community adversaries, and be sensitive to and mobilize cultural resources such as *ubuntu* to foster social cohesion. Another example of cultural sensitivity applies to work with very young women who are pregnant or have children; research suggests they often feel ashamed and reluctant to participate in group meetings. Therefore, CGs will be organized with WRA segmented into peer groups, with sensitivity to the participants' preferences, facilitation done with empathy and no judgement, and meetings held in discrete settings to avoid having shame deter participation.

A final, important example is how Takunda will be culturally sensitive is in its engagement with members of the Apostolic faith and traditional prohibition on accessing health care. Research published in the past 10 years has noted associations between the practice of the Apostolic faith and early marriage, avoidance of health services, and higher rates of maternal and child death.⁸ Literature also notes variation among different Apostolic sects, and some recent increases in

⁸ "Can religion kill? The association between membership of the Apostolic faith and child mortality in Zimbabwe." Ha, W., S. Gwavuya, et al. *Journal of Public Health in Africa* (2018). 9(2): 82-87. And "Praying until Death: Apostolicism, Delays and Maternal Mortality in Zimbabwe." Kenneth, D. M., M. Marvellous, et al. *Plos One* (2016). 11(8): 19.

health-seeking behaviors by Apostolic women. Takunda will look for positive windows of opportunity and engage Apostolic leaders and practitioners at different levels, in ways that are carefully tailored to group norms and values. Tactics will be informed by other projects' experience engaging Apostolic groups so that best practices will be employed, while avoiding pitfalls. In line with the Takunda Apostolic Faith Engagement Strategy, the program will build on opportunities identified in the formative research (and published literature⁹), such as outreach workers' willingness to use alternative approaches to meet members of the faith such as through individual household visits or through village health workers providing outreach services in communities, outside the health centers. Culturally appropriate ways can be found to engage conservative Apostolic men, particularly respected role models, to promote acceptance of some MNCH services.

- **Capacity development.** Takunda was designed at a time when USAID showed growing interest in strengthening capacity of program staff for sustainable impact by investing more in the 'how,' along with the 'what' of SBC implementation. This means the Takunda strategy must ensure that people who facilitate community dialogues and group activities; those who lead CGs, mobilize farmers, and host youth clubs; and those who conduct counselling with new mothers or advocacy meetings with church leaders – all of these, whether Takunda staff or community volunteers, have the skills and confidence to do their jobs well. For SBC, this means much more than disseminating information and new practices. It means they must be able to facilitate difficult discussions about social norms, nudge people towards new ways of seeing and thinking about things, empower people to solve their own problems, and foster a spirit of collaboration and hope. For this, Takunda will use the MMCA approach, and all key staff will be trained and possess the key requisite skills to be an effective behavior change agent. Execution of this SBC strategy depends on its integration with a capacity development plan for ongoing mentoring, coaching, peer learning, quality assurance and quality improvement (QA/QI), as well as standard trainings. FHI 360's staff will provide SBC technical capacity support to the program.

⁹ This article has some relevant findings on Apostolic church/male involvement and its association to MNCH : Predictors on utilization of maternal, newborn and child health services among rural women in Manicaland Mhlanga, M., F. Mutseyekwa, et al. (2016). 62. This article reported strategies to work around health care prohibitions of the church: "How to Increase Vaccination Acceptance Among Apostolic Communities: Quantitative Results from an Assessment in Three Provinces in Zimbabwe." Gerede, R., Z. Machekanyanga, et al. Journal of Religion & Health (2017). 56(5): 1692-1700.

5. TARGET AUDIENCES AND BEHAVIORS

5.1 Target Audiences

Takunda's project design targets extremely poor and chronically vulnerable households, especially those with children under five years old, adolescent girls, and pregnant and lactating women (PLW) because they are particularly vulnerable to malnutrition and other maladies. Some project activities, such as those focused on agriculture, water access and WASH, resilience, and preparedness, will target farmers – men, women, youth – and entire communities.

The SBC strategy will focus on these key primary audiences:

1. **Farmers** (i.e., male, female, and youth farmers) – aim is to increase production, access to markets, and financial and agriculture extension services to increase income (Purpose 1)
 - a. Secondary/influencing groups: Agricultural extension workers, peers, lead farmers, FFBS facilitators, financial service providers, paravets, market facilitators, agriculture input producers and suppliers, community leaders, and family members
2. **Youth** (male and female aged 15-35) – aim is to develop off-farm livelihood opportunities (small business/IGAs, skills development, and TVET) (Purpose 1)
 - a. Secondary/influencing audiences: Parents, community leaders, youth trainers in TVET colleges, peers, internship host companies, mentors, etc.
3. **Mothers and primary caregivers of children under five years** (mothers of children <6 months, primary caregivers of children 6-23 months, and children under 5 years) – aim is to: a) improve diets and health for children <5; b) increase the use of safe drinking water and basic sanitation at home; and c) increase uptake of MNCH and nutrition services (Purpose 2)
 - a. Secondary/influencing audiences: Husbands/spouses/partners, household heads, female relatives (including both sister and grandmother generations), and traditional, religious, and community leaders
4. **Women of Reproductive Age (WRA) (15 – 49 years) and Adolescent Girls (aged 10 – 14 years)** (Pregnant and/or lactating women, or women and girls in these age categories¹⁰) – aim is to improve diets and health of adolescent girls, pregnant and lactating women and all WRA (Purpose 2).
 - a. Secondary/influencing audiences: Husbands/spouses/partners, parents, peers, female relatives (including both sister and grandmother generations), and traditional, religious, and community leaders
5. **Household heads** – aim is to improve agriculture practices and non-farm livelihoods mentioned above under farmers and youth (Purpose 1); improve nutrition and uptake of MNCH and WASH services as mentioned under WRA above (Purpose 2); and reduce the impacts of shocks and stresses at the household level (Purpose 3)
 - a. Secondary/influencing audiences: Friends/peers, elder male relatives, and community, religious, and traditional leaders

¹⁰ These will be engaged as two distinct age groups, those 19 years and below separate from those more than 19 years.

6. **Community Leaders** (including elected political leaders (e.g., Councilors), traditional leaders (e.g., chiefs and village heads), and religious leaders (e.g., pastors, prophets, and church bishops)) – aim is to improve household and community awareness, systems, and capacity to manage water, other natural resources, and community assets to limit impact of climate and other shocks (Purpose 3); and to support broad participation for aims under each purpose area (Purposes 1 and 3).
 - a. Secondary/influencing audiences: higher level (district) government officials, agriculture Extension Officers, lead farmers, Meteorological Services Department (MSD) at district level, and community-based forecasters

Profiles of each target audience

Table 1 profiles the target audiences for the Takunda SBC Strategy. Each profile includes:

- Demographics (i.e., age, education, marriage, occupation, etc.)
- Current practices per targeted behavior and what factors drive those behaviors at different levels
- Social networks of influence (i.e., who do they talk to, listen to, trust, who do they spend time with who do they want to be like)
- Psychographics (i.e., desires, beliefs, values, interests, motivations, emotions, source of shame, pride, etc.)
- Communication networks (i.e., besides interpersonal communication, what media do they consume)

Table 1 Audience profiles

Audience	Profile
Farmers	<ul style="list-style-type: none"> - Can be male, female, or youth farmers range in age from 18 - >60 years - Majority completed only primary education and relied on farming as a primary livelihood source. They also do piece jobs in communities to supplement income from farming - Usually married and have their own households. Unmarried youths do not have their own fields and work with parents in their field - They communicate with fellow farmers and community members of the same sex and spend most of their time with like-minded people. In religious communities, such as the Apostolic Church communities, they spend a significant amount of time at church and with fellow church members. The Apostolic Sect members are very wary of how they are viewed by fellow church members - They consult agriculture extension workers within their community for supports as well as other government community development workers - They listen to and respect political and community leaders, such as Councillors, village heads, chiefs, and church leaders. Trust and allegiance are with family members, close relatives like siblings, or other friends - Majority project a sense of despair and hopelessness due to their current situation. They however wish for their children to be different, go to school or get opportunities to make more money than them - Majority own basic phones, with no access to the internet. Radios are common, and there are local radio stations in all four Takunda project districts. Televisions are not common and print media, like newspapers, are not accessible
Youth	<ul style="list-style-type: none"> - Young men and women range in age from 15 – 35 years

	<ul style="list-style-type: none"> - Majority are married, especially women/girls who tend to marry young - Majority only completed primary education. Those that went to secondary schools either did not complete it or did not do well in their Ordinary Levels - Married youth are farmers with their own fields and do piece jobs to supplement income from farming. Unmarried youths do not own land and work with parents in their fields - Youths communicate with fellow youths of the same gender and consult with government community workers as necessary. Their quest is to get a breakthrough and start income earning opportunities either within the community or outside - Youths have better access to the internet and social media than adults, but data costs are prohibitive for the majority with smart phones. Some own phones. - Migration for employment and income earning opportunities is high.
Mothers and primary caregivers of children under five years	<ul style="list-style-type: none"> - Women range in age from 18 – 45 years - Include women from the Apostolic Sect, who follow strict religious norms that prohibit seeking or accessing medical services - Majority are married and live with their husbands, or at their husbands' homestead with their in-laws - Many only completed primary school, with some having started but did not complete secondary education - Majority own a basic phone, with no internet or social media access - This group is heavily influenced by their husbands/spouses/partners, in-laws, church members and church leaders, neighbors, and friends - Most of these women regret marrying early, are not happy with their lives now, and wish better for their children - Most mothers and primary caregivers of children under five years are farmers themselves, providing most of the labor in the family fields, and do piece jobs to get income and/or food to feed the family. Due to poverty, they have no food stores in their households and live from hand to mouth - Some have access to radios, but not televisions - Majority are willing to participate in groups, and to meet and interact with other women - They are happy to interact with government community workers, including agriculture extension workers, VHWS, environmental health technicians (EHTs), and NGO field officers - When religion is involved, some are staunch believers, while some are willing to access services in private to save their health and that of their children
WRA (15 – 49 years) and Adolescent Girls (aged 10 – 14 years)	<ul style="list-style-type: none"> - Majority completed just primary education, but did not complete secondary education - Those still in school often miss school due to several reasons, including lack of tuition fees, no uniform, or books and in some cases due to delinquency - Their profile largely resembles the profile for <i>Mothers and primary caregivers of children under five years</i>, if above 14 years and not in school.
Household heads	<ul style="list-style-type: none"> - Can be male, female or youth. Majority of households are however male

	<p>headed. In cases of female heads, they are usually widows</p> <ul style="list-style-type: none"> - Household heads range in age from 8 – >60 years - Majority are farmers but also do piece jobs to supplement income from sell of agriculture produce - The desire is to get opportunities to break the vicious cycle of poverty they find themselves stuck in - They interact with fellow household heads of the same sex and mainly have basic phones with no internet access - Majority have access to radios, but no televisions or print media - They seek help and support from community workers, including government community workers like agriculture extension workers, VHWs, and EHTs - Loyalty is to their families, close relatives, and close friends, and if religious, also to their religious leaders and fellow congregants - They respect community leaders, like Councillors, village heads, chiefs, and religious leaders
Community leaders	<ul style="list-style-type: none"> - Can be politically elected leaders (e.g., Councillors), traditional leaders (e.g., village heads and chiefs), or religious leaders (e.g., bishops, pastors, prophets, and church elders) - Community leaders range in age from 25 – >60 years - Respect and consult with government workers and officials both at community level and district level, such as local government authorities, District Development Coordinator, and other officials - Majority have basic phones. Those with smart phones struggle with data and connectivity - Access to radios is common, but access to televisions and print media is less common - Community leaders interact with their communities and amongst fellow leaders of the same rank - They are well respected by communities

5.2 Priority Behaviors

The behaviors prioritized in this strategy reinforce and support the key outcomes in the Takunda Sustainability Strategy – to build knowledge, skills, and self-efficacy to allow for sustainable social and behavior change at the individual, household, community, and enabling environment levels. Takunda considers participation in project activities to be the fundamental ‘gateway’ behavior which affects key behaviors under each purpose behavior, which are specified below.

Table 2: Takunda priority Behaviors

PURPOSE 1: Gender-equitable income among extremely poor and chronically vulnerable households, women, and youth increased	
<i>Priority Behavior 1</i>	Farmers practice intercropping (plant a leguminous or fodder crop in the same field as their staple crop during the same season)
<i>Priority Behavior 2</i>	Farmers practice mulching in fields (apply a protective layer on top of the soil in their fields)
<i>Priority Behavior 3</i>	Farmers produce, process, and preserve, climate smart, diverse, and nutritious foods – crops and livestock for household consumption all year-round
<i>Priority Behavior 4</i>	Men, women, and youth apply financial skills and business development services to engage in profitable on/off/non-farm and IGAs
PURPOSE 2: Nutritional Status among Children < 5, Adolescent Girls, and WRA Improved	
<i>Priority Behavior 1</i>	Mothers exclusively breastfeed their babies from birth until the age of 6 months
<i>Priority Behavior 2</i>	Mothers/primary caregivers of children aged 6-23 months feed their children complimentary foods following the recommended age-appropriate frequency and quantity
<i>Priority Behavior 3</i>	Mothers/primary caregivers of children aged 6-23 months feed their children diverse, nutritious complementary foods at each meal
<i>Priority Behavior 4</i>	Adolescent girls (10-14 years) and WRA (15-49 years) eat diverse, nutritious foods daily
<i>Priority Behavior 5</i>	WRA (15-49 years) and mothers/primary caregivers of children under five years seek MNCH services
<i>Priority Behavior 6</i>	Household members wash hands at the five critical times (i.e., after defecating, after changing a baby’s nappy/diaper, before cooking, before feeding baby, before eating)
<i>Priority Behavior 7</i>	Households use appropriate hygiene enabling facilities: <ul style="list-style-type: none"> • Double pot rack • Handwashing facilities • Rubbish pits • Improved latrine (Blair Ventilated Improved Pit (BVIP) latrine / Upgraded Blair Ventilated Improved Pit (UBVIP) latrine)

<i>Priority Behavior 8</i>	Households practice good hygiene and sanitation: <ul style="list-style-type: none"> • Drink clean and safe water • Safely dispose of adult and children’s feces • Safely dispose of all household waste • Use and safely dispose of appropriate sanitary wares
PURPOSE 3: Impacts of shocks and stresses reduced for extremely poor and chronically vulnerable households, women, and youth	
<i>Priority Behavior 1</i>	Households implement timely action based on climate risk information
<i>Priority Behavior 2</i>	Communities collectively implement community by-laws and asset constitutions for management of shared community assets and natural resources
<i>Priority Behavior 3</i>	Households develop and implement disaster management measures for identified disasters (climate – droughts, floods, and cyclones, and socio-economic – hyperinflation and changing currencies shocks)

5.3 Behavior Change Table

In the section below, each of the priority behaviors is presented in detailed tables highlighting sub-behaviors, primary and secondary audiences, key barriers and enablers, communication objectives, and key strategies and tactics for overcoming barriers and achieving social and behavior change. The tables also include key promises/benefits of the behaviors and message points that show what the project wants audiences to KNOW, THINK, and FEEL.

PURPOSE 1: Gender-equitable income among extremely poor and chronically vulnerable households, women, and youth increased

Key Behavior 1: Farmers practice intercropping (plant a leguminous crop in the same field as their staple crop during the same season)			
Sub-behaviors		Audiences	
<ul style="list-style-type: none"> • Farmers acquire appropriate, improved seed – cereals and legumes • Farmers prepare the land using conservation agriculture techniques • Farmers acquire appropriate agricultural inputs – seed, fertilizer, and agro-chemicals 		<p>Primary/Key Audience: Farmers (men, women, and youth)</p> <p>Secondary/Influencing Audiences: Agricultural extension workers, peers, lead farmers, FFBS facilitators, private seed companies, local seed producers, spouses, family members</p>	
Barriers & Enablers	Communication Objectives	Key promise/ benefits	Message Points--What to know, feel, think
<p>Barriers</p> <ul style="list-style-type: none"> • Perception of risk that the soil will become infertile • Limited knowledge on the benefits of intercropping • Social disapproval <p>Enablers</p> <ul style="list-style-type: none"> • Having more food resources • Intercropping enhances soil fertility • “Seeing is believing” – seeing benefits for other farmers 	<ol style="list-style-type: none"> 1. Increase the % of farmers who know the benefits of intercropping 2. Increase the % of farmers who believe that intercropping improves their soil fertility 	<p>Farmers who practice intercropping can improve their crop yields because intercropping makes their soil more fertile</p> <p>If you practice intercropping, you can improve the diversity/ variety of foods available for your family to eat</p>	<p>Male, female, and youth farmers should:</p> <p>Know:</p> <ul style="list-style-type: none"> • Benefits of intercropping • How to practice intercropping <p>Feel:</p> <ul style="list-style-type: none"> • Confident and capable that they can successfully practice intercropping • Able to seek support to practice intercropping <p>Think:</p> <ul style="list-style-type: none"> • I can do it and have the support I need to do it • Everyone should practice intercropping • Intercropping is beneficial

<ul style="list-style-type: none"> Some community members approve of the practice 			
<p>Strategies and tactics</p> <p>Individual</p> <ul style="list-style-type: none"> Train farmers to increase accurate knowledge of the benefits of intercropping, by clarifying misconceptions Train farmers to increase motivation to practice intercropping by promoting benefits such as increased household availability of nutritious foods <p>Interpersonal</p> <ul style="list-style-type: none"> Farmers in FFBS practice intercropping at the demo plot and support each other to practice it in their own fields Model farmers demonstrate intercropping in their fields and share experiences and benefits with fellow community members <p>Community</p> <ul style="list-style-type: none"> Create an enabling environment to transform social perceptions on intercropping, by making intercropping socially acceptable, through demonstrating its benefits and advantages in demonstration plots at lead farmers and model farmers' fields. Using advocacy and partnership with business and private sector companies providing improved seed to make these available to farmers on time 			

Key Behavior 2: Farmers practice mulching in fields (apply a protective layer on top of the soil in their fields)			
Sub-behaviors		Audiences	
<ul style="list-style-type: none"> Farmers acquire materials for mulching on time Farmers prepare their fields using conservation agriculture techniques 		<p>Primary/Key Audience: Farmers (men, women, and youth)</p> <p>Secondary/Influencing Audiences: Agricultural extension workers, peer, lead farmers, FFBS facilitators, community leaders, family members</p>	
Barriers & Enablers	Communication Objectives	Key promise/ benefits	Message Points--What to know, feel, think
<p>Barriers</p> <ul style="list-style-type: none"> Limited knowledge of alternative mulching materials Perception that mulching attracts termites Belief that mulching is challenging in high rainfall areas 	<ol style="list-style-type: none"> Increase the % of farmers with knowledge of the benefits of mulching Increase the % of farmers who can do mulching and know the various materials to use 	<p>Practicing mulching can improve crop yields during low rainfall periods</p> <p>Timely and appropriate mulching increases household food availability</p>	<p>Know:</p> <ul style="list-style-type: none"> Benefits of mulching How to practice mulching and the materials to use Where to access support to practice mulching successfully <p>Feel:</p>

<ul style="list-style-type: none"> • Fear of the difficulty to plan to mulch <p>Enablers</p> <ul style="list-style-type: none"> • Belief that mulching improves soil fertility • Easy access to materials for mulching 			<ul style="list-style-type: none"> • Confident and capable they can plan to mulch and successfully practice mulching • Capable of seeking support to practice mulching <p>Think:</p> <ul style="list-style-type: none"> • I can do it and have the support I need to do it • Mulching is good for the soil and increases crop yields • Mulching materials are not difficult to access
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<p>Strategies and Tactics</p> <p>Individual</p> <ul style="list-style-type: none"> • Train farmers to increase accurate knowledge of the benefits of mulching, how to do it, and the various materials to use through establishing demonstration plots at FFBS centers, lead farmers and models farmers' households • Increase motivation to practice mulching by demonstrating the ease of doing it and dispelling misconceptions about negative consequences through demonstration plots <p>Interpersonal</p> <ul style="list-style-type: none"> • Farmers in FFBS practice mulching in the demo plot and support each other to plan to do it and to practice it in their own plots <p>Community</p> <ul style="list-style-type: none"> • Create an enabling environment to increase social acceptance of mulching through conducting promotional campaigns on demonstration plots 			
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Key Behavior 3: Farmers produce, process, and preserve climate smart, diverse, and nutritious foods – crops and livestock – for household consumption all year-round	
Sub-behaviors	Audiences
<ul style="list-style-type: none"> • Paravets, Lead Farmers, Market Facilitators, FFBS Facilitators disseminate and share information and conduct activities to promote improved crop and livestock technologies • Farmers use improved quality agriculture inputs • Farmers produce cereals and legumes like groundnuts, cow peas, beans, sorghum, pearl/finger millet, Bambara nuts, and maize 	<p>Primary/Key Audience: Farmers (men, women, and youth)</p> <p>Secondary/Influencing Audiences: Agricultural extension workers, peers, lead farmers, FFBS facilitators, Paravets, market facilitators, financial service providers, agriculture input producers and suppliers, family members</p>

<ul style="list-style-type: none"> • Farmers produce garden crops like green leafy vegetables, carrots, butternuts, peas, tomatoes, and onions • Farmers produce small livestock such as indigenous chickens, goats, and rabbits • Farmers process harvested crops for storage • Farmers preserve and safely store harvested and processed foods for later use 			
Barriers & Enablers	Communication Objectives	Key promise/ benefits	Message Points--What to know, feel, think
<p>Barriers</p> <ul style="list-style-type: none"> • Limited knowledge of crop and livestock production methods • Unavailability of inputs • Limited knowledge of diverse and nutritious foods • Limited knowledge of good animal husbandry practices • Widespread livestock deaths • Limited knowledge of causes of livestock deaths and how to prevent them • Poor extension support for crop and livestock production • Belief that soils are not fertile enough to promote crop production • Poor access to water for irrigation • Limited knowledge and skills in food processing and preservation • Lack of materials and equipment for food processing and preservation • Laziness and dependency syndrome 	<ol style="list-style-type: none"> 1. Increase the % of farmers with knowledge of nutrition and the role of food in the body 2. Increase the % of farmers who have knowledge and skills in climate smart and sustainable crop and livestock production 3. Increase the % of farmers with access to crop and livestock inputs through various means promoted by Takunda – community seed multiplication and/or linkages to private sector seed suppliers 4. Increase the % of farmers with knowledge of animal husbandry 5. Increase farmers’ access to community prevention and management of livestock diseases – through training and capacitating Paravets 6. Increase the % of farmers with knowledge and skills in food processing and preservation 	<p>Adopting climate smart and sustainable crop and livestock production will alleviate hunger and food shortages in farmers’ households</p> <p>It is possible to produce and preserve enough food for farmers’ households to eat all year-round</p>	<p>Male, female, and youth farmers should:</p> <p>Know:</p> <ul style="list-style-type: none"> • Importance of various foods for human nutrition • How to practice climate smart and sustainable crop and livestock production • How to process and preserve food • Where to access support to practice successful crop and livestock production • Where and how to access inputs for crop and livestock production • Where to get help for livestock disease prevention and management <p>Feel:</p> <ul style="list-style-type: none"> • Confident and capable of practicing successful crop and livestock production • Capable of seeking support to practice successful crop and livestock production

<p>Enablers</p> <ul style="list-style-type: none"> • Belief that growing enough food increases household availability of food • Presence of other farmers doing well in crop and livestock production in the communities • Belief that poor food production is causing hunger • Desire to improve the health and nutrition status of families and children 	<p>7. Increase the % of farmers with access to food processing and preservation materials and equipment, through training and linkages to private sector</p>		<ul style="list-style-type: none"> • I have the power to end hunger and malnutrition in my family through crop and livestock production <p>Think:</p> <ul style="list-style-type: none"> • I can do it and have the support I need to do it • It is possible to produce enough food in the available soil
<p>Strategies and Tactics</p> <p>Individual</p> <ul style="list-style-type: none"> • Increase knowledge and skills in climate smart and sustainable crop and livestock production through farmer training in FFBS, establishing demonstration plots, and using model farmers to demonstrate production and mentor other farmers • Increase knowledge of human nutrition and the importance of a varied diet through farmer training in FFBS, nutrition sessions during field days, and conducting community seed and food fairs • Increase knowledge and skills in food processing and preservation for later use through establishing demonstrations at FFBS, conducting community food processing sessions and through community food fairs • Conduct farmers training to increase knowledge and skills in animal husbandry, prevention, and management of livestock diseases in FFBS, and by training and capacitating Paravets • Increase motivation to practice sustainable crop and livestock production by sharing the benefits diverse crop and livestock production have in eradicating hunger and poverty through CGs, men’s fora, FFBS, VSLA groups, and all other Takunda activities <p>Interpersonal</p> <ul style="list-style-type: none"> • Farmers in FFBS and other Takunda fora discuss climate smart and sustainable crop and livestock production • Model farmers mentor other farmers in integrated crop and livestock production • Food production and nutrition are discussed in all Takunda groups <p>Community</p> <ul style="list-style-type: none"> • Create awareness on livestock disease prevention and management through mobilizing communities to take joint action (e.g., dipping of all cattle through contributing money to buy dipping chemicals, partnership with private sector companies providing acaricide, etc.) • Mobilize community support for Paravets to improve their effectiveness and efficiency • Mobilize communities to establish community gardens around established water points 			

- Mobilize communities to form producer groups to jointly produce and market their crops and livestock
- Create an enabling environment to shun laziness and encourage hard work and community collaboration, through community visioning and using model farmers to mentor other farmers

Key Behavior 4: Men, women and youth apply financial skills and business development services to engage in profitable on/off/non-farm and IGAs			
Sub-behaviors		Audiences	
<ul style="list-style-type: none"> • Men, women, and youth enroll in VSLAs and Youth Savings and Loan Associations (YSLAs) • Men, women, and youth are trained on entrepreneurship, financial literacy, coaching and mentoring, and monitoring of IGAs through VSLA/YSLA • Youth enroll in TVET centers • Youth participate in Master-craftsmen mentorship programs • Women and youth engage financial institutions for financial support • Women and youth take leadership in enterprise committees 		<p>Primary/Key Audience: Men, women, and youth</p> <p>Secondary/Influencing Groups: Family members, peers, community leaders, mentors, cluster facilitators, Village agents, Business Development Services community facilitator, TVET trainers, VSLA/YSLA groups facilitators</p>	
Barriers & Enablers	Communication Objectives	Key promise/ benefits	Message Points--What to know, feel, think
<p>Barriers</p> <ul style="list-style-type: none"> • Lack of capital to invest • Lack of markets for goods/services • Market competition • Husband disapproval • Dominance of elders deters motivation <p>Enablers</p> <ul style="list-style-type: none"> • Need for self-reliance • Economic independence for women and youth 	<ol style="list-style-type: none"> 1. Increase the % of youths whose parents support their participation in formal and informal enterprises 2. Increase the % of women whose husbands/partners support their participation in formal and informal enterprises 	<p>Participating in formal and informal enterprises improves self-reliance and economic independence for women and youth</p> <p>Participating in formal and informal enterprises increases household income</p>	<p>Know:</p> <ul style="list-style-type: none"> • Benefits of participating in formal and informal enterprises for men, women, and youths • Available enterprises and IGAs to participate in • Where to find support when seeking formal and informal enterprises to participate in <p>Feel:</p> <ul style="list-style-type: none"> • Capable to start their own or group enterprises • Motivated to participate in formal and informal enterprises and IGAs

<ul style="list-style-type: none"> • Husbands and wives want to improve income • Other women can watch children while women work • Everyone wants youth to be gainfully employed 			<p>Think:</p> <ul style="list-style-type: none"> • I can do it and have the support I need to do it
<p>Strategies and Tactics</p> <p>Individual</p> <ul style="list-style-type: none"> • Train men, women, and youth on the benefits of participating in IGAs through targeted training, mobilization in VSLA/YSLAs, FFBS, and other groups • Communicate the benefits of engaging in IGAs and how to raise money to participate through VSLA/YSLAs, FFBS, marketing groups, and through visioning sessions with women and youths. Engage youth in visioning sessions to help them identify their skills building preferences <p>Interpersonal</p> <ul style="list-style-type: none"> • Discuss with men and parents how to support women and youth to participate in IGAs and the benefits for doing this, through men’s fora, CGs, FFBS, and other groups • Discuss with parents the importance of youth joining TVET centers and the need for them to support them financially <p>Community</p> <ul style="list-style-type: none"> • Create an enabling environment for women and youths’ participation in IGAs, including taking up group leadership positions through community visioning, men’s fora, and other community groups • Develop radio programs and jingles on how to engage in IGAs and broadcast them on local radio stations 			

PURPOSE 2: Nutritional Status among Children < 5, Adolescent Girls, and WRA Improved

<p>Key Behavior 1: Mothers exclusively breastfeed their babies from birth until the age of 6 months</p>	
<p>Sub-behaviors</p>	<p>Audiences</p>
<ul style="list-style-type: none"> • Mothers put the baby to the breast in the first hour after birth • Feed baby the first milk (colostrum) • Attach and position baby to the breast properly • Empty one breast before offering the other • Breastfeed the baby on demand – day and night, every day 	<p>Primary/Key Audience: Mothers of babies aged 0 – 6 months</p> <p>Secondary/Influencing Audiences: Fathers, husbands/spouses/partners, female relatives (including sisters, sisters-in-law), mothers, mothers-in-law, friends, neighbors, other</p>

<ul style="list-style-type: none"> Fathers or husbands/spouses/partners support women to exclusively breastfeed 		family members, older children, community leaders, religious leaders, fellow congregants, VHWs, lead mothers	
Barriers & Enablers	Communication Objectives	Key promise/ benefits	Message Points--What to know, feel, think
<p>Barriers</p> <ul style="list-style-type: none"> Perception that babies cannot be satisfied with breastmilk only Perception that babies' crying is a sign of hunger Mothers lack knowledge on the benefits of early initiation of breastfeeding Limited knowledge on the importance of exclusive breastfeeding Belief that mothers do not have adequate milk Belief that women with small breasts do not produce enough milk Belief that exclusive breastfeeding will make mothers lose weight/negatively affect their health Lack of time Lack of skill on proper positioning and attachment of baby on the breast Mothers leave babies for extended times during the day due to other work commitments 	<ol style="list-style-type: none"> Increase the % of women with children < 6 months who know the benefits of exclusive breastfeeding, including early initiation of breastfeeding Increase the % of women with children < 6 months who can position and attach baby on the breast appropriately Increase the % of women who know how to tell when a baby is getting enough breastmilk for their growth and development Increase the % of women who feel confident in their ability to practice exclusive breastfeeding effectively Increase the % of women who get support from their husbands/spouses/partners to exclusively breastfeed 	Practicing exclusive breastfeeding will make your baby grow healthy and strong and provide them with the best start in life	<p>Know:</p> <ul style="list-style-type: none"> Benefits of exclusive breastfeeding, including early initiation and breastfeeding on demand day and night How to position and attach a baby properly on the breast for effective suckling How to tell when a baby is getting enough breastmilk to make them grow and develop well That nearly every woman can produce enough breastmilk to feed their baby adequately, no matter the size of breasts Exclusive breastfeeding is good for both the mother and the baby <p>Feel:</p> <ul style="list-style-type: none"> They are capable of practicing exclusive breastfeeding successfully Motivated to practice exclusive breastfeeding and give their children the best start in life Supported by husband/spouse/partner, friends, and other family members to practice exclusive breastfeeding <p>Think:</p> <ul style="list-style-type: none"> Exclusive breastfeeding is the best way to feed a child from birth to 6 months

<ul style="list-style-type: none"> • Lack of skill on proper positioning and attachment of baby on the breast • Mothers leave babies for extended times during the day due to other work commitments <p>Enablers</p> <ul style="list-style-type: none"> • Mothers believe that they can exclusively breastfeed • Mothers want their children to be healthy • Breastmilk coming out sooner • Many other women do it. • Breastmilk is readily available • Skills can easily be learned • Proper attachment and positioning make breastfeeding easier and more comfortable • Mothers want their children to get enough breastmilk • Belief that breastfeeding on demand makes the baby grow well and healthy • Having family support will help mothers have the time and strength to breastfeed baby effectively 			<ul style="list-style-type: none"> • Other women are practicing exclusive breastfeeding too
<p>Strategies and Tactics</p> <p>Individual</p> <ul style="list-style-type: none"> • Increase accurate knowledge of the benefits of exclusive breastfeeding, early initiation of breastfeeding, and breastfeeding on demand day and night through myth busting sessions during CG meetings 			

- Build skills in proper positioning and attachment of the baby on the breast by practicing during CG sessions
- Interpersonal**
- Increase motivation to want to practice exclusive breastfeeding by sharing testimonials in CGs from women who have done it successfully
 - Use stories to communicate the advantages and disadvantages of exclusive breastfeeding in CGs
 - Lead Mothers visit women with children under < 6 months to offer support with exclusive breastfeeding
- Community**
- Create an enabling environment for women to practice exclusive breastfeeding by dispelling social, religious, and cultural norms preventing exclusive breastfeeding in dialogues in extended CGs for grandmothers and men
 - Promote support for breastfeeding women from men and elderly women by sharing the family benefits of exclusive breastfeeding with the whole family and community through the extended CGs for Grandmothers, men’s fora.
 - Produce radios programs and jingles and broadcast them through local radio stations and during national World Breast Feeding Week

Key Behavior 2: Mothers/primary caregivers of children aged 6 – 23 months feed their children complimentary foods following the recommended age-appropriate frequency and quantity

Sub-behaviors	Audiences
<ul style="list-style-type: none"> • Fathers and husbands/spouses/partners support women to practice optimum complementary feeding • Continue breastfeeding until 24 months or beyond • Breastfeed before giving other foods • Feed non-breastfed children aged 6-23 months a minimum of four solid, semi-solid, or soft food feeds, 3-4 times per day • Feed breastfeeding children aged 6–8 months at least twice per day • Feed breastfeeding children aged 9–23 months at least three times per day • From 6-9 months feed complimentary foods 3 x per day, and gradually increase amount to ½ cup (250ml cup) per serving • From 9-12 months, feed complimentary foods 4 x per day, giving ½ cup (250ml cup) per serving • From 12-24 months, feed complimentary foods 5 x per day, (¾ to 1 cup (250 ml cup). Offer nutritious snacks at least 1-2 times per day 	<p>Primary/Key Audience: Mothers/primary caregivers of children aged 6-23 months</p> <p>Secondary/Influencing Audiences: Husbands/spouses/partners, female relatives (including sisters, sisters-in-law), mothers, mothers-in-law (elderly women), friends, neighbors, other family members, older children, grandmothers, community leaders, religious leaders, fellow congregants</p>

<ul style="list-style-type: none"> Continue feeding during illness Practice responsive feeding 			
Barriers & Enablers	Communication Objectives	Key promise/ benefits	Message Points--What to know, feel, think
<p>Barriers</p> <ul style="list-style-type: none"> Belief that breastfeeding a child while pregnant is harmful Limited knowledge of how to feed a sick child Limited knowledge of the importance of responsive feeding Unavailability of food / food shortages (especially protein) Fatigue, work demands, and lack of time Family/societal norms that dictate how a child should be fed <p>Enablers</p> <ul style="list-style-type: none"> Knowledge of benefits of complimentary breastfeeding and dietary diversity (DD) Belief that feeding child appropriately makes the child grow healthy and strong Family support - to free time or help with feeding baby 	<ol style="list-style-type: none"> Increase the % of mothers and primary caregivers of children aged 6 -23 months with knowledge and skills to feed their children the right food quantity and frequency Increase the % of mothers and primary caregivers of children aged 6 -23 months with knowledge and skills to practice responsive feeding and feeding children during illness Increase the % of mothers and primary caregivers of children aged 6 -23 months who know that breastfeeding while pregnant does not harm the baby Increase the % of mothers and primary caregivers of children aged 6 -23 months who feel supported to feed their children the right quantity and frequency of food 	<p>Feeding their child the right quantity of food and the right frequency will make their child grow and develop well</p> <p>Practicing responsive feeding will make their child eat well</p> <p>Feeding their child when sick will help the child not lose too much weight and bounce back more easily from the illness</p>	<p>Know:</p> <ul style="list-style-type: none"> Benefits of feeding a child the appropriate quantity and frequency for their age How to practice responsive feeding and feeding a sick child That it is ok for a pregnant woman to continue breastfeeding. This does not harm the child growing in her womb Where to get support to practice appropriate feeding of children aged 6 – 23 months the right quantity and frequency What they can do to increase the amount of food available for consumption in their households <p>Feel:</p> <ul style="list-style-type: none"> Confident they can feed their children the right quantity and frequency Confident they can feed a child responsively and when sick Motivated to give their child the right amounts of food, at the right frequency Supported by husband/spouse/partner, friends, and other family members to feed their children the right quantity and frequency <p>Think:</p>

			<ul style="list-style-type: none"> Recommended feeding method is the best for the children's growth and development
<p>Strategies and Tactics</p> <p>Individual</p> <ul style="list-style-type: none"> Increase accurate knowledge of the benefits of feeding a child aged 6-23 months the right amount and frequency, responsive feeding, and feeding a child when sick, through group counselling and practical demonstrations in Care Group sessions Build skills in preparing meals and feeding them to children aged 6-23 months in the right amount, frequency, and manner through demonstrations during Care Group sessions <p>Interpersonal</p> <ul style="list-style-type: none"> Increase motivation to want to practice feeding the appropriate quantity and frequency of foods through sharing positive and negative stories on the impacts of doing / not doing the behaviors in CGs Use stories to communicate the advantages and disadvantages of feeding children the appropriate amounts of food and frequency in CGs Lead Mothers visit mothers/ female primary caregivers with children 6-23 months in their homes to offer support with feeding the appropriate quantities and frequency of foods <p>Community</p> <ul style="list-style-type: none"> Create an enabling environment for mothers/primary caregivers of children aged 6-23 months to practice appropriate feeding following the recommended frequency and quantity by dispelling social, religious, and cultural norms that hinder this practice by conducting dialogues with men and elderly women in extended CGs for grandmothers and men. The direct grandmothers and fathers of children whose mothers will be participating in Care Group Sessions will be targeted together with other elderly women and men as influencing groups, or those who will become grandmothers or fathers later. Promote support to mothers/primary caregivers of children aged 6-23 months from men and elderly women by sharing the family benefits of appropriate feeding following the recommended frequency and quantity Mobilize men to support mothers/primary caregivers of children aged 6-23 months by ensuring adequate food is available in the household through FFBS, VSLAs, and other fora 			

Key Behavior 3: Mothers/primary caregivers of children aged 6-23 months feed their children diverse and nutritious complementary foods at each meal	
Sub-behaviors	Audiences
<ul style="list-style-type: none"> Fathers (of the children aged 6-23 months) and husbands/spouses/partners support women to provide diversified complementary foods to children Continue breastfeeding until 24 months or beyond 	<p>Primary/Key Audience: Mothers/primary caregivers of children aged 6 – 23 months</p> <p>Secondary/Influencing Audiences: Fathers, husbands/spouses/partners, female relatives (including both sisters, sisters-in-law), mothers, mothers-</p>

<ul style="list-style-type: none"> • Breastfeed children before giving other food. • Feed children at least 4 food groups every day (4-star diet) • Feed children the right thickness of food – not too thin/runny and not too thick • Vary the foods offered to children from each food group daily • Give animal source foods (i.e., meat, poultry, fish, eggs, dairy) • Give plant protein (i.e., legumes, ground nuts). Add plant protein to children’s porridge • Give Vitamin A rich vegetables and fruits. Add leafy greens to children’s porridge • Offer children naturally sweetened and seasoned foods. Avoid giving sugary drinks and salty snacks. • Continue feeding during illness • Practice responsive feeding 	<p>in-law, friends, neighbors, other family members, older children, grandmothers, community leaders, religious leaders, fellow congregants</p>		
Barriers & Enablers	Communication Objectives	Key promise/ benefits	Message Points--What to know, feel, think
<p>Barriers</p> <ul style="list-style-type: none"> • Limited knowledge of the need for DD • Limited knowledge and skill on how to modify foods to make them suitable for feeding young children • Unavailability of food / food shortages (especially protein) • Family/societal norms that dictate how a child should be fed <p>Enablers</p>	<ol style="list-style-type: none"> 1. Increase the % of mothers and primary caregivers of children aged 6-23 months who believe it is important to give diverse foods to their children 2. Increase the % of mothers and primary caregivers of children aged 6-23 months with knowledge and skills on how to prepare diverse meals (4-star diet) for their children 3. Increase the % of mothers and primary caregivers of children aged 6-23 months who believe they can feed their children diverse meals 	<p>A child who eats a diverse diet (4-star diet) will help keep children healthy, strong, grows well, and be sick less often</p> <p>Children who are fed from 4 or more food groups daily are healthier because they get nutritious food from a variety of sources</p> <p>Babies who are fed animal source foods regularly are healthier</p>	<p>Know:</p> <ul style="list-style-type: none"> • Benefits of feeding children aged 6-23 months a diverse and nutritious diet (4-star diet) • How to prepare balanced complementary foods (4-star diets) • Where to get support to practice diverse complementary feeding for children aged 6-23 months • What they can do to increase the amount of food available for consumption in their households <p>Feel:</p> <ul style="list-style-type: none"> • They can always feed their children diverse and nutritious foods (4-star diet) • Motivated to always feed their child diverse and nutritious complementary foods (4-star diet)

<ul style="list-style-type: none"> • Seeing a child growing well and looking happy and satisfied • Child enjoys eating the prepared food • Family support to free time or help with feeding baby • Family support in sourcing food to feed children 	<p>(4-star diet) every day and at every meal</p> <p>4. Increase the % of mothers and primary caregivers of children aged 6-23 months who feel supported to feed their children diverse meals (4-star diet) every day</p>		<ul style="list-style-type: none"> • Supported by husband/spouse/partner, friends, and other family members to always feed their children diverse and nutritious complementary foods <p>Think:</p> <ul style="list-style-type: none"> • Recommended feeding method (4-star diet) is the best for the children’s growth and development
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Strategies and Tactics

Individual

- Increase accurate knowledge on the benefits of feeding a child aged 6-23 months diverse and nutritious foods (4-star diet) at each meal through sharing facts in CGs
- Build skills in preparing diverse and nutritious complementary foods (4-star diet) using foods available in the home, through food preparation demonstrations during CG sessions

Interpersonal

- Increase motivation to want to practice appropriate complementary feeding (4-star diet) by sharing stories to visualize impacts of poor child feeding during CG sessions
- Lead Mothers visit mothers/female primary caregivers of children aged 6-23 months in their homes to offer support with preparing diverse complementary foods (4-star diet)

Community

- Create an enabling environment for women to practice diverse complementary feeding (4-star diet) by dispelling social, religious, and cultural norms that hinder this practice by conducting dialogues with men and elderly women / grandmothers, in extended CG sessions for grandmothers and Men’s Fora.
- Promote support to mothers and primary caregivers of children aged 6-23 months from men and elderly women / grandmothers by sharing the family benefits of a 4-star diet during extended CG sessions for grandmothers and in Men’s Fora.
- Mobilize men to support mothers and primary caregivers of children aged 6-23 months by ensuring adequate food is available in the household through FFBS, VSLAs, IGA groups, and other fora
- Produce radio programs and jingles and broadcast them on local radio stations

<p>Key Behavior 4: Adolescent girls (10-14 years) and Women of Reproductive Age (WRA), aged 15-49 years consume diverse, nutritious foods daily</p>	
<p>Sub-behaviors</p>	<p>Audiences</p>

<ul style="list-style-type: none"> Fathers (of the adolescent girls) and husbands/spouses/partners of mothers / WRA, support women to eat diversified and nutritious diets Adolescent girls and PLW eat an extra meal and snacks in between meals During pregnancy, women eat three meals each day plus one small extra meal or snack While breastfeeding, women eat three meals each day plus two small extra meals or snacks Eat protein every day Eat animal source foods often Eat green and orange vegetables every day Adolescent girls choose nutritious foods 		<p>Primary/Key Audiences: Adolescent girls; WRA (15-49 years), with a focus on Pregnant and Lactating Women (PLW)</p> <p>Secondary/Influencing Audiences: For WRA: Husbands, female relatives (including sister and grandmother generations), VHWs, traditional community leaders For adolescent girls: Mothers/guardians, peers, celebrities</p>	
Barriers & Enablers	Communication Objectives	Key promise/ benefits	Message Points--What to know, feel, think
<p>Barriers</p> <ul style="list-style-type: none"> Limited knowledge of the need / importance of dietary diversity Desire for popular / common junk foods Perception that healthy foods are 'boring' and / or 'for old people' Unavailability of food / food shortages and / or lack of money to buy the food – especially animal source foods Lack of social support and encouragement from family Insufficient wood for fire to cook beans Young and unmarried women who fall pregnant feel ashamed to seek help <p>Enablers</p>	<ol style="list-style-type: none"> Increase the % of adolescent girls and WRA who believe it is important to eat diverse and nutritious foods and know the benefits to their bodies. Increase the % of adolescent girls and WRA with knowledge and skills on how to prepare diverse and nutritious meals Increase the % of adolescent girls and WRA who believe they can eat diverse and nutritious diets everyday Increase the % of adolescent girls and WRA who feel supported to eat a diverse and nutritious diet every day 	<p>Adolescent girls and WRAs who eat diverse and nutritious foods every day are healthy</p> <p>PLW who eat diverse and nutritious foods every day have healthier and well-nourished babies</p> <p>Adolescent girls and WRA who eat animal source foods and legumes, such as beans, cowpeas, and groundnuts, are more energetic and have the energy and strength to work</p>	<p>Know:</p> <ul style="list-style-type: none"> Benefits of eating diverse and nutritious diets How to prepare wholesome, diversified, and nutritious diets every day using foods readily available in the household Where to get support for eating diverse and nutritious diets What they can do to increase the amount of food available for consumption in their households <p>Feel:</p> <ul style="list-style-type: none"> They can access and prepare diverse and nutritious foods every day Motivated to try and eat diverse and nutritious foods every day

<ul style="list-style-type: none"> • Belief that nutrition is important • Feel more energetic when eat better / eat protein • Respect for health workers, teachers, celebrities 			<ul style="list-style-type: none"> • Supported by husbands/spouses/partners, fathers, friends, and other family members to always eat diverse and nutritious foods <p>Think:</p> <ul style="list-style-type: none"> • Recommended feeding method is the best for their own health and that of children they will give birth to. • I can eat diverse and nutritious foods every day
<p>Strategies and Tactics</p> <p>Individual</p> <ul style="list-style-type: none"> • Increase accurate knowledge on the benefits of diverse and nutritious diets for adolescent girls and WRA through CGs (WRA and mothers/guardians of adolescent girls) and discussion sessions with adolescent girls in communities through Youth Group meetings and in TVET centers. • Build skills in preparing diverse and nutritious foods for adolescent girls and WRAs using readily available foods in the home, through food preparation demonstrations during CGs sessions and in communities <p>Interpersonal</p> <ul style="list-style-type: none"> • Increase motivation to want to eat diverse and nutritious foods by sharing stories to visualize impacts of poor feeding during CG sessions • Lead Mothers visit adolescent girls and WRA in their homes to offer support with preparing diverse and nutritious foods <p>Community</p> <ul style="list-style-type: none"> • Create an enabling environment for adolescent girls and WRA to eat diverse and nutritious foods by dispelling social, religious, and cultural norms the hinder this practice by conducting dialogues with men and elderly women in extended CG sessions for grandmothers and men and in various community gatherings. Women and men in communities influence each other and are normally responsible for upholding social norms, therefore not just the fathers / husbands and grandmothers of the concerned girls and women will be targeted but all men and elderly women. • Integrate nutrition education in after-school activities (e.g., in Youth Hubs) to promote consumption of diverse and nutritious foods by adolescent girls and WRA • Games and community competition to promote diverse and nutritious foods for adolescent girls and WRA • Mobilize men to support adolescent girls and WRA by ensuring adequate food is available in the household through FFBS, VSLAs, IGA groups, and other fora • Advocacy with community and church leaders to value women and support them to eat nutritious foods every day 			

- Produce radio programs and jingles and broadcast them through local radio sessions

Key Behavior 5: Women of Reproductive Age (WRA), aged 15-49 years, and mothers/primary caregivers of children < 5 years utilize promoted MNCH services

Sub-behaviors		Audiences	
<ul style="list-style-type: none"> • Fathers and husbands /spouses/partners support women to access MNCH services • Pregnant women register your pregnancy within the first 3 months • Pregnant women attend 8 antenatal visits to nearest health center during pregnancy • Mothers take children <5 years for growth monitoring and vaccinations • WRA and mothers/primary caregivers of children aged 6-23 months participate in CGs • Mothers/primary caregivers of children aged 6-59 months take children for monthly Mid-Upper Arm Circumference (MUAC) measurements • Mothers/primary caregivers of children aged 6-59 months take children for vitamin A supplementation once every 6 months • Mothers/primary caregivers of children aged 59 months use micronutrient powders accessed from VHWs 		<p>Primary/Key Audiences: WRA (15-49 years), mothers/primary caregivers of children < 5 years</p> <p>Secondary/Influencing Audiences: Husbands/spouses/partners, household heads, relatives, peers, health workers, Apostolic Church Leaders</p>	
Barriers & Enablers	Communication Objectives	Key promise/ benefits	Message Points--What to know, feel, think
<p>Barriers</p> <ul style="list-style-type: none"> • Lack of information and services • Structure for outreach exists but much capacity development is needed; training must be convenient 	<ol style="list-style-type: none"> 1. Increase the % of WRA, mothers and primary caregivers of children < 5 with adequate knowledge of the benefits of the promoted MNCH services and where to access these services 	<p>Women who register their pregnancy early and attend the recommended 8 ANC visits are likely to give birth to strong and healthy babies and not have serious challenges during childbirth</p>	<p>Know:</p> <ul style="list-style-type: none"> • Benefits of receiving / accessing the promoted MNCH services • Where, in the community or at health centers, to access the promoted MNCH services

<ul style="list-style-type: none"> No linkage between nutrition and agriculture services to improve food access Women have no time to attend community group meetings Prohibitive distance to health facilities Religious/Apostolic Church prohibition against utilizing health services - service content, venue and format is not tailored to fit social norms <p>Enablers</p> <ul style="list-style-type: none"> VHWs and EHTs are already providing health education in communities Reduced deaths in children 	<ol style="list-style-type: none"> Increase the % of MNCH outreach providers trained in offering the services being promoted by Takunda Increase the % of WRA, mothers and primary caregivers of children < 5 with knowledge of nutrition and agriculture, knowing how to produce food to meet their household food needs Increase the % of WRA, mothers and primary caregivers of children <5 who can access promoted MNCH services at community level. Increase the % of WRA, mothers and primary caregivers of children <5 who feel supported by their husbands / spouses / partners or other family members to access promoted MNCH services 	<p>Children whose growth is monitored monthly are less likely to suffer from severe malnutrition or other severe growth faltering problems as problems are identified and rectified early</p> <p>Attending CGs builds knowledge and skills of mothers/primary caregivers of children < 5 to ensure they look after their children well, that they do not get sick often, or are malnourished</p> <p>Children who receive Vitamin A supplementation as well as micronutrient powders are more likely to be healthy and sick less often</p>	<ul style="list-style-type: none"> Community / Outreach MoHCC staff are capacitated to offer the promoted MNCH services What they can do to increase the benefits of the promoted MNCH services <p>Feel:</p> <ul style="list-style-type: none"> They have enough support from husbands/spouses/partners, friends, and family members to access the promoted MNCH services They can access and benefit from the promoted MNCH services <p>Think:</p> <ul style="list-style-type: none"> Promoted MNCH services are good for their health and wellbeing as well as that of their children aged 0-59 month
<p>Strategies and Tactics</p> <p>Individual</p> <ul style="list-style-type: none"> Increase accurate knowledge amongst WRA and mothers/primary caregivers of children < 5 on the benefits of the promoted MNCH services and where to access them, through training and community meetings with them Train the MOHCC community outreach staff and other volunteers, and build the knowledge and skills to provide the promoted MNCH services through organized, collaborative training with MOHCC Build knowledge and skills of WRA and mothers/primary caregivers of children < 5 to demand community services for the promoted MNCH services through community advocacy activities like music, song, and drama 			

<p>Interpersonal</p> <ul style="list-style-type: none"> • Increase motivation to want to seek MNCH services by sharing stories to visualize impacts of WRA and mothers/primary caregivers of children < 5 accessing and participating in promoted MNCH services • Create an enabling environment for WRA and mothers/primary caregivers of children < 5 to seek MNCH services by dispelling social, religious, and cultural norms that hinder this behavior among WRA and mothers/primary caregivers of children < 5 by conducting extended CG sessions for grandmothers and men and in dialogues with religious and church leaders and their wives • Mobilize men to support WRA and mothers/primary caregivers of children < 5 by helping with household chores, sourcing transport to take women to health services, and other similar activities through discussions in men’s fora <p>Community</p> <ul style="list-style-type: none"> • Conduct advocacy sessions with Apostolic Church leaders to promote the use of MNCH services to reduce child deaths and malnutrition
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Key Behavior 6: Household members wash hands at the five critical times			
Sub-behaviors		Audiences	
<ul style="list-style-type: none"> • Wash hands at five critical times: after using latrine/defecating, before eating, before cooking, before feeding baby, and after cleaning baby who’s defecated, • Establish tippy taps or another suitable handwashing stations at strategic positions to remind household members to wash their hands around the home • Have soap / ash hung next to the handwashing station • Fetch adequate water to enable handwashing at the recommended critical times 		<p>Primary/Key Audiences: Mothers/primary caregivers of children < 5, fathers, children, and other household members</p> <p>Secondary/Influencing Groups: Audiences, friends, EHTs, VHWs, and community leaders</p>	
Barriers & Enablers	Communication Objectives	Key promise/ benefits	Message Points--What to know, feel, think
<p>Barriers</p> <ul style="list-style-type: none"> • Some people still don’t know the benefits of handwashing • Shortage of water in the household • Tippy taps easily break-down, destroyed by children or animals • Lack of soap 	<ol style="list-style-type: none"> 1. Increase the % of household members with knowledge of the benefits of handwashing 2. Increase the % of household members who know how to establish a strong and sustainable handwashing station (tippy tap or other) 	<p>Washing hands at the five critical times with soap or ash consistently reduces diarrheal and other diseases, such as flu and COVID-19, in both children and adults</p> <p>It is possible to always wash hands at five critical times</p>	<p>Know:</p> <ul style="list-style-type: none"> • Benefits and importance of consistently washing hands with soap or ash and running water at the five critical times • How to establish sustainable handwashing stations / tippy taps

<ul style="list-style-type: none"> Men do not wash hands as much as women do <p>Enablers</p> <ul style="list-style-type: none"> COVID-19 helped strengthen the importance of handwashing Receiving demonstrations on how to wash hands and install tippy taps is helpful to sustain behavior People felt very happy and fulfilled after learning something very important Using “teach-back” method helped with remembering EHTs / VHWs are already providing WASH education in communities. EHT / VHW visits serve as reminders Seeing others in the community wash hands is motivating Having no-cost material available to set up the tippy taps Women getting help with fetching water, establishing, and maintaining tippy taps Having water or ash available Encouragement from husbands and other relatives, even neighbors Positive feeling after washing hands at critical times consistently Ash is always available 	<ol style="list-style-type: none"> Increase the % of women reporting receiving support from their husbands and other family members in fetching water to wash hands Increase the % of households with soap or ash at their handwashing stations Increase the % of households reporting receiving support from EHTs, VHWs, Takunda staff, or Lead Mothers to wash hands successfully Increase the % of men washing hands at the five critical times 		<ul style="list-style-type: none"> Where to get support with handwashing and establishing handwashing stations at home <p>Feel:</p> <ul style="list-style-type: none"> They can always wash their hands with soap or ash and running water at the five critical times They have enough support from husbands/spouses/partners, friends, and family members to always have adequate water for handwashing <p>Think:</p> <ul style="list-style-type: none"> Handwashing is critical to the health and wellbeing of all family members, including men, and especially children
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<ul style="list-style-type: none"> • Tippy tap is a visual reminder to wash hands • Handwashing a socially acceptable in communities 			
<p>Strategies and Tactics</p> <p>Individual</p> <ul style="list-style-type: none"> • Increase accurate knowledge amongst mothers/primary caregivers of children < 5 and all household members on the benefits and importance of consistent handwashing with soap or ash and running water at the five critical times through training and message sharing in CHCs, SAGs, CGs, and all Takunda led fora • Train the MOHCC community outreach staff and other volunteers and build their knowledge and skills in promoting handwashing and how to establish strong and sustainable handwashing stations at strategic places around the home • Produce and distribute stickers with handwashing reminders to be stuck around the home • Produce and distribute flyers on how to build strong and sustainable handwashing stations and train men, women, and youth on how to establish and maintain strong and sustainable handwashing stations <p>Interpersonal</p> <ul style="list-style-type: none"> • Increase motivation for handwashing amongst mothers/primary caregivers of children < 5 who participate in CGs by sharing positive and negative stories demonstrating the benefits of handwashing and the consequences of not washing hands often • Use “teach-back” methodology when teaching mothers/primary care givers of children < 5 • Demonstrate establishment of strong and sustainable handwashing stations at home during CGs, in Community Health Clubs, and during other community meetings like FFBS meetings and Disaster Risk Reduction (DRR) / Natural Resource Management (NRM) meetings • Promote monthly household visits by Lead Mothers, VHWs, and EHTs to serve as reminders for handwashing and motivate the behavior at home • Create an enabling environment for handwashing at home by mobilizing men and elderly women to promote handwashing at the five critical times in extended CGs for grandmothers, men’s dialogues, and dialogue with religious and church leaders and their wives <p>Community</p> <ul style="list-style-type: none"> • Erect community placards with handwashing messages at strategic places frequented by priority audiences • Conduct handwashing promotion in schools, using competitions during national commemoration events like Global Handwashing Day 			

<p>Key Behavior 7: Households use appropriate hygiene enabling facilities: Double pot racks, Handwashing facilities, Rubbish pits, and Improved latrine (BVIP/UBVIP)</p>	
<p>Sub-behaviors</p>	<p>Audiences</p>
<ul style="list-style-type: none"> • Household heads establish double pot-racks in home 	<p>Primary/Key Audiences: Household heads and family members</p>

<ul style="list-style-type: none"> Household heads establish strong and sustainable handwashing facilities at strategic positions around home Household heads dig three rubbish pits for separate disposal of organic matter, plastics, and paper Household heads construct an improved latrine (BVIP/UBVIP) for household Household heads allocate resources for latrine construction and maintenance 	<p>Secondary/Influencing Audiences: Wives/spouses/partners, mothers, neighbors, friends, EHTs, VHWs, and community leaders</p>		
Barriers & Enablers	Communication Objectives	Key promise/ benefits	Message Points--What to know, feel, think
<p>Barriers</p> <ul style="list-style-type: none"> Limited knowledge on construction of cheaper UBVIP Limited knowledge on how to establish a hygiene enabling facilities Knowledge on the fecal oral infection route is not fully understood Lack of resources to construct improved latrines Prohibition from cutting down trees to construct pot racks and handwashing facilities Motivating factors for latrine construction are not fully understood <p>Enablers</p> <ul style="list-style-type: none"> It does not cost money/need no materials to dig rubbish pits and construct double pot racks 	<ol style="list-style-type: none"> Increase the % of men, women, and youth with knowledge of the benefits and importance of having hygiene enabling facilities around the home Increase the % of men, women, and youth who know how to establish strong and sustainable hygiene enabling facilities around the home Understand the motivation for establishing latrines around the home Increases the % of women and youth motivated to establish hygiene facilities around the home 	<p>Having hygiene enabling facilities around the home makes practicing improved hygiene and sanitation easier</p> <p>It does not cost a lot of money to establish strong and sustainable hygiene enabling facilities around the home</p>	<p>Know:</p> <ul style="list-style-type: none"> How to construct hygiene enabling facilities in the most cost and environmental sensitive manner Motivating factors for latrine construction and use <p>Feel:</p> <ul style="list-style-type: none"> It is essential to have hygiene enabling facilities around the home They can establish hygiene enabling facilities at home <p>Think:</p> <ul style="list-style-type: none"> Having hygiene enabling facilities that they use every day protects them and their families from diseases

<ul style="list-style-type: none"> • EHTs support households in establishing hygiene enabling facilities • Factors motivating for latrine construction are not fully understood • Having hygiene enabling facilities around the home is considered socially acceptable 			
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Strategies and Tactics

Individual

- Increase accurate knowledge amongst men, women, and youth on the benefits of establishing hygiene enabling facilities around the home through training and message sharing in CHCs, SAGs, CGs, and all Takunda led community groups
- Train the MOHCC community outreach staff and other volunteers to build their knowledge and skills in promoting establishment of hygiene enabling structures and maintaining them around the home.

Interpersonal

- Promote establishment of hygiene enabling structures in Community Health Clubs and in all Takunda fora – including FFBS, VSLAs, CGs, and DRR / NRM committees
- Identify positive deviants/role models in communities and use them to promote hygiene amongst fellow community members

Community

- Use community leaders and other identified community volunteers to mobilize communities to adopt approaches where members hold themselves accountable to ensuring each household has basic hygiene enabling facilities around the home
- Promote latrine construction and consistent use as a way of achieving Open Defecation Free (ODF) communities

Key Behavior 8: Households practice good hygiene and sanitation – Drink clean and safe water, Safely dispose of adult and children’s feces, Safely dispose all household waste, and Use and safely dispose of appropriate sanitary ware

Sub-behaviors	Audiences
<ul style="list-style-type: none"> • Mothers ensure children and all family members drink clean and safe water always • Household heads safely dispose of all household waste • Participate in community ODF activities like triggering • Use latrines habitually 	<p>Primary/Key Audience: Mothers/female household heads</p> <p>Secondary/Influencing Audiences: Husbands/spouses/partners, other family members, EHTs, and VHWs</p>

<ul style="list-style-type: none"> • Dispose of children’s feces into the latrine - both what is washed off nappies and what is left by children who can’t use toilets yet • Bury feces if household does not have a latrine • Women and adolescent girls use and safely dispose of appropriate sanitary wear 			
Barriers & Enablers	Communication Objectives	Key promise/ benefits	Message Points--What to know, feel, think
<p>Barriers</p> <ul style="list-style-type: none"> • Limited knowledge of the benefits of improved sanitation practices around the home • Limited knowledge that feces can be safely disposed of by burying it • Limited knowledge that children’s feces can cause diseases • Limited awareness that germs spread through water carrying / storage containers • Belief that children’s feces are not harmful • Unavailability of a toilet in the household • Unavailability of water treatment tablets / solutions at community level • Unavailability of long-handle cups at home • Lack of fuel to boil water consistently • Lack of adequate water sources providing clean and safe water 	<ol style="list-style-type: none"> 1. Increase the % of household members with knowledge of the benefits and importance of good hygiene and sanitation around the home 2. Increase the % of household members Who know how to effectively practice improved hygiene and sanitation at home 3. Increase the % of women who feel supported to ensure households practice good hygiene and sanitation around the home 4. Increase the % of women and young girls who feel supported to access appropriate sanitary ware and safely dispose of them 	<p>Practicing good hygiene and sanitation around the home protects the family from diseases</p>	<p>Know:</p> <ul style="list-style-type: none"> • Benefits and importance of practicing household hygiene and sanitation around the home • How to practice all the promoted good hygiene and sanitation practices <p>Feel:</p> <ul style="list-style-type: none"> • They have support from their husbands/spouses/partners and other family members to practice good hygiene an improved sanitation around the home <p>Think:</p> <ul style="list-style-type: none"> • Practicing hygiene and improved sanitation around the home is possible and beneficial to the health of the family

<ul style="list-style-type: none"> • Lack of money to buy appropriate sanitary wear for women and young girls • Many people believe adults should use the toilet but are happy to leave children’s feces in the open • Menstruation is considered very private and women and adolescent girls are shy to seek or request money to buy appropriate sanitary ware <p>Enablers</p> <ul style="list-style-type: none"> • Good household hygiene is socially acceptable 			
<p>Strategies and Tactics</p> <p>Individual</p> <ul style="list-style-type: none"> • Increase accurate knowledge amongst mothers and family member on the benefits and importance of practicing hygiene and improved sanitation through trainings in CHCs <p>Interpersonal</p> <ul style="list-style-type: none"> • Use positive and negative stories to promote practicing good hygiene and improved sanitation, in any meetings with women, men and youths <p>Community</p> <ul style="list-style-type: none"> • Mobilize communities to protect established clean and safe water sources and keep them functional through mobilizing and training water point committees • Mobilize communities to hold themselves accountable for practicing good hygiene and improved sanitation around the home 			

PURPOSE 3: Impacts of shocks and stresses reduced for extremely poor and chronically vulnerable households, women, and youth

Key Behavior 1: Households implement timely action based on climate risk information	
Sub-behaviors	Audiences

<ul style="list-style-type: none"> Household members seek climate risk information Male household heads, invite women and youth to meetings and give them equal access to information and equitable voice in community planning. 		<p>Primary/Key Audiences: Household heads, household members</p> <p>Secondary/Influencing Audiences: Agriculture Extension Officers, Lead Farmers, local leaders, MSD, community-based forecasters</p>	
Barriers & Enablers	Communication Objectives	Key promise/ benefits	Message Points--What to know, feel, think
<p>Barriers</p> <ul style="list-style-type: none"> Limited information on climate risks Inability to interpret MSD information Lack of knowledge and awareness that they can seek/ demand information Poor network coverage and mobile phone ownership hinder sharing timely climate risk information Women’s time poverty Lack of interest from community members in seeking climate information and early warning. Youth voices are often ignored Women from male headed households often do not participate in meetings <p>Enablers</p> <ul style="list-style-type: none"> Messages and information can be passed through phones/ text/ WhatsApp Many households have access to radios and messages can be passed through the radio. 	<ol style="list-style-type: none"> Increase the % of households with adequate knowledge and understanding of the importance of early climate warning and where to get that information Increase the % of household heads knowing where to demand timely climate information Increase the % of women and youth participating in community planning meetings 	<p>Planning for impending climatic shocks helps save lives, reduces loss of resources and assets, and helps build resilience to repeated shocks</p> <p>Households can protect themselves from climatic shocks if they get early warning information on time and take prompt action</p>	<p>Know:</p> <ul style="list-style-type: none"> Benefits and importance of early warning information and taking timely action against impending shocks Where to get climate risk information How to plan for impending climatic shocks What to plan for in case of impending climatic shocks <p>Feel:</p> <ul style="list-style-type: none"> They have support from community leaders, MSD, AGRITEX, and Lead Farmers when preparing for shocks It is their responsibility to seek climate risk information early and take prompt action to prepare for impending shocks / hazards <p>Think:</p> <ul style="list-style-type: none"> It is possible to prepare adequately for shocks and reduce risk of losing assets, shelter, and other essential resources

<ul style="list-style-type: none"> • Women and youth are willing to participate in meetings when called or invited • Availability of training, printed information and support visits from experts • Presence of community-based service providers (Lead farmers, DRR committees, weather forecasters) 			
<p>Strategies and Tactics</p> <p>Individual</p> <ul style="list-style-type: none"> • Train communities on the importance of early climate information, where to get it, and how to use it to prepare for impending shocks, hazards, and other climatic conditions. <p>Interpersonal</p> <ul style="list-style-type: none"> • Promote using climatic risk information early through routine messages passed during community program activities, such as FFBS, VSLAs, DRR, and NRM activities. Use song, drama, and storytelling techniques to contextualize information and action <p>Community</p> <ul style="list-style-type: none"> • Mobilize communities to seek climate information early from MSD and AGRITEX and organize themselves into groups to develop action plans • Capacitate DRM Committees, train and disseminate information • Mobilize male groups through male dialogue sessions to participate in climate risk planning. Involve women and youth in the planning 			

Key Behavior 2: Communities collectively implement community by-laws and asset constitutions for management of shared community assets and natural resources	
Sub-behaviors	Audiences
<ul style="list-style-type: none"> • Communities review and develop community by-laws and/or constitutions • Communities jointly plan strategies and mechanisms for management of community assets and natural resources • Communities participate in construction of resilience assets (weirs, water harvesting structures, etc.) 	<p>Primary/Key Audiences: DRR Committees, Environmental Sub Committees, Asset Management Committees, community members (men, women, youth), local leaders</p> <p>Secondary/Influencing Audiences: Environmental Management Authority, Rural District Councils, AGRITEX, Forestry Commission, local government, Zimbabwe Republic Police (ZRP).</p>

Barriers & Enablers	Communication Objectives	Key promise/ benefits	Message Points--What to know, feel, think
<p>Barriers</p> <ul style="list-style-type: none"> • Ignorance on the potential role of well managed community assets • Process of by-law development is too long • Shortage of skilled labor • Geographical challenges (i.e., hard rock, lack of gorges, excessive river siltation) • Community conflicts • Control of assets by the elite <p>Enablers</p> <ul style="list-style-type: none"> • Constitutions are easier to develop and implement • Availability of traditional laws • Existing committees • Communities realize tangible benefits from the assets • Joint planning brings about collective action • Availability of cash for assets component in Takunda, which can be used to support rehabilitation and management of community assets • Well managed community assets contribute to improved food security 	<ol style="list-style-type: none"> 1. Increase the % of DRR Committee members, Environmental Sub Committee members, Asset Management Committee members, community members (men, women, youth), and local leaders who know the importance of having community by-laws 2. Increase the % of household heads who know the importance of having a joint community plan for managing community assets and natural resources 3. Increase the % of community members and local leaders who actively participate in development of community bi-laws and constitutions and use them to maintain their community assets 	<p>Communities with community by-laws and asset constitutions in place are better able to manage their assets and natural resources</p> <p>Communities that plan together have reduced risk of suffering climate and other shocks</p> <p>Well managed community assets and natural resources contribute towards food security and wellbeing of communities</p>	<p>Know:</p> <ul style="list-style-type: none"> • Benefits of developing community bi-laws and constitutions • How to draft bi-laws and community constitutions and where to get support for this • How to use community bi-laws and constitutions to manage community assets and shared natural resources <p>Feel:</p> <ul style="list-style-type: none"> • Working together with others brings greater benefit to their household <p>Think:</p> <ul style="list-style-type: none"> • Our committee needs to have a constitution in place to function effectively • Community bi-laws and constitutions are effective for managing community assets and shared natural resources

<ul style="list-style-type: none"> Community social support from well managed asset proceeds Availability of material resources to use 			
<p>Strategies and Tactics</p> <p>Individual</p> <ul style="list-style-type: none"> Train DRM and Asset Management Committees and build leadership capacity and technical skills for construction projects and asset maintenance Train communities on the importance of community assets and natural resources in building community resilience against shocks and contributing to food security Train DRM Committees, Environmental Sub Committees, Asset Management Committees, community members (men, women, youth), and local leaders in community asset and natural resources management and how to enforce bi-laws and constitutions <p>Interpersonal</p> <ul style="list-style-type: none"> Use SAA methodology to conduct intergenerational dialogues on management of community assets and natural resources, it's importance, and the roles of all members <p>Community</p> <ul style="list-style-type: none"> Mobilize communities to act towards management of community assets and natural resources Develop radio programs and broadcast them on local radio stations to share information on the value of well management community assets and natural resources 			

Key Behavior 3: Households have in place disaster management measures for identified disasters			
Sub-behaviors		Audiences	
<ul style="list-style-type: none"> Households attend community visioning meetings and joint actions Households develop a disaster management plan Households acquire assets Household members save money Couples share daily work of providing for the family 		<p>Primary/Key Audiences: Households heads, household members</p> <p>Secondary/Influencing Groups: DRR Committees, Environmental Sustainability Committee (ESCs)s, Civil Protection Unit (CPU), Community weather forecasters, Ministry of Small and Medium Enterprizes development (SMEs), Environmental Management Authority (EMA), and community leaders</p>	
Barriers & Enablers	Communication Objectives	Key promise/ benefits	Message Points--What to know, feel, think
<p>Barriers</p> <ul style="list-style-type: none"> Lack of community leadership 	<ol style="list-style-type: none"> Increase the % of household heads who know the 	Households who plan for possible disasters suffer	Know:

<ul style="list-style-type: none"> • Limited knowledge of financial planning • Lack of vision/potential to improve livelihood /security • Community members not willing to join VSLAs to save money • Lack of inputs or other resources to implement plans • Belief that all events are predetermined and inevitable • Lack of community unity and agreement on priorities • Laziness • Dependency mentality • Time poverty for women and youth • Extremely vulnerable households lack income <p>Enablers</p> <ul style="list-style-type: none"> • Burial societies are thriving in communities and are a good example of planning for disasters • Climate smart agriculture (e.g., <i>Pfumvudza</i>) is being successfully implemented • Presence of community leaders who mobilize meetings • Existence of well managed VSLAs successfully saving money 	<p>importance and benefits of having disaster management plans and can develop them</p> <ol style="list-style-type: none"> 2. Increase the % of household heads with financial management and planning skills 3. Increase the % of household heads who are motivated to develop disaster risk management plans and implement them. 4. Increase the % of men, women, and youth who can identify opportunities available to them to increase their income 	<p>less impacts from the disasters and do not lose essential assets when disasters hit them. They are more resilient to shocks and stressors</p> <p>Early planning for disasters helps households recover quickly from them and remain less vulnerable.</p> <p>It is possible for every household to plan for disasters.</p>	<ul style="list-style-type: none"> • Different types of shocks and disasters and how to prepare for them • How to develop disaster management plans for specific disasters • Where to get support in disaster planning • Concrete actions that can reduce vulnerability • Assets can be liquidated in the face of disaster, to reduce households' vulnerability • Everyone can learn to save <p>Feel:</p> <ul style="list-style-type: none"> • Hope for the future with a concrete vision of a pathway to a better life <p>Think:</p> <ul style="list-style-type: none"> • Participating in community visioning activities is for their benefit as a community • I value my family and I can make efforts to ensure that they are protected from shocks and disasters
<p>Strategies and Tactics Individual</p>			

- Training farmers and AGRITEX extension workers on climate-adapted crops and technologies
- Train households and communities in disaster risk planning and link them to where they can find help and support for climate smart agriculture production and investing in other profitable businesses and income generating activities.

Interpersonal

- Use the SAA approach to build self-efficacy (individual and community) and overcome 'dependency mindset'
- Use drama, competitions, and storytelling to make community activities engaging with vivid examples of how to take disaster management measures

Community

- Develop radio programs and broadcast them on local radio stations to share information on the value of disaster management measures to make households and communities more resilient to shocks and stressors

5.4 Channel Mix

To implement this SBC Strategy, Takunda will work through existing channels and community structures as well as those structures that are being established/revitalized by the project to deliver activities across the three purpose areas. SBC approaches and interventions will be integrated across the three purpose areas to achieve the goals and objectives of each purpose area and the program. Takunda will use these platforms to deliver the various SBC tactics and strategies listed in the behavior tables above in a flexible way, based on the evolving realities on the ground with communities, households, and individuals at any given time throughout the project.

Takunda will use a multi-channel approach that utilizes interpersonal communication (IPC), mass and mid-media, and community mobilization activities to reach priority audiences and address barriers related to increasing knowledge, motivation, building skills, self-efficacy, agency, and transforming social and gender norms. Using multiple channels, Takunda will deliver mutually reinforcing SBC activities and messages. Key channels that will be used by Takunda include:

Care Groups - The CGM will form the hub for Takunda's Purpose 2 activities. A CG is a group of 10 to 15 volunteer community-based health educators who regularly meet together with project staff or a VHWs for training, supervision, and support. CG volunteers provide peer support, develop a strong commitment to health activities, and find creative solutions to challenges by working together as a group. Each of these volunteers in turn support a group of 10-15 Neighbor Women. Wide experience with the CGM globally and within Zimbabwe has demonstrated its effectiveness and complementarity with other methods. Through CGs, Takunda will deliver a range of education, awareness-raising, problem-solving, skills-building, and norm-shifting SBC activities and through them we will also engage several groups beyond the primary target of WRA. CGs will be linked with male advocates, youth clubs, Grandparent Groups/Elderly Women Care Groups, Model Farmers, VLSA, and community gardens. Topics covered in CG modules with mothers are also shared through these other groups to expose all community groups to the same overall messages, but with customized delivery that meets each "where they are."

Farmer Field and Business Schools - FFBSs will form the hub of Takunda's Purpose 1 agricultural activities. The FFBS curriculum will cover leadership, financial literacy and numeracy, business and marketing skills, and market system engagement as well as increase participants' knowledge and adoption of improved, sustainable, climate-resilient crop and livestock technologies and practices. Lead Farmers and FFBS facilitators will provide agriculture technical assistance, access to inputs, and links with agro-dealers, paravets, and other agricultural resources.

Village Savings and Loans Associations - VSLAs are self-selecting and community-managed structures that improve member access to finance services while serving as a learning opportunity for financial literacy, while building cohesion and trust. Small loans from VSLAs contribute to new enterprises/IGAs essential to diversify household income sources and are important for resilience building. Takunda will train and support Cluster Facilitators to set up new or strengthen old VSLAs. Takunda will also link youth with YSLAs.

Social Analysis and Action - SAA is a core approach that Takunda will apply across project areas. SAA is a facilitated process through which individuals and communities explore and challenge the social norms, beliefs and practices that shape their lives and are at the root of the development problems that projects seeks to address. Takunda will use SAA throughout implementation, with different peer groups, as well as with broader community groups, to foster reflection, visioning, and gradual social norms change that contributes to specific behavior changes across project purpose areas while empowering individuals, groups, and communities to identify local solutions to problems. Within SAA, the program will use

different social norm exercises that get people thinking from new perspectives using fun, engaging activities.

Male Advocates/Men's Forum – Male advocates/Men's Forums are groups to engage men in discussion, learning, and action to support activities across the project. Since gender equity and women's empowerment are important aims of Takunda, it is essential to engage men to shift gender norms among men to be more equitable and inclusive. Male community members in each purpose area will be selected for gender and leadership training. They will be responsible for integrating and facilitating community-level gender discussions and serving as Lead Fathers/gender champions and role models for support of behavior change across purposes.

Youth Clubs – Youth clubs for female and male youth will be central to activities under all-purpose areas, but especially livelihoods development. The PYD approach of Takunda partner IYF will be used through youth clubs to support skills development and behavior change among youth and adolescents. Through the youth clubs, various learning modules will be used, including one on healthy lifestyles. Content will use methods and concepts that resonate strongly with youth interests, and focus on very practical aims, in response to SBC formative research findings that youth are motivated by tangible, direct benefits. Youth leadership will be actively developed, and every opportunity given to let youth create content and lead activities, in response to formative research findings that youth are not interested in participating unless they have a strong voice in meetings and activities.

Elder Forum - Responding to the growing acknowledgement of the important role played by grandparents on household health and nutrition behaviors, and the need to engage grandparents more actively as key influencers in households and communities, Takunda will form groups to engage senior members of the community. Careful attention will be given to group facilitation, so it is not seen as an effort simply to 'convert' elders to the new behaviors, but rather to elicit the voices and experience of elders, in a mutually learning process, to work with old and new ways to benefit families and communities.

Within each of these community structures/groups, Takunda will employ various techniques for effective engagement, tailored to preferences of the age and gender of the participants:

- **Group learning** – in the form of short sessions where participants listen to key facts from a facilitator and get a chance to ask questions. Learning materials will include short, laminated guides or counselling cards with key information and pictures which a facilitator will show to participants and check to ensure understanding. It may include a facilitator giving participants short tasks to check understanding.
- **Demonstrations** – To showcase and involve participants in doing the practice with guidance from the group facilitator, government extension workers – like Village Health Workers and AGRITEX workers. These demonstrations can take the form of actual work in the field, such as mulching, planting or weeding, practicing proper attachment of a baby to the breast, preparing a balancing child's meal using materials brought by Care Group Participants from home, or filling gullies in a NRM group.
- **Drama and role plays** – Information is more engaging when it is dramatized. Facilitators can learn more about peoples' attitudes and behaviors when participants act out typical situations, as opposed to simply asking them to report them, as social desirability bias limits value of self-reported behavior. Emotions are important in behavior, and they come out in role-play and dramas in a way they do not in simple reports/descriptions.
- **Guided testimonials and Storytelling** - Individuals share vivid first-person experiences during group activities. When people hear vivid, first-person experiences and the feelings that go along with it, it leaves deep impressions on the listener. Whether testimonials present a familiar

experience that listeners identify with, or a dramatically different one, those stories engage people in discussion and debate that are fundamental ingredients to social and behavior change. Takunda will use testimonials in peer groups and other structures to help priority audiences envision realistic, vivid pathways for change. When first person testimonials are absent or too sensitive, made-up stories can be just as powerful.

- **Rock Leadership “90”** – Applying learnings from the Mhuri/Imuli project’s experience and in-line with the Takunda Apostolic Faith Engagement Strategy, Takunda will adapt the Rock Leadership “90” method for engaging religious leadership in communities with a high population of Apostolic Faith members. This method will be used to design and implement culturally appropriate activities to support Takunda’s SBC aims. This approach involves engaging Apostolic Sect leaders, who are men, to discuss their religious norms, how harmful they can be, and what can be done to address them. This engagement is done in the spirit of ensuring the health and wellbeing, as well as development, of members of the sect. SAA approaches will be used for this purpose.
- **Household visits and negotiation for behavior change** – A facilitator or Takunda Field Officer will visit group participants’ households to check on behavior practice, identify challenges and barriers being faced and discussing with participants to identify small doable actions to help circumvent barriers or challenges.

6. IMPLEMENTATION PLAN – GEOGRAPHIC TARGETING AND KEY ACTIVITIES

6.1 Geographic Targeting

The Takunda SBC strategy will be implemented in all four program districts – Mutare and Buhera in Manicaland province and Chivi and Zaka in Masvingo province. Coverage of activities within these districts will follow the Takunda program coverage plan, 23 administrative wards in Mutare, Buhera, and Zaka districts and 24 wards in Chivi district. Coverage of SBC interventions will be guided by Takunda activities in the three purpose areas to avoid promoting behaviors where technical support for these behaviors is not being provided.

6.2 Phasing and sequencing of intervention elements

Takunda will select priority activities to implement in a phased approach. Recognizing the SBC principle that ‘less is more’, we know that impact of learning and community activities will be greater if community members are not asked to participate in many things at once. Instead, project components will build upon each other in an evolving implementation strategy as outlined in Annex 1 – Takunda SBC Strategy Implementation Plan

Technical teams have prioritized 15 behaviors across the three program purposes, as highlighted in Table 2 and detailed in the behavior tables above. Implementation of these behaviors will follow a phased approach, selecting a small number of key behaviors to address in the first stage, based on what is most feasible and likely to have impact, rather than tackling all at once. Behaviors that involve more complex social change will be promoted in later stages of the project, together with additional behaviors that may be identified later, if deemed necessary. With smaller goals there is greater chance of success, and it bolsters confidence to add more demanding activities later. Under Purpose 1, the program will focus on applying financial skills and business development services to engage in profitable on/off/non-farm and IGAs, while waiting for the agriculture season to start at the beginning of FY3 when intercropping and mulching will be promoted. For Purpose 2, many of the priority behaviors will be addressed through CGs, Men’s Fora, and Expanded Care groups for elderly women. The CGs will prioritize the foundations for human nutrition – exclusive breastfeeding and infant and young child feeding behaviors first, later adding a focus on women’s nutrition. Adolescent girls will be met through Youth Clubs and in TVET training colleges and other community activities targeting youths. WASH behaviors, like safe disposal of household waste, are easier to implement, and will be done in earlier phases, then after a solid foundation of knowledge on fecal-oral disease cycle has been established, promote boiling drinking water. Promoting latrine use will be done after completion of the human centered design for latrine construction and use, and after achieving enough social cohesion to work on community led total sanitation and resource mobilization to build latrines, as well as to obtain the benefits from social norms diffusion. The Takunda SBC formative research showed that it is difficult to practice handwashing when water supplies are limited and inconvenient; thus, project implementation will focus first on addressing access issues, then shift the balance to education and motivational activities to increase handwashing. For Purpose 3, many activities require a high degree of community collaboration in terms of planning and resource management. These behaviors will be pursued later, after a first stage that focuses on the household level and learning about climate risk information and risk mitigation, as a foundational action.

For most of the core SBC and program activities to be successful, a certain level of trust and group solidarity will need to be established. Takunda will therefore ensure earlier implementation phases will invest more in listening and learning, and trust-building activities in the communities, along with capacity development of field workers (see Capacity Development section below). Given the findings from the Takunda SBC formative research, social cohesion is lacking or fragile in many target communities, so it

is not realistic to expect enthusiastic participation in demanding activities in the beginning stage. Instead, the program will spend more time conducting SAA dialogues with an emphasis on Takunda listening and learning about community members' perspectives on issues important to them. Through this, the program will be building rapport between field staff and community members and earning their trust. As this first stage gets underway, Takunda will conduct deep visioning exercises with selected community groups. These will apply an adaptation of the SAA methodology to draw out groups' positive, hopeful images which will be referenced and mobilized during implementation of activities and will serve as a motivation to individual participation in Takunda activities. Expert facilitation of these meetings will be essential to success, as will a schedule for implementing them as an ongoing series, for evolving, increasing impact over the course of Takunda. The listening and learning that Takunda will do during this phase will allow the team to refine its approach to specific activities for each community. The SBC formative research revealed some differences in attitudes and norms around community collaboration, and implementation of core project activities should be tailored to each community based on their expressed interests and social dynamics. Staff will monitor progress on the crucial 'soft' indicators in this first stage – and when a community demonstrates sufficient trust – in both Takunda and its field officers, as well as trust in each other – then the balance will shift, and implementation of other core activities can ramp up.

While focusing more on the foundation of social cohesion is important for the early stages, at the same time, the SBC formative research found that people are motivated to work on things that have immediate benefit. So, while it may not be appropriate to push activities that depend on interpersonal communication and empathy, like intergenerational groups or male champions, other hands-on activities like community work to repair or develop a water source could more easily attract participation and provide an opportunity for people to see the benefits of shared work, which could carry over to more social activities like youth mentoring clubs / Youth Clubs or advocacy with faith leaders.

When working with communities heavily influenced by the Apostolic faith, phasing will be designed to work from the top down, focusing in the first stage on engaging church leaders. This first stage will involve a lot of listening to learn their perspective and uncover unexpected opportunities for change or support of small steps. Getting a few leaders to buy into and even speak out to their congregations in favor of supporting some SDAs will be crucial, before starting to push changes on anxious adherents. After church leaders support a concept, they may influence men (i.e., husbands and fathers) to support it, which is necessary before the primary target audience – PLW – will feel confident to try certain new behaviors. For example, if the bishop publicly speaks about the benefits of improved nutrition, they may convince men that it is acceptable to welcome VHWS in the home to provide education to women on child feeding. As small benefits (and no bad effects) are noticed, trust is gradually built. Depending on relationships, Takunda will advocate for the practice of natural family planning with church leaders. After 1-2 years, it could be introduced to men's fora, and only after men are on board, it can be taught and supported through mother CGs.

6.3 Coordination and Collaboration

In implementing this strategy, Takunda will work closely with government structures and stakeholders at community, ward, and district levels, and engage provincial level stakeholders in monitoring and learning. Takunda will also engage other programs doing similar and related work at districts level to share and learn from each other's experiences and to share progress and lessons. As outlined in the SBC formative research report, Takunda will engage various stakeholders as follows:

Gatekeepers: Gatekeepers have the power of influence Takunda SBC and other activities. Government departments in the ministries of Health, Agriculture, Education, Gender, Small and Medium Enterprises, will be treated as gatekeepers whom Takunda will keep informed of program activities and ensure program interventions are aligned to their policies and strategies. Where these have SBC / SBCC strategies, approaches and activities will be harmonized to the extent possible. For example, the MOHCC uses the CGM to promote behavior change in nutrition. Communication materials to be used in Takunda supported CGs will be harmonized to align closely to the national guidelines, while applying contextual variations informed by the Takunda SBC formative research findings, the CGs inventory, and other Takunda formative studies. Similarly, the WASH SBC approaches will follow national guidelines provided through the national policy and strategy for WASH, including the use of approved communication materials.

Partners: Partners are stakeholders who will collaborate with Takunda, giving hands-on support. Identified partners include government community workers, including VHWs, EHTs, agriculture extension workers, community development workers, teachers, and rural health center nurses. Takunda will also partner with development programs like the FHI 360 Mhuri/Imuli project to learn from their experiences engaging the Apostolic Faith Sect in MNCH activities.

Allies: Allies are stakeholders who support the work the project is doing through their own efforts. Takunda has identified sister programs like *Amalima Lokho* and other USAID funded program like the USAID Feed the Future Zimbabwe Fostering Agribusiness for Resilient Markets (FARM) Activity.

Takunda will also share progress through district and provincial coordination platforms like the Food and Nutrition Security Committees, District Development Committees, and other available coordination platforms. Efforts will be made to ensure harmonization of communication messages, reduce duplication of messages to the same target populations, and avoid conflicting messaging. Takunda will also take advantage of national commemoration events, such as World Breastfeeding Week, World Food Day, National Handwashing Day, and World Water Day, to work with stakeholders and disseminate key messages to a wider population.

6.4 Capacity Development

Takunda assessed SBC capacity of all program staff from managers to field officers during the refine and implement year. The assessment, which was done through an online tool, assessed SBC competency level, confidence in, and experience in designing, implementing, monitoring, evaluating, and coordinating SBC interventions and inquired on staff capacity development topics and preferred delivery format. Results revealed that while staff had some level of understanding of SBC program design and implementation, they felt they lacked the key skills to make them fully competent to implement SBC activities in Takunda. Staff needed more support in design and creation of materials for SBC interventions, monitoring, and evaluation (M&E) of SBC interventions, including developing indicators and measuring change. The areas of SBC interest indicated by the respondents pointed to the need for SBC approaches, methods, and tools that are relevant for Takunda's work especially in the areas on community engagement. This underlines the importance of ensuring SBC capacity development is seen as directly relevant to existing duties the staff are responsible for and ensuring staff are aware of the SBC technical expertise and support the project has. Staff preference for face-to-face training, on the job training, mentoring, and sharing of experiences indicated that respondents want time to focus on SBC approaches within their job. There was not a lot of desire for independent learning – but rather facilitated and guided learning by technical experts and each other. Considering respondents' workload, it was deemed important that SBC capacity development activities are integrated and included into as many

opportunities as possible, such as adding a module or integrating content into planned/existing trainings. This will allow SBC capacity to be strengthened in an integrated fashion with project activities and reinforce the cross-cutting nature of SBC within the project purpose areas. SBC capacity development activities in Takunda will be focused on actual Takunda project implementation, support to staff to apply new skills and concepts, and opportunities for staff to learn from each other – both challenges and successes.

Takunda will use an iterative, skills-based approach to capacity development of frontline workers who facilitate activities across its program purposes, including FFBS facilitators, gender champions, youth, and women leaders, VLSA/YSLA leaders, VHWs, Lead Mothers, Men's Fora facilitators, elders, and youth facilitators of intergenerational groups. The MMCA training has been identified as the SBC capacity development package for building basic skills for effective communication, facilitation, and negotiation for behavior change. Training will start with team managers, specialists, and advisors then trickle down to Field Officers who will in turn train facilitators for the different platforms that Takunda will use to engage communities – FFBS facilitators, VSLA Facilitators, TVET trainers, VHWs, Lead Mothers, and other cadres. At the project leadership level – program management unit and purpose leads – will be trained, mentored, and coached to be able to understand and identify where SBC should be incorporated and when and how to seek technical support when needed.

Additional trainings will focus on skills building and capacitating field officers and group facilitators to be able to undertake behavior negotiation, facilitate behavior change sessions with communities, explore and understand barriers to behavior adoption, and work with communities to overcome barriers and undertake SDAs towards behavior adoption. IPC skills are the most crucial for SBC implementation and are often given inadequate time during training. The MMCA training includes these key skills and extra time will be given to practicing skills for group facilitation, counseling, and leading education sessions. Ongoing support will also be provided as follow up after trainings, in the form of on-the-job coaching and mentoring, to ensure quality in delivering SBC activities and to fill in gaps in acquired skills.

In the first phase of each activity, foundational trainings will be given to all facilitators. Some trainings will be best delivered in separate, shorter components, over multiple weeks/months, rather than one long week of full-day trainings. This approach can optimize engagement of trainees, with minimal disruption of their ongoing work, but logistical factors will be considered as well. When new staff/volunteers come on board, arrangements will be made to ensure they receive the same foundational training.

After basic training, Takunda will implement ongoing refresher and skills-building sessions that bring together groups of field officers for peer learning, experience sharing, skills practice and coaching. Individual coaching and mentoring will be given at supervision visits. At least once every quarter, each field officer and community facilitator should receive coaching to ensure continual capacity development and quality in delivering SBC activities. As part of QA checks, the Takunda SBC team will conduct spot checks on field officers and group facilitators as they do their work. A reward system will be implemented to recognize officers doing exceptionally well and broadcast them on Takunda platforms as Behavior Change Agents of the month. Quarterly brown-bag sessions will also be conducted to discuss key issues identified from the field, share lessons, and discuss ways of handling presenting challenges.

7. MONITORING AND EVALUATION (M&E)

7.1 Draft M&E Plan for SBC

Takunda has developed a comprehensive program monitoring plan that generates information to monitor program progress with achieving outcomes, identify lessons, and inform decision-making and program adaptation. The Takunda SBC Strategy prioritized behaviors necessary to achieve key outcomes that Takunda wishes to sustain beyond the program. These outcomes will be monitored through annual outcome monitoring surveys, using both quantitative and qualitative methodologies. Their achievement will be used as a proxy for effectiveness of the Takunda SBC Strategy. Table 3 outlines the Annual Participant Based Survey Indicators which will be used to track progress on the prioritized behaviors included in the Takunda SBC Strategy.

Table 3: Takunda Annual Outcome Monitoring Indicators for Prioritized Behaviors

Behavior(s)	Indicator(s)
Farmers practice intercropping (plant a leguminous crop in the same field as their staple crop during the same season) Farmers practice mulching in fields (apply a protective layer on top of the soil in their fields) Farmers produce, process, and preserve, climate smart, diverse and nutritious foods – crops and livestock for household consumption all year-round	Number of individuals in the agricultural system who have applied improved management practices and technologies with USG assistance
Men, women, and youth apply financial skills and business development services to engage in profitable on/off/non-farm and IGAs	Percent of households practicing off or non-farm IGAs Percent of individuals participating in at least two formal/informal enterprises
Adolescent girls (10-14 years) (AGs) and WRA (15-49 years) consume diverse, nutritious foods daily	Percent of WRA (15 - 49 years) and Adolescent Girls (10 - 19 years) consuming a minimum dietary diversity
Mothers/primary caregivers of children aged 6-23 months feed your children diverse, nutritious complementary foods per meal	Percent of children 6-23 months consuming a minimum dietary diversity (MDD)
Mothers/ primary caregivers of children aged 6 – 23 months feed your children complimentary foods following the recommended age-appropriate frequency and quantity	Percent of children 6-23 months receiving a minimum meal frequency
WRA (15-49 years) and mothers or primary caregivers of children under the age of 5 years, utilize the promoted maternal, new-born and child health services	Percent of participants able to correctly mention at least three Maternal & Adolescent Girl care, and Infant Young Child Feeding practices Percent of WRA who used at least one Child health service (such as consultation, immunization, growth monitoring, case-finding for acute malnutrition etc.) in the past month

Household members wash hands at the five critical times	Percent of households with soap and water at a handwashing station on premises
	Percent of participants who know at least 3 of the 5 critical times to wash hands
Households use appropriate hygiene enabling facilities: <ul style="list-style-type: none"> • Double pot rack • Handwashing facilities • Rubbish pits • Improved latrine (BVIP / UBVIP) 	Percent of households using basic hygiene services (safe disposal of refuse and pot rack)
Households practice good hygiene and sanitation: <ul style="list-style-type: none"> • Drink clean and safe water • Safely dispose adult and children’s feces • Safely dispose all household waste • Use and safely dispose of appropriate sanitary ware 	
Households have in place disaster management measures for identified disasters	Percent of households that developed and implemented immediate and long-term risk management strategies at household level
Communities collectively implement community by-laws and asset constitutions for management of shared community assets and natural resources	Percent of households who invested resources (financial, material and human) in community productive assets in preparation for future shocks and stresses in the last 12 months
	Percent of people who have participated in formal and informal decision-making spaces
Households implement timely action based on climate risk information.	Number of hectares under improved management practices or technologies that promote improved climate risk reduction and/or natural resources management with USG assistance
	Number of people using climate information or implementing risk-reducing actions to improve resilience to climate change as supported by USG assistance
	Percent of participants who acted based on early warning information they received in the past 12 months

In addition to quantitative annual survey, Takunda will also use qualitative means to monitor progress with addressing identified barriers to adoption of prioritized behaviors. Results of this qualitative monitoring, together with outcomes from the annual quantitative monitoring will inform annual reviews of the Takunda SBC Strategy to 1) include additional or replacement activities to help address barriers which the program will not be making progress on, 2) identify additional behaviors to promote to achieve those outcomes where progress is slow, and 3) drop behaviors where progress has remained stagnant despite adaptive efforts and have been identified as not critical to meeting program outcomes. Table 4

outlines the indicators to be monitored using qualitative inquiry planning sheets (QUIPS). These inquiry sheets will be refined before the annual outcome monitoring, to reflect all aspects to be monitored. Other areas of interest include monitoring any unintended effects of the program in participants, and monitoring staff capacity in delivering SBC activities.

Table 4: Qualitative indicators

Indicator No	Indicator
QS1	Barriers and facilitators to adoption of improved agricultural practices
QS 2	Barriers affecting women and girls' participation in socio-economic activities
QS3	Decision making patterns affecting intra house food allocation
QM1	Socio-cultural norms affecting maternal, adolescent and child feeding practices
QM2	Barriers for use of MNCH services
QM3	Barriers to accessing health services
QS4	Factors or circumstances that hinder or facilitate behavior change around WASH
QS5	Barriers affecting equitable management and access to productive resources and assets

Process monitoring of SBC activities

As outlined in the behavior table under section 5.3, Takunda will track progress with achieving highlighted communication objectives for each behavior. This will be done through activities such as Knowledge, Attitudes and Practice surveys amongst sampled participants of the various platforms used to promote the prioritized behaviors – FFBS, VSLAs/YSLAs, TVET, youth clubs, CGs, DRR and DRM Committees. Table 5 below outlines the objectives to be monitored by behavior, using KAP surveys. These surveys will be conducted annually, soon after the annual outcome monitoring surveys. Findings will be used to refine the SBC strategies and tactics used to promote the behaviors as well as informing adding or dropping behaviors that show no indication of contributing to achievement of program outcomes.

Table 5: Communication Objectives and Targets by Priority Behavior

Behavior	Communication Objectives and Targets
Farmers practice intercropping (plant a leguminous crop in the same field as their staple crop during the same season)	<ol style="list-style-type: none"> 1. Increase by 80% the proportion of farmers who know the benefits of intercropping as measured through the Knowledge, Attitudes and Practices studies. 2. Increase by 50% the proportion of farmers who believe that intercropping improves their soil fertility
Farmers practice mulching in fields (apply a protective layer on top of the soil in their fields)	<ol style="list-style-type: none"> 1. Increase by 80% the proportion of farmers with knowledge of the benefits of mulching 2. Increase by 60% the proportion of farmers who can do mulching using the various recommended materials
Farmers produce, process, and preserve, climate smart, diverse and nutritious foods – crops and livestock for household consumption all year-round.	<ol style="list-style-type: none"> 1. Increase by 80% the proportion of farmers with knowledge of nutrition and the role of food in the body 2. Increase by 60% the proportion of farmers who have knowledge and skills in climate smart and sustainable crop and livestock production

Behavior	Communication Objectives and Targets
	<ol style="list-style-type: none"> 3. Increase by 50% the proportion of farmers with access to crop and livestock inputs through various means promoted by Takunda – community seed multiplication and / or linkages to private sector seed suppliers 4. Increase by 80% the proportion of farmers with knowledge of animal husbandry 5. Increase by 40% the proportion of farmers with access to community prevention and management of livestock diseases – through training and capacitating Paravets 6. Increase by 60% the proportion of farmers with knowledge and skills in food processing and preservation 7. Increase by 40% the proportion of farmers with access to food processing and preservation materials and equipment, through training and linkages to private sector
Men, women, and youth apply financial skills and business development services to engage in profitable on/off/non-farm and IGAs	<ol style="list-style-type: none"> 1. Increase by 30% the proportion of youths allowed by their parents to participate in formal and informal enterprises 2. Increase by 30% the proportion of women allowed by their husbands to participate in formal and informal enterprises
Mothers exclusively breastfeed their babies from birth until the age of 6 months	<ol style="list-style-type: none"> 1. Increase by 80% the proportion of women with children <6 months who know the benefits of exclusive breastfeeding including early initiation. 2. Increase by 60% the proportion of women with children <6 months who can position and attach baby on the breast appropriately 3. Increase by 80% the proportion of women who know how to tell when a baby is getting enough breastmilk for their growth and development 4. Increase by 50% the proportion of women who feel confident in their ability to practice exclusive breastfeeding effectively 5. Increase by 30% the proportion of women who get support from the husbands / partners to exclusively breastfeed
Mothers/ primary caregivers of children aged 6-23 months feed their children complimentary foods following the recommended age-appropriate frequency and quantity	<ol style="list-style-type: none"> 1. Increase by 80% the proportion of mothers and primary caregivers of children aged 6-23 months with knowledge and skills to feed their children the right food quantity and frequency 2. Increase by 60% the proportion of mothers and primary caregivers of children aged 6-23 months with knowledge

Behavior	Communication Objectives and Targets
	<p>and skills to practice responsive feeding and feeding children during illness</p> <ol style="list-style-type: none"> 3. Increase by 60% the proportion of mothers and primary caregivers of children aged 6-23 months who know that breastfeeding while pregnant does not harm the baby and what the mother needs to do to remain healthy and strong 4. Increase by 30% the proportion of mothers and primary caregivers of children aged 6-23 months who feel supported to feed their children the right quantity and frequency of food
<p>Mothers/primary caregivers of children aged 6-23 months feed their children diverse, nutritious complementary foods per meal</p>	<ol style="list-style-type: none"> 1. Increase by 30% the proportion of mothers and primary caregivers of children aged 6-23 months who believe it is important to give diverse foods to their children 2. Increase by 70% the proportion of mothers and primary caregivers of children aged 6-23 months with knowledge and skills on how to prepare diverse meals (4-star diet) for their children 3. Increase by 40% the proportion of mothers and primary caregivers of children aged 6-23 months who believe they can feed their children diverse meals (4-star diet) every day and at every meal 4. Increase by 30% the proportion of mothers and primary caregivers of children aged 6-23 months who feel supported to feed their children diverse meals (4-star diet) every day
<p>Adolescent girls (10-14 years) and WRA (15-49 years) consume diverse, nutritious foods daily</p>	<ol style="list-style-type: none"> 1. Increase by 40% the proportion of adolescent girls and WRA who believe it is important to eat diverse and nutritious foods 2. Increase by 80% of adolescent girls and WRA with knowledge and skills on how to prepare diverse and nutritious meals 3. Increase by 30% the proportion of adolescent girls and WRA who believe they can eat diverse and nutritious diets everyday 4. Increase by 30% the proportion of adolescent girls and WRA who feel supported to eat a diverse and nutritious diet every day
<p>WRA (15-49 years), mothers and primary caregivers of children under the age of 5 years utilize the promoted MNCH services</p>	<ol style="list-style-type: none"> 1. Increase by 60% of WRA, mothers and primary caregivers of children <5 with adequate knowledge on the benefits of the promoted MNCH services and where to access these services

Behavior	Communication Objectives and Targets
	<ol style="list-style-type: none"> 2. Increase by 30% the proportion of MNCH outreach providers trained in offering the services being promoted by Takunda 3. Increase by 80% the proportion of WRA, mothers and primary caregivers of children <5 with knowledge of nutrition and agriculture, knowing how to produce food to meet their household food needs 4. Increase by 50% of WRA, mothers and primary caregivers of children <5 who can access promoted MNCH services at community level 5. Increase by 30% the proportion of WRA, mothers and primary caregivers of children <5 who feel supported by their husbands / spouses / partners or other family members to access promoted MNCH services
Household members wash hands at the five critical times	<ol style="list-style-type: none"> 1. Increase by 80% the proportion of household members with knowledge of the benefits of handwashing 2. Increase by 80% the proportion of household members knowing how to establish a strong and sustainable handwashing station (tippy tap or other) 3. Increase by 30% the proportion of women reporting receiving support from their husbands and other family members in fetching water to wash hands 4. Increase by 30% the proportion of households with soap or ash at their handwashing stations 5. Increase by 30% the proportion of households reporting receiving support from EHTs, VHWs, Takunda staff, or Lead Mothers to WASH hands successfully 6. Increase by 30% the proportion of men washing hands at the five critical times
Households use appropriate hygiene enabling facilities: <ul style="list-style-type: none"> • Double pot rack • Handwashing facilities • Rubbish pits • Improved latrine (BVIP / UBVIP) 	<ol style="list-style-type: none"> 1. Increase by 80% the proportion of men, women, and youth with knowledge of the benefits and importance of having hygiene enabling facilities around the home 2. Increase by 80% the proportion of men, women, and youth knowing how to establish strong and sustainable hygiene enabling facilities around the home 3. Increase by 50% the proportion of women and youth motivated to establish hygiene facilities around the home
Households practice good hygiene and sanitation – <ul style="list-style-type: none"> • Drink clean and safe water • Safely dispose adult and children’s feces 	<ol style="list-style-type: none"> 1. Increase by 80% the proportion of household members with knowledge of the benefits and importance of good hygiene and sanitation around the home 2. Increase by 80% the proportion of household members knowing how to effectively practice improved hygiene and sanitation at home

Behavior	Communication Objectives and Targets
<ul style="list-style-type: none"> • Safely dispose all household waste • Use, and safely dispose of appropriate sanitary pads 	<ol style="list-style-type: none"> 3. Increase by 30% the proportion of women who felt supported to ensure households practice good hygiene and sanitation around the home 4. Increase by 30% the proportion of women and young girls who feel supported to access appropriate sanitary ware and safely dispose them
Households implement timely action based on climate risk information.	<ol style="list-style-type: none"> 1. Increase by 80% the proportion of households with adequate knowledge and understanding of the importance of early climate warning and where to get that information 2. Increase by 60% the proportion of household heads knowing where to demand timely climate information 3. Increase by 30% the proportion of women and youth participating in community planning meetings
Communities collectively implement community bi-laws and asset constitutions for management of shared community assets and natural resources	<ol style="list-style-type: none"> 1. Increase by 80% the proportion of DRR committee members, Environmental Sub Committee members, Asset Management committee members, community members (men, women, youth), local leaders who know the importance of having community by-laws 2. Increase by 80% the proportion of household heads who know the importance of having a joint community plan for managing community assets and natural resources 3. Increase by 50% the proportion of community members and local leaders who actively participate in development of community bi-laws and constitutions and use them to maintain their community assets
Households have in place disaster management measures for identified disasters	<ol style="list-style-type: none"> 1. Increase by 80% the proportion of household heads who know the importance and benefits of having disaster management plans and can develop them 2. Increase by 60% the proportion of household heads with financial management and planning skills 3. Increase by 50% the proportion of household heads who are motivated to develop disaster risk management plans and implement them 4. Increase by 50% the proportion of men, women and youth who can identify opportunities available to them, to increase their income

ANNEXES

Annex 1: Takunda SBC Strategy Implementation Plan

Takunda SBC Strategy Implementation Plan

Activity	Description	By Whom	Target Audience	Timeline - Oct 2021 – Sep 2022				FY23	FY24	FY25
				Q1	Q2	Q3	Q4			
PURPOSE 1: Gender-equitable income among extremely poor and chronically vulnerable households, women, and youth increased										
Develop and print laminated FFBS Facilitator Guides for use by FFBS Facilitators on: <ul style="list-style-type: none"> Mulching, Intercropping, Production of small grains Diversified crop and livestock production for improved household access to nutritious foods Livestock disease management 	Short technical reference guides to be used by FFBS Facilitators when delivering sessions. These will be translated in Shona and laminated for durability. Print 500 Copies of the FFBS Facilitator Guides	<ul style="list-style-type: none"> SBC Lead + TO Agriculture Markets Specialist P1 Manager Nutrition, Gender, and M&E Specialists 	FFBS Facilitators	X	X					
Conduct FFBS Sessions to promote intercropping, mulching and	Weekly meetings of FFBS participants led by the FFBS facilitator, following the step-by-step guide, and promoting	<ul style="list-style-type: none"> FFBS Facilitators Takunda Field Officers – 								

Activity	Description	By Whom	Target Audience	Timeline - Oct 2021 – Sep 2022				FY23	FY24	FY25
				Q1	Q2	Q3	Q4			
diversified crop and livestock production	selected farming technologies – mulching, intercropping, diversified crop & livestock production etc. These run weekly in the community, monitored, and supported by Takunda Field Officers and Government Ward extension workers	<ul style="list-style-type: none"> Agriculture Officers AGRITEX workers Monitored by: <ul style="list-style-type: none"> Agriculture Markets Specialist SBC TO Nutrition Specialist 	Farmers		X	X	X	X	X	X
Conduct Field Days at FFBS Demonstration Sites / selected farmer fields	Community gathering of farmers organised to showcase and celebrate farmers or demonstration plots that have done very well in implementing promoted technologies. These serve to promote the technology and motivate other farmers to adopt. They also serve to further promote technologies to non-FFBS participants. At least 2 Field Days per FFBS group will be conducted each crop production season	<ul style="list-style-type: none"> Takunda Field Officers – Agriculture Officers, Nutrition and Health Officers and Nutrition Facilitators AGRITEX workers With support from: <ul style="list-style-type: none"> P1 Manager Agriculture Markets Specialist Nutrition Specialist SBC TO SBC Lead 	<ul style="list-style-type: none"> Farmers AGRITEX Peer, and lead farmers FFBS facilitators Private seed companies Local seed producers Spouses and family members 				X	X	X	X
Develop, print, and distribute laminated guides on the	Laminated guides with the key benefits of participating in VSLAs and IGAs, how to join and what to	<ul style="list-style-type: none"> SBC TO & Lead P1 Team – (Agriculture, 	Men, women, and youths		X	X	X			

Activity	Description	By Whom	Target Audience	Timeline - Oct 2021 – Sep 2022				FY23	FY24	FY25
				Q1	Q2	Q3	Q4			
benefits of VSLAs and YSLAs and how to conduct VSLAs	<p>expect as memebrs, translated into Shona and laminated for durability during use by facilitators</p> <p>Print 552 copies for distribution through VSLAs and IGA groups</p>	Markets, BDS, Youths, VSLAs)								
PURPOSE 2: Nutritional Status among Children < 5, Adolescent Girls and Women of Reproductive Age Improved										
Develop, print, and distribute CGM behavior change materials.	<p>Counselling cards and story books for use in promoting the 6 behaviors to be promoted through CGs (P2 behaviors 1 – 6)</p> <p>Print 3 500 Counselling Cards and Story books Distribute to all Lead Mothers</p>	<ul style="list-style-type: none"> SBC Lead + TO P2 Manger +P2 Team 	Lead Mothers, Women or Reproductive age (WRA) and primary caregivers of children under 2 years		X	X				
Conduct Care Group (CGs_ and Neighbor Women Group (NWGs) sessions, including household visits	Monthly behavior change sessions of established CGs and NWGs, using Counselling Cards and Story Books. In these groups, accurate knowledge about promoted behaviors is shared, demonstrated, barriers are identified and discussed, and testimonies are shared	<ul style="list-style-type: none"> VHWs Lead Mothers Takunda Field Officers <p>With support from:</p> <ul style="list-style-type: none"> P2 Manager +TO SBC TO + Lead 	<ul style="list-style-type: none"> Lead Mothers WRA and primary caregivers of children under 2 years 		X	X	X	X	X	X
Conduct Men’s Fora and Expanded Care Group sessions with elderly women and men.	Monthly meetings with elderly women and men participating in groups making up the expanded Care Groups. In these meetings, accurate knowledge about the	<ul style="list-style-type: none"> Group facilitators Lead Mothers VHWs 	<ul style="list-style-type: none"> Men Elderly women 			X	X	X	X	

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	promoted behaviors is shared, gender, social, cultural, and religious norms affecting behaviors are identified and discussed and action to resolve them is agreed, monitored, and reported. Testimonies are shared and discussed	<ul style="list-style-type: none"> Takunda Field Officers With support from: <ul style="list-style-type: none"> P2 Manager +TO SBC TO + Lead 								
Conduct household visits to monitor behavior change, identify barriers and help resolve them	Lead mothers conduct household visits to all NWG participants' households once every month to monitor practices, identify barriers and discuss how to address them	<ul style="list-style-type: none"> Lead Mothers Field Officers With support from: <ul style="list-style-type: none"> P2 TOs and Manager SBC TO 	WRA and primary caregivers of children under the age of 2 years		X	X	X	X	X	X
Conduct community road shows to promote selected behaviors, especially during national commemoration events like World Breastfeeding Week	Gather people in communities, with music and dance, drama and other entertainment and communicate key messages for selected behaviors, discuss key identified barriers and ways of resolving them	<ul style="list-style-type: none"> Field Officers SBC TO P2 Manager + TOs SBC Lead 	WRA and primary caregivers of children under the age of 2 years Men, elderly women, boys, and girls			X	X	X	X	X
Engage the Apostolic Faith Sect to negotiate for behavior change	<ul style="list-style-type: none"> Group Apostolic Faith sect women amongst themselves when establishing CGs and NWGs Have discussion meetings with identified sect leaders to negotiate for behavior 	<ul style="list-style-type: none"> Field Officers SBC TO P2 TOs 	Members of the Apostolic Faith Sect: <ul style="list-style-type: none"> WRA and mothers/primary caregivers 			X	X	X	X	X

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				Q1	Q2	Q3	Q4			
	<p>change, understand norms and discuss how to manage harmful norms</p> <ul style="list-style-type: none"> Identify role models amongst sect leaders and community members and use them to give testimonies to other members 		<p>of children under 2</p> <ul style="list-style-type: none"> Church Leaders Men and elderly women 							
Conduct community WASH competitions to promote WASH enabling facilities	Model home competitions where a model home has all WASH enabling facilities – BVIP/UBVIP, pot rack, tippy-tap and rubbish pits	<ul style="list-style-type: none"> Field Officers SBC TO WASH Specialist 	Household heads and all household members			X	X	X	X	X
Mobilize community leaders to help enforce WASH practices in the home through agreed community measures	Village Heads, Councillors, and Chiefs agree with their communities on a fee or some form of retribution for households not having basic hygiene enabling facilities. Communities agree on how to monitor and enforce this	<ul style="list-style-type: none"> Field Officers SBC TO WASH Specialist 	<p>Community leaders – Village heads, Councillors and Chiefs</p> <p>Household Heads</p>			X	X	X	X	X
Develop WASH promotion materials for use in CHCs and SAGs	<ul style="list-style-type: none"> Handwashing steps Fliers on basics about handwashing Fliers on importance of improved sanitation <p>Develop and distribute 35 000 fliers</p>	<ul style="list-style-type: none"> Field Officers SBC TO WASH Specialist 	CHC and SAG participants			X	X	X		
PURPOSE 3: Impacts of shocks and stresses reduced for extremely poor and chronically vulnerable households, women, and youth.										

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				Q1	Q2	Q3	Q4			
Engage communities in dialogues on disaster risk preparedness, how to do it and how to manage natural resources	Discussion sessions through men's fora, focusing on the issues, barriers and identifying social norms affecting action. Discuss ways of managing and overcoming them	<ul style="list-style-type: none"> NRM, DRR Specialists SBC TO 	<ul style="list-style-type: none"> Men Household heads 			X	X	X	X	
Mobilize women and youths to participate in DRR and NRM committees	Community meetings separately with women, men, and youths to discuss barriers to participation, norms affecting participation and ways of managing them	<ul style="list-style-type: none"> NRM, DRR Specialists SBC TO 	<ul style="list-style-type: none"> Men Women Youths 			X	X	X	X	