FOOD PROVIDER BEHAVIOUR

(Food procurer, preparer and supervisor)

Shauna Downs, PhD
Assistant Professor
Department of Health Systems and Policy
Rutgers University
Who are food providers?
Who are food providers?

‘This is my mother making chili. My father eats first and my mother and I eat when we finish making tortillas’. 14 year old girl, Alta Verapaz, Guatemala.

‘This is me preparing food’. 14 year old girl, Alta Verapaz, Guatemala.

‘Even at night, when I am sleeping, I don’t have peace. I sleep thinking what the family will eat the next day. So, I wake up at 4am to go for firewood, to make sure the younger children have something to eat’. 17 year old girl, Moroto, Uganda.

Source: Anthropologica and WFP, 2018
Food Systems for Children and Adolescents
Food Systems for Children and Adolescents

With the support of the Kingdom of the Netherlands

Food Provider Behaviour

(Food procurer, preparer and supervisor)

Influencers

Intra-household dynamics
Feeding and care practices, intra-household food distribution, and level of agency or control on household expenses

Food preparation
Culinary knowledge and skills, relative time and effort spent on cooking and preparing food; WASH practices

Desirability and acceptability of food
Preferences, tastes, desires, attitudes, culture

Socio-economic characteristics
Education and literacy
The interface between food provider and the food environment

Desirability & acceptability of food

“The snacks are also packed attractively to persuade the children” – Food provider in Myanmar

“Some say that children eating eggs will not be able to talk” – Food provider in Senegal

Socio-economic characteristics

“Generally, I know what food has high nutritional values. But one thing, I cannot eat them if they are expensive” – Food provider in Myanmar

With the support of the Kingdom of the Netherlands

Source: Adapted from Hawkes et al., 2015
Food Systems for Children and Adolescents
EXAMPLES OF INTERVENTIONS INFLUENCING FOOD PROVIDER BEHAVIORS
The interface between food provider and the food environment

Desirability & acceptability of food

Interventions that provide an enabling environment for healthy preference learning

Food Preparation

Interventions that overcome barriers to the expression of healthy preferences

Intra-household dynamics

Demand

EXTERNAL FOOD ENVIRONMENTS
(Retail and commercial markets, schools, informal food vendors)

Time, skills, income, etc.

Demand

PERSONAL FOOD ENVIRONMENTS
(Individuals and Households)

Demand

Interventions that encourage food providers to reassess existing unhealthy preferences at point of food acquisition

Source: Adapted from Hawkes et al., 2015

Interventions that provide an enabling environment for healthy preference learning

Interventions that overcome barriers to the expression of healthy preferences

Interventions that encourage food providers to reassess existing unhealthy preferences at point of food acquisition
## Providing an enabling environment for healthy preference learning

### EXAMPLES OF POTENTIAL INTERVENTIONS

<table>
<thead>
<tr>
<th>Provider Targeted</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mothers, fathers, grandmothers, etc.</td>
<td>Promotion of breastfeeding and appropriate complementary feeding</td>
</tr>
<tr>
<td>Lunch monitors, children/adolescents</td>
<td>Food standards in schools and childcare settings</td>
</tr>
<tr>
<td>All food providers (including school food providers and teachers)</td>
<td>Nutrition education (including food skills, literacy &amp; preparation)</td>
</tr>
<tr>
<td>Caregivers, children and adolescents</td>
<td>Cooking demonstrations and interventions aimed at strengthening culinary skills</td>
</tr>
<tr>
<td>All food providers</td>
<td>Promotional campaigns and BCC aimed at increasing exposure to, and acceptability, of nutrient-rich foods, addressing cultural taboos, etc.</td>
</tr>
<tr>
<td>Caregivers, children &amp; adolescents</td>
<td>Promotion of school and community gardens</td>
</tr>
<tr>
<td>Caregivers, children &amp; adolescents</td>
<td>Modeling of healthy eating patterns</td>
</tr>
<tr>
<td>Mothers and fathers</td>
<td>Parental leave policies</td>
</tr>
</tbody>
</table>
# Overcoming barriers to the expression of healthy preferences

**EXAMPLES OF POTENTIAL INTERVENTIONS** | **PROVIDER TARGETED**
--- | ---
- Provision of clean and efficient cookstoves and fuels | • Food preparers
- **WASH:** point-of-use $\text{H}_2\text{O}$ filtration, solar disinfection of $\text{H}_2\text{O}$, provision of soap, improvements in water quality, etc. | • All food providers
- Interventions aimed at increasing women’s empowerment | • Grandmothers, mothers, adolescent girls
- Promotion of fortified foods and micronutrient powders | • Food preparers
- Increased access to community and homestead gardens | • Caregivers, children and adolescents
Encouraging people to reassess existing unhealthy preferences at point of food acquisition

<table>
<thead>
<tr>
<th>EXAMPLES OF POTENTIAL INTERVENTIONS</th>
<th>PROVIDER TARGETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Redesigning choice architecture in school cafeterias</td>
<td>• Lunch monitors, children/adolescents</td>
</tr>
<tr>
<td>• Food standards that restrict foods in schools and childcare settings</td>
<td>• Lunch monitors, children/adolescents</td>
</tr>
<tr>
<td>• Interventions aimed at limiting portion sizes in schools and childcare settings</td>
<td>• Children and adolescents</td>
</tr>
<tr>
<td>• Social marketing campaigns related to limiting specific foods (e.g., sugar sweetened beverages)</td>
<td>• Caregivers, children and adolescents</td>
</tr>
</tbody>
</table>
Food provider interventions need to be supported by the personal and external food environment.
Gaps in the evidence base

- Additional evidence related to “packages” of interventions that target both food providers and their food environments is needed
- There are gaps in the knowledge base related to which interventions work best, for which food providers, and when
- Additional evidence related to most effective delivery platforms is needed
- Understand the underlying factors that influence children and adolescence to eat the food they do