



The Insights 101 Playbook

A dynamic learning starter kit



Introduction

The purpose of this Playbook is to focus on the basics of Insights: identifying, articulating the insights, applying them in a design process, and sharing them to enhance the work of others in the same domain or field of work. This Playbook can complement existing resources about using formative research and project design by offering a concise, practical guide to developing insights. It also provides examples and resources that can be applied in a way that works best for you and your team.

What is this Playbook?

This Insights Playbook is **an introductory guide to one of the key building blocks of dynamic SBC project design: Insights**. It has been designed to offer **concise and practical guidelines with examples** - from identifying insights to applying and sharing them across project partners. Consider insights as the distillation of the formative research, that allows you to include the research findings in the design.

What this Playbook isn't

This Playbook is not designed to offer an extensive deep dive into all aspects, elements, phases, resources and actors within a design process. Rather, it aims to start with the basics - an introduction to what has been identified as one of the main dynamic components of the SBC project design process: the Insights.

If you want to continue learning about the entire SBC Flow Chart, we invite you to visit the SBC Flow Chart Toolkit:

[SBC Flow Chart Toolkit](#)

What's inside

This Playbook includes 3 chapters that use a case example to walk through the different Insights phases - (1) Identify and Articulate Insights, (2) Convert an Insight into an Opportunity, and (3) Share and Apply Insights.

The chapters provide an overview with clear guidance, a case study, and a capacity building component. There are insights about teams, approaches, processes and more.

Who is this Playbook for?

Whether you are new to identifying, articulating, sharing, or applying Insights, just want a refresher about insights, or are looking for practical guidance to share with your team, this Insights Playbook is for you!

If you want to know more about the impact of insights

If you want to dive deeper into examples of where insights contributed to solutions and outcomes, we have included Additional Resources in every chapter of this Playbook. These resources share the interventions and outcomes of the design processes. We hope that you will enjoy seeing the links between the insights, the project designs, and the effects of those designs in various settings.

Insights Gallery (coming soon!): In this Gallery of Breakthrough ACTION Insights to Innovations, we hope you will enjoy seeing how some insights were translated into exciting innovations.

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We invite you to click through the pages, tools and resources.

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Find insights reports and examples to
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What is an insight and how do I build one?

Identify & Articulate Insights



What is an insight?

An insight is likely a new way of viewing a challenge that prompts us to reexamine existing conventions and challenge the status quo. It is not data nor a solution. Instead it is a penetrating observation that results in seeing **fresh perspectives**.

- An insight helps explain why something is happening in a way that creates empathy and is respectful of the people from whom the insight was derived.¹
- A **significant shift in perspective** that helps to uncover never thought of opportunities. Insights connect information and inspiration in new ways to re-perceive a situation in a way that leads to an **opportunity for action**.



[Source](#)

Why is it so hard to define an insight?

“In contrast to the [availability of] abundant data, insights are relatively rare. Insights here are defined as actionable, data-driven findings that create value. They are entirely different beasts from raw data. Delivering them requires different people, technology, and skills — specifically including deep domain knowledge. And they’re hard to build” - Irfan Kamal, Chief Impact Officer, Aspiration

Why is it so important to identify or describe insights?

Insights can come from data synthesis, together with local experience - ground truthing the data - make it clear how to build activities that address the challenges and opportunities that are described by the data. Insights need to be shared with others working on the same challenges, to confirm they are not an individual's perspective but a newly uncovered truth for that context

¹ ThinkPlace Global Institute of Regenerative Design & Terry, 2022, p. 11



... And what is not an insight?

Facts, situations we observe or wishes/statements of need are typically not considered insights:



Data is NOT an insight

✗ “62% of women use family planning methods.”

Observation is NOT an insight

✗ “The women go to the market twice a week.”

The wishes and needs expressed by the user are NOT an insight

✗ “As a community health volunteer, I would have liked to have been paid more.”

Although the above are not Insights, they are still valuable information that can be used as a starting point to inform insights generation.



How do you know when you have discovered a strong insight?



Makes an emotional connection

It connects with users on an emotional level and elicits the “you obviously get me” reaction.

Examples

“Our sessions last 45 min-1h and we have many messages to pass on. The mothers don’t feel listened to.” CHW, Faika.



Challenge existing thoughts

It re-examines existing conventions and challenges the status quo.

Most community health workers understand the value of being empathetic and sharing back their own experiences as mothers; however, they fear others gossiping about them, as they share their experiences.



Improves lives

It identifies a real problem that, by being solved, would improve the lives of users.

Families often share a single mobile phone, which they use to share information more often than anything else.



Inspires clear action

It inspires action by giving you a clear goal to aim for.

Mothers are strongly influenced by their mother-in-laws on their complementary feeding practices, especially when they live in the same household, and share the same financial resources.



Produces value for end users

It helps understand why it matters and captures a tension or a change that needs to occur.

Community meetings are a space that unites mothers, fathers, grandparents, and neighbors. Therefore, it is a great space for CHWs to reinforce messages and have them validated by the community leader.

Test your Learning

Are these insights?

52% of young girls drop out of school in a village.

52% of young girls are encouraged to drop out of school in village X because their families value their ability to earn money over their education.



Test your Learning

Are these insights? - Answers

52% of young girls drop out of school in a village.

No! This is a data point. This in no way challenges our thinking or inspires a way forward. We don't understand why young girls leave school, what they think about it, what keeps them from being in school or the quality of education they receive.

52% of young girls are encouraged to drop out of school in village X because their families value their ability to earn money over their education.

Yes! This is an insight! It provides new and meaningful information about why something is happening, and also allows us to act on it by looking at other financial or professional incentives to keep young girls in school.



Test your Learning

Are these insights?

Many miners believe that once you have malaria, it is always in your system and can “rise up” when triggered, hence, they discontinue or discard malaria treatment as soon as they start to feel better.

Nearly all of those interviewed reported stopping their malaria medication when they started to feel better, particularly for the 14-day *P. vivax* regimen.



Test your Learning

Are these insights?

Many miners believe that once you have malaria, it is always in your system and can “rise up” when triggered, hence, they discontinue or discard malaria treatment as soon as they start to feel better.

Yes! This is an insight! It provides new and meaningful information about why something is happening.

Nearly all of those interviewed reported stopping their malaria medication when they started to feel better, particularly for the 14-day *P. vivax* regimen.

No! This is a data point. This in no way challenges our thinking or inspires a way forward. We don't understand why miners stopped their medication, what they think about it or what keeps them from continuing treatment.



Practice



What pieces of raw data should we look for when identifying an insight?

Select all those that apply by ticking the boxes.

Insights should tell us about the **current state or situation**, in particular **people's experience** of the service, product or system. Which of the following elements do you think you will need when building insights?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thoughts	Words	Perceptions	Feelings	Interactions	Behaviors
What do the users think of the service, product or system? What do they think about when they use it?	What words does the user use to communicate their thoughts?	What do users believe of the service, product or system?	How does their experience feel? What does the interaction with the service, product or system feel like?	What are their interactions with the service, product or system? How do they connect to it?	What do the users do?







[Source](#)

Practice



What pieces of raw data should we look for when identifying an insight?

All of them! Insights help define a problem by highlighting people's words, behaviors, interactions, perceptions, feelings, and thoughts. Seeing into them can help us understand people's perspectives and their unique experiences.

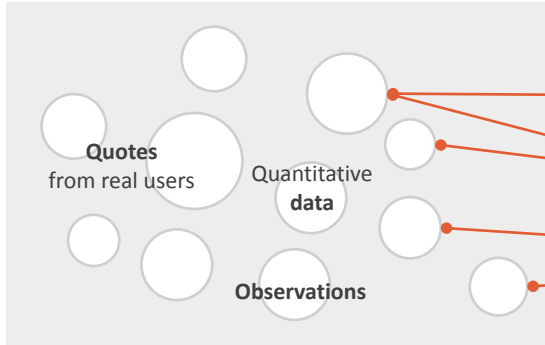
 Thoughts	 Words	 Perceptions	 Feelings	 Interactions	 Behaviors
What do the users think of the service, product or system? What do they think about when they use it?	What words does the user use to communicate their thoughts?	What do users believe of the service, product or system?	How does their experience feel? What does the interaction with the service, product or system feel like?	What are their interactions with the service, product or system? How do they connect to it?	What do the users do?

[Source](#)

Insight Building Steps

Generating insights is an intensive, rapid, and creative process. It starts with the raw data (i.e. observations, notes, stories, quotes, and images) from the research. Then you create themes and connections among the items in the raw data. From there, the themes and connections lead to opportunities that inspire the next phase in the process. Check out the steps below:

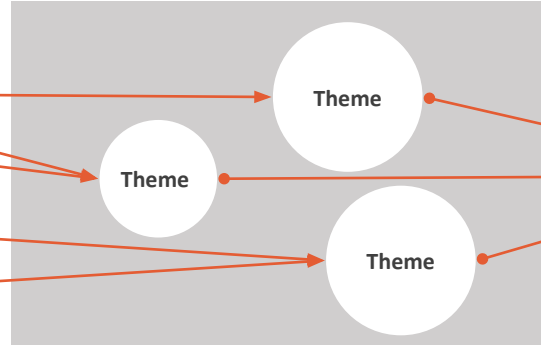
Coding and cleaning raw data



Rich with real detail, and real words used by participants.

- What does the existing qualitative and quantitative research say?
- What was important to the research participants? How is their lived experience represented?

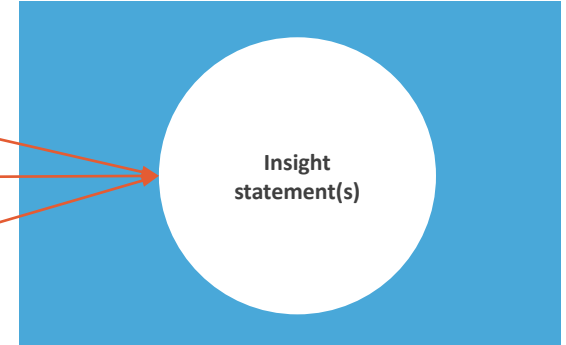
Creating themes and connections



Look at different ways you can make patterns from your research.

- What are the common words you hear?
- What are the themes you have uncovered?
- Which themes are related? Why?
- Is there outlier data that should be included in the themes?

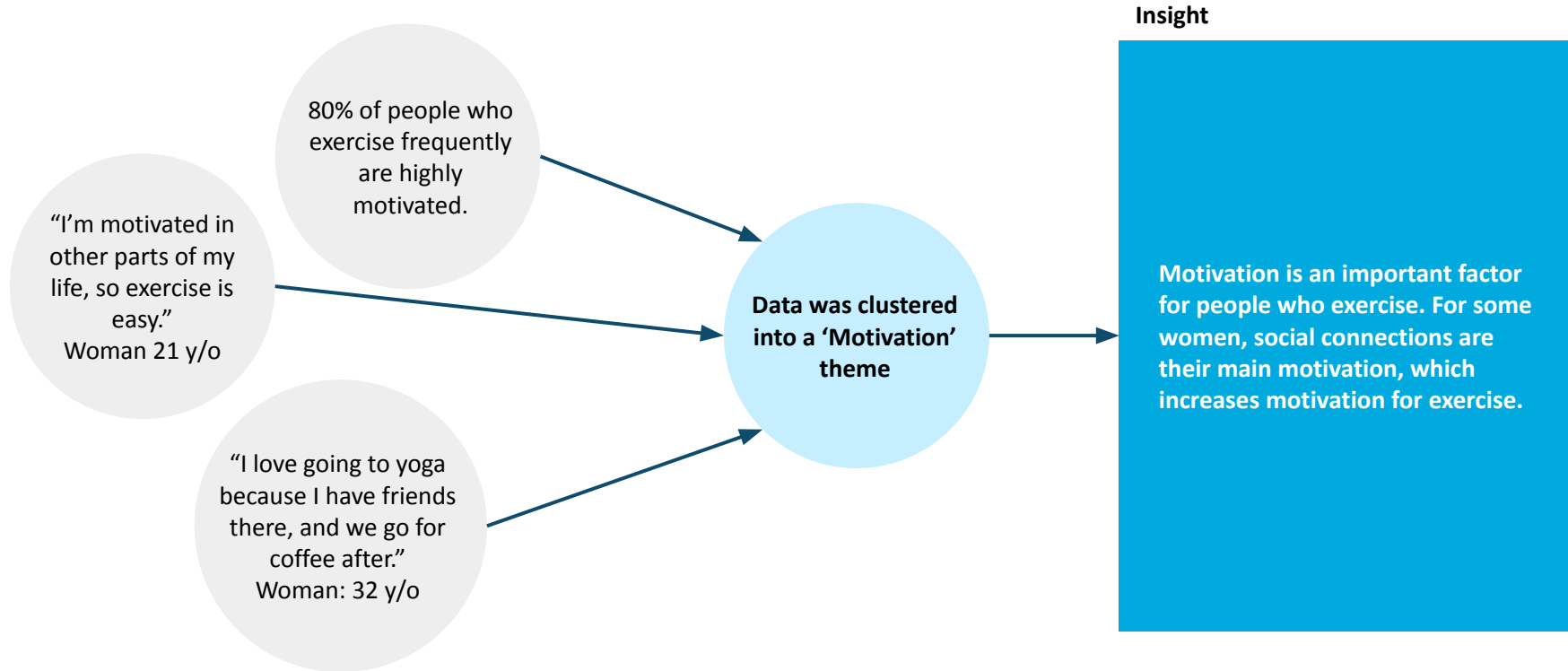
Identifying insights



These re-perceive the current state. They are statements that provoke.

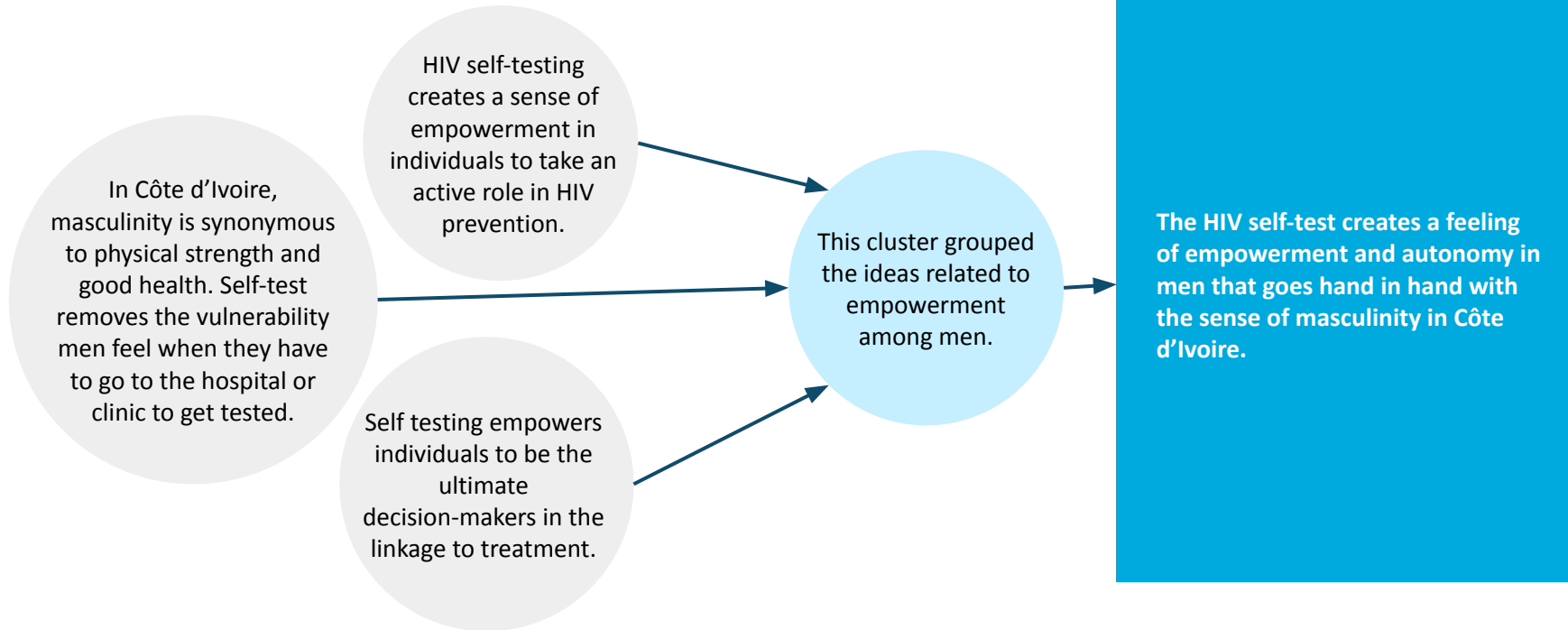
- What does each theme mean for us?
- What are the implications of these themes?
- Is there something novel that has been uncovered?

Example: Improving exercise habits



Example: HIV testing in Côte d'Ivoire

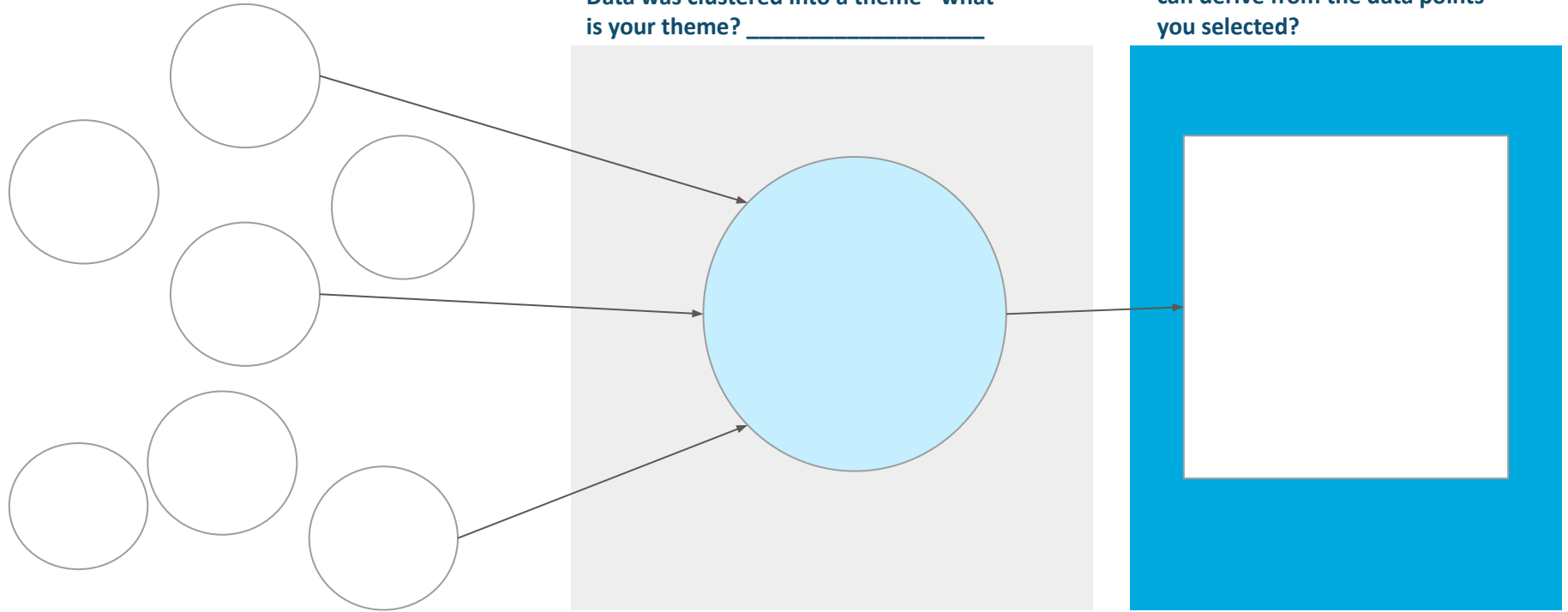
Data was clustered into an 'Empowerment' theme



Practice



Practice: Propose data points from your project, cluster then according to connections, and then draft an insight.



Practice



Synthesize your information another way

After clustering your findings, synthesise them into the following template in order to begin writing your insights. Use this template to help you gain a better understanding of your data points.

Pain points (-):

What are the identified aspects that negatively influence the behavior? (Experiences, context, attitudes, feelings?)

Opportunities (+):

What positive behaviors are already in place that may influence the behavior? What drives/encourages the user to do what they do? (Motivations)

Key Findings: What did you discover? What are the surprising observations? the most significant?

Routine activities: Where does he/she spend time with family/friends? What does he/she do during the week/weekend? Where does he/she get information?

Practice



Synthesize your information another way

If after clustering your findings it is still not very clear how to begin writing your insights, use this synthesis sheet to help you gain a better understanding of your data points.

_____ needs a way to _____
user name *verb*

because _____ .
surprising insight

Template: Build your insight

Consider using this template to build your insights.

Insight name..... *(1- 2 word description of what the insight is about)*

The challenge

Describe the challenge you're addressing. Consider this context and challenge identified before developing your insight.

The insight

*What is something new that the research, together with the lived experience, has uncovered?
Remember to describe the current state – no “we should” or “we could” – these are solution ideas.*

Description

What else should we know in order to understand the insight?

Supporting quotes or other data

(what did people say that supports / reinforces this insight?)

Introduction to the development of insights in Nigeria



Insights were used to design an effective activity is the Nourishing Connections activity developed by Breakthrough ACTION and the USAID Advancing Nutrition projects, and tested in Nigeria. This case study looks at how the insights were derived, and features SBC for nutrition solutions that unleash the potential of Community Health Workers (CHWs) to help improve caregivers' nutritional behaviors. It will be referenced throughout this playbook to illustrate how insights can be created and put into practice.

The Nigerian context

Globally and in Nigeria, CHWs regularly counsel caregivers to improve young child feeding practices. Often, CHWs focus on delivering informational messages, using generic recommendations, which may increase knowledge but those messages do not always lead to behavior change.

Optimal feeding practices during the complementary feeding period from 6 to 23 months of age are critical to improving young child nutrition, and therefore lifelong growth and development.

The challenge was to accelerate progress in improving complementary feeding behaviors. CHWs needed user-friendly, client-centered job aids to improve caregivers' complementary feeding practices, like the timely introduction of food and feeding a diverse diet to children 6 to 23 months of age.

Case study - Nigeria

Steps used to identify and articulate insights from the data in Nigeria

In Nigeria, the team conducting the activity started reviewing their notes regarding the formative research. They captured their data and related discoveries on post-its, in order to distilling learnings. This information included significant quotes from community members, observations, and syntheses. The objective was to document as much information from the formative research as possible.

Then, by clustering findings, the following themes were identified:

- Food behaviors
- Beliefs (cultural beliefs, complementary feeding beliefs, dietary diversity beliefs)
- Roles and influencers
- Supportive system
- Counseling services
- Counseling needs

One of the insights is presented on the next page.





Insights in Nigeria

Insight name..... **Equipped and confident**

The challenge

CHW activities are not leading to increases in the use of complementary feeding behaviors

The insight

CHW counseling sessions may provide helpful food choice and meal guidance, but do not always leave mothers and caregivers feeling sufficiently equipped or confident in their ability to prepare appropriate meals, reducing their likelihood to feed their children appropriately.

Description *What else should we know in order to understand the insight?*

While mothers may understand which foods to introduce to their children based on counseling sessions, many expressed that they did not know how to prepare foods that are safe and digestible for their children between 6 and 24 months.

After counseling sessions, many parents and caregivers forgot the complementary feeding process outlined to them by the CHW and several CHWs across all 3 local government areas (LGAs) described difficulties experienced by mothers and caregivers to understand or comprehend the complementary feeding process due to language barriers or the absence of visual guides.

Supporting quotes or other data

“Some parents don’t practice what they have been taught and it makes it difficult for them to process the meals.”
Community leader, Arewa

“The most common concern of mothers and caregivers is the knowledge on how to process food at home.” CHW, Fakai

“[During counseling, I asked the CHW] why they advise that a child less than 6 months should not be given water and what type of foods [to] feed my baby after months.” Mother, Sura



Introduction to the Insights in the Democratic Republic of the Congo



Breakthrough ACTION joined the Ministry of Health, the USAID Integrated Health Project and the National Program for Health promotion and communication to increase the use of health services, and household health practices in nine provinces of the DRC.

The Congolese context

Care-givers in the DRC may face an array of socio-cultural barriers to seeking care for pregnant women and children ages 5 and under. Care-seeking for pregnant women can include antenatal (ANC) and postnatal care (PNC), including distribution of treatment to prevent malaria in pregnant women, counseling for adoption of postpartum FP (PPFP) and encouragement of exclusive breastfeeding for children up to 6 months old. The current rate of recommended 4+ ANC visits is 49% (MPSMRM, MSP and ICF International 2014). Research has shown that there is a link between women attending 4+ ANC visits and giving birth at a health facility (Starrs 2007). ANC and facility-based births are associated with reduced maternal and child morbidity and mortality (Campbell and Graham 2006, Darmstadt Et Al 2005, Tura, Fantahum and Worku 2013).

Obstacles to using health services include a perception that services are cost-prohibitive, and limited awareness about the benefits of preventive maternal health services, like ANC, particularly for young, newly married women.



Insight from the Democratic Republic of Congo

Insight name..... **Aspirations and poverty**

The challenge

Many people feel that health services are too expensive and as a result do not attend health services.

The insight

Household's goals are short-term. The future seems distant and is a concept difficult to imagine since present needs are so pressing. Prevention is hard to conceive if there are not tangible associations seen in the present. Healthcare expenses are secondary or tertiary behind food and education.

Description

Many people live lives that are dictated by immediate needs, what is happening now and not what might happen in the future. People seek to reduce expenditures on all goods and purchases, and limit expenses to just the essential. Agriculture is seen as a subsistence activity, not as an avenue to get ahead. Many await (formal) employment as their sole means out of poverty. Until then, cash flow is a daily struggle.

Supporting quotes or other data

(what did people say that supports / reinforces this insight?)

*"Money does not circulate here."
Mother of child under 5 years, Kasai
Oriental*

*"At home, the priority is food."
Mother of child under 5 years, Kasai
Oriental*

*"If you gave me \$1000, I wouldn't
know what to do with them. I'd
probably give them to my husband."
Young pregnant mother, Kasai Oriental*



Insight from the Democratic Republic of Congo

Insight name..... **Work vs. Activities**

The challenge

There is tension in the home - women must care for the family, which may include agricultural or commerce activities outside the home. Her activities require her to leave the children at home, babies in the care of young children. Poverty aggravates this situation.

The insight

Women's work is not considered work since these tasks do not represent any economic benefit for the household. Women labor is often referred to as "activities". However due to the multiple tasks and responsibilities women have to complete each day, childcare for the infants is filled with risk and this responsibility is not shared with the husband of the household.

Description

Infants are left at home to be taken care of by older siblings, who may be only a few years older than the babies, putting at risk nutrition, hygiene and safety practices. The need to entrust the care of infants to their siblings, combined with ignorance of the importance of exclusive breastfeeding, in the context of poverty, pushes women to choose the activities that generate some income to the detriment of wellbeing, for themselves and their children.

Supporting quotes or other data

"We cannot let our men know we do economic activity. Otherwise they will take our money and spend it on cigarettes and drink."
Woman representative of a women's group, Kasai Oriental

"[Women] have to provide for their own children. Men here are just parasites."
Father of children under 5, Kasai Oriental (urban context)

"The woman's activities do not allow her to take good care of her children. She has to leave them at home without anyone who can take care of them." Mother in law, Kasai Oriental



Insight from the Democratic Republic of Congo

Insight name..... **The influence of education**

The challenge

There is limited education about reproductive and maternal health, and young women who marry rely on the care offered by their in-laws, who also may have limited education.

The insight

Lack of experience and education provide a fragile environment for young women who are recently married, and who become pregnant. Their education about pregnancy and childbirth comes from in-laws, who may not know much more than she does, and whose desires for grandchildren may put women at risk.

Description

Women who have been able to access education are better informed about risks factors surrounding pregnancy and late ANC attendance. However, due to the lack of opportunities for women and that education is only accessible at schools, young mothers are left to fill in the knowledge gaps on their own and are vulnerable to be influenced by their in-law's health habits. Due to cultural factors in which women get married while being adolescents, young mothers have a fragile awareness of risk factors surrounding health and pregnancy.

Supporting quotes or other data

"We do not consider girl children because they will contribute to the well-being of a family other than their birth family."

Mother in law, Kasai Oriental

"The dowry is not the direct right of the biological father of the girl, but for the rest of the family according to custom and tradition."

Pregnant woman, Kasai Oriental

"Girls leave their homes to join their husbands before learning how to become a mother."

Member of women's group, Kasai Oriental



Template: Build your insight

Insight name..... *(1- 2 word description of what the insight is about)*

The challenge

Describe the challenge you're addressing. Consider this context and challenge identified before developing your insight.

The insight

*What is something new that the research, together with the lived experience, has uncovered?
Remember to describe the current state – no “we should” or “we could” – these are solution ideas.*

Description

What else should we know in order to understand the insight?

Supporting quotes or other data

(what did people say that supports / reinforces this insight?)

Additional resources

Below find a few resources to get you started or to offer further inspiration. The examples below are from ThinkPlace's HCD work within BA. Feel free to pick and choose what applies best to your work.



Breakthrough ACTION DRC:
Insights Report

Breakthrough ACTION Guyana:
Insights Report

Breakthrough ACTION Jamaica:
Insights Report

ThinkPlace Global:
How do we generate insights?

How do I apply insights in my project to create solutions?

Convert an Insight into an Opportunity



Turning Insights into Opportunities



Once the insights have been shared and validated with your stakeholders, you will use them to identify **clear and actionable opportunities**.

Together, in a workshop setting, teams and stakeholders imagine how the insights might be addressed using a technique called, **'How Might We?'**

By creating How Might We questions or **HMW**, your team can propose opportunities for action, without converging too quickly or without making decisions that may be based on biases and assumptions, rather than on the insights themselves.

How: Encourages idea generation and creative thinking.

Might: Opens the possibility for many options, knowing there can be many ways to solve a problem.

We: It is a collective statement, for the team to engage in ideation. It is not "I" nor "you".

Turning Insights into Opportunities

There is no prescriptive formula for the perfect **How Might We** question. Start by looking at the insight statements that you've created. Try rephrasing them as questions by adding "How might we?" at the beginning. Here is an example to help you and your team turn your insights into How Might We questions:

Insight from Nigeria:

CHW counseling sessions may **provide helpful food choice and meal guidance**, but do not always leave mothers and caregivers feeling sufficiently equipped or confident in their ability to prepare appropriate meals, reducing their likelihood to feed their children appropriately.

How might we provide helpful food choices and meal guidance?

How might we equip CHWs and caregivers to prepare appropriate meals?

How might we ensure children are fed appropriately?

Break up the Insight into smaller parts of the problem that could be addressed. In Nigeria, options might include focusing on the counseling sessions, the food choices, meal guidance, how mothers feel, or the challenges mothers face in feeding their children. Look at the proposed How Might We questions on this page. Each focuses on a slightly different aspect of the Insight.

Additional Tips for Drafting How Might We's

- Focus on the **desired outcome**.
- Avoid being too broad (e.g., HMW redesign health centers?), or too narrow (e.g., HMW redesign health centers so laboratories are near the entrance, and people must be tested and get their results before moving to consultation rooms?).
- Propose something **specific**, something **novel**, or something that exists only in your imagination!
- Write and choose the HMWs with your (interdisciplinary) team. **Multiple perspectives** lead to more creative HMWs.
- Be **positive**! Frame the HMW with verbs like create, enhance, and motivate rather than using verbs like reduce, remove, or prevent.

Pro tip: How many HMWs should you draft in total?

While there is no set number to develop, the HMWs should help teams focus on the problem in a new way, from the perspective of the user.

Creating a lot of HMWs can enable an intentionally expansive mindset and increasing the range of ideas may help you identify a novel solution! If there is a large number of HMWs, you might want to cluster them before prioritizing them.



Turning Insights into Opportunities

Now take a look at your **How Might We** question and ask yourself:

Does it allow for a variety of solutions?

- It's clear enough to immediately generate some concrete ideas – but doesn't suggest a particular solution in the question itself.
- You can immediately come up with 3–5 ideas when you hear the **HMW**.

Is it framed in a positive light?

- Ask: **HMW** help women increase use of health services?
- Instead of: **HMW** make attendance at health services less painful?

Is it inspirational/aspirational?

- Inspirational/aspirational words help people think big.
- Your **How Might We** should generate a number of possible answers and will become a launchpad for your brainstorms.

Once the **HMWs** have been generated, select those that resonate most with your users or with the needs of your team. You will use these **HMWs** as you develop prototypes of initial solutions.

Good HMWs generate excitement about the work to come!

Prioritize HMWs to Prepare to Ideate Solutions

Use a **prioritization tool** like this to focus on importance and feasibility.

Place the HMWs on the graph according to the quadrants.

Upper right: Impactful and highly feasible. These may be a clear choice for top HMWs!

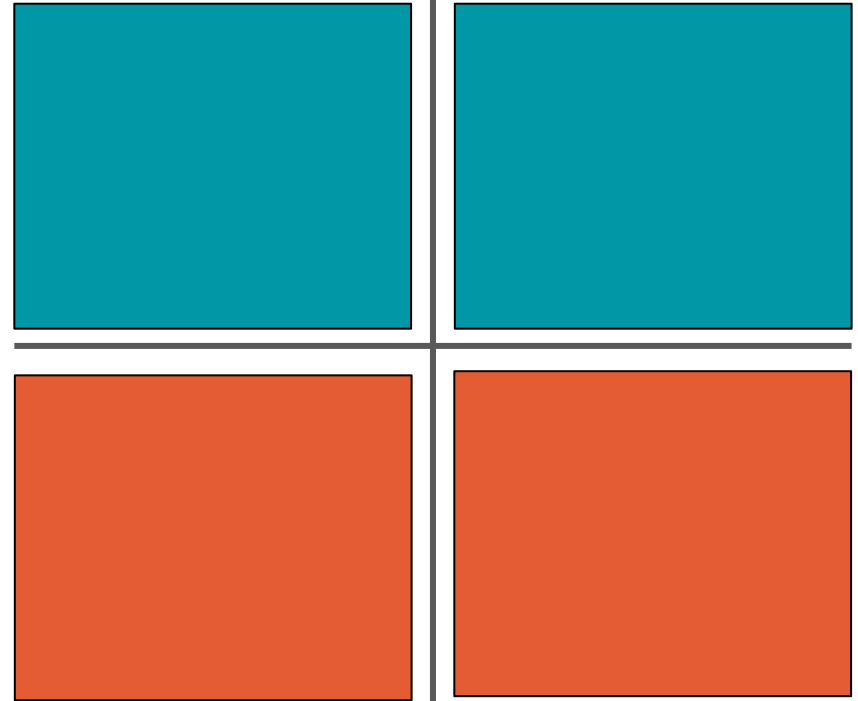
Upper left: Impactful, but perhaps not obviously feasible. These could lead to terrific creativity!

Bottom right: Less impactful although highly feasible. Now is a good time to ask yourself if this will have the impact you want. If not, you may want to consider dropping these HMWs.

Bottom left: You have determined these HMWs are neither impactful nor feasible. These are HMWs you don't need to include when you ideate solutions.

Impactful

Less impactful



Less feasible

Highly feasible



Test your Learning

“It’s so noisy around here that I have trouble concentrating.”

Based on this problem, which of the following is the best HMW?

HMW reduce noise so you don’t have trouble concentrating?

HMW create more private offices so employees can concentrate better?

HMW help people focus?

HMW design the space to accommodate a range of working styles?





Test your Learning

“It’s so noisy around here that I have trouble concentrating.”

Based on this problem, which of the following is the best HMW?

HMW reduce noise so you don’t have trouble concentrating?

No! This is too similar to the insight.

HMW create more private offices so employees can concentrate better?

No! This is too narrow, and suggests the solution.

HMW help people focus?

No! This is too broad.

HMW design the space to accommodate a range of working styles?

Yes!





Test your Learning

Staff do not get their expense reports in on time.

Based on this problem, which of the following is the best HMW?

How might we get people to be more timely with their expense reporting?

How might we simplify the expense reporting process so that people can complete it more quickly?

How might we use a smartphone app to speed expense reporting?

How might we get people to have more respect for deadlines?



Test your Learning

Staff do not get their expense reports in on time.

Based on the previous problem, which of the following is the best HMW?

How might we get people to be more timely with their expense reporting?

No! This is too similar



How might we simplify the expense reporting process so that people can complete it more quickly?

Yes!

How might we use a smartphone app to speed expense reporting?

No! This is too narrow

How might we get people to have more respect for deadlines?

No! This is too broad





Turning Insights into Opportunities - Your turn!

There is no prescriptive formula for the perfect How Might We question. Start by looking at the insight statements that you've created. Try rephrasing them as questions by adding "How might we?" at the beginning.

Nigeria Insight:

Even though mothers and caregivers are taught the steps to process complimentary meals, community health workers and community leaders have found that after counseling they do not put this knowledge to practice.

Diagram showing three arrows pointing from the insight box to three empty rectangular boxes for writing questions.

Diagram showing three arrows pointing from the insight box to three empty rectangular boxes for writing questions.

Diagram showing three arrows pointing from the insight box to three empty rectangular boxes for writing questions.

Nigeria - From insights to opportunity spaces

See how the team in Nigeria created **how might we** questions from the insights they identified.



Insight: Mothers primarily cite an inability to afford foods or a lack of accessibility to certain foods. These are primarily shaped by their geographic and socio economic statuses.

Insight: Although mothers may understand which foods to introduce to their children based on counseling sessions, many expressed that they did not know how to cook foods so they are safe and digestible for their children.

Insight: Mothers have expressed that preparing and processing ingredients for complementary meals are highly time consuming, specially when mothers have the responsibility to oversee and provide meals to the entire household.

How might we reposition locally available and inexpensive healthy food options as appropriate for young children?

How might we improve food preparation capacity among mothers and caregivers to make safe, nutritious, and digestible meals for children?

How might we alleviate the cost, time, and energy for mothers and caregivers to prepare nutritious meals for their children in addition to their other household and community responsibilities?

Additional resources

Below find a few resources to get you started or to offer further inspiration. Feel free to pick and choose what applies best to your work.



How to generate “How might we questions”

Breakthrough ACTION Mali:
Insights to Opportunities

Breakthrough ACTION Guinea: Converting
insights into programmatic action (FR)



**How do I know when an
insight is worth sharing beyond
my team to others in my field?**

Share and Apply Insights



Are my insights worth sharing?

To assess whether your insights are worth sharing, you can start by asking yourself the 3 questions below. Depending on whether you share your insights internally (with your larger team) or externally (to others working on this health challenge or geographic area), there may be additional, more targeted questions that you and your team want to consider. This Playbook focuses on guidance on the basic questions to get started.



Did the insight make the challenge more understandable?

Yes

No

Did the insight teach you something valuable about the project or the process?

Yes

No

Did the insight point towards actions that would lead to healthier behaviors or stronger health systems?

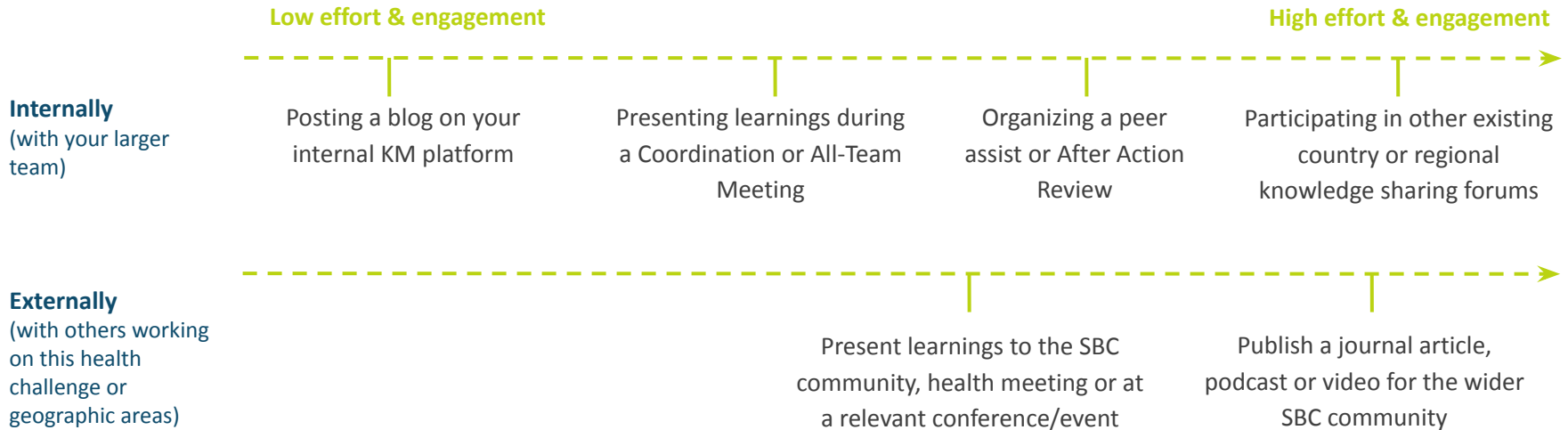
Yes

No

If you answered **YES** to any of the questions above, then it is certainly worth it to share your insight with others!

How can I share my insights?

There are several ways in which insights can be shared with others based on the time and level of engagement you and others are willing and able to commit. Here are some options to guide insights sharing.



Practice



Apply your Learning - Submit an abstract to present at a conference

International conferences are excellent spaces to share your insights. In fact, your abstract will likely garner attention if you can share how you are offering new, deep understanding about why a problem has been so 'sticky!'

Here's a chance to draft an abstract, to describe your insight. Here are some tips for a successful abstract submission:

- Pertinence of the insight shared - how well will others in the field perceive the pertinence of the insight?
- Potential to create new solutions to solve intractable challenges.
- Contributes a new perspective to the health area or challenge being addressed.

Start your abstract draft here

What is the concise, powerful summary of your insight?

What method did you use to identify this insight?

How was the insight used in your work?

What conclusion did you draw from the insight and the subsequent work?

Practice



Share your learning

Join a virtual Community of Practice or other knowledge sharing platform

Knowledge sharing and knowledge management are tools to ensure that what is learned is shared with others who might find the work useful. Perhaps you are already a member of such a group.

Practice framing your insight for the opportunity to share and discuss your insight on one of the knowledge sharing platforms. Blogs and social media platforms can be great spaces to create a discussion about your learning. You might even be able to improve it with feedback from these communities.

Examples of Communities of Practice

[Springboard for SBC](#)

[RBM SBC Working Group](#)

[WHO Implementing Best Practices](#)

[The CORE Group](#)

[The USAID Learning Lab](#)

[The Global Alliance](#)

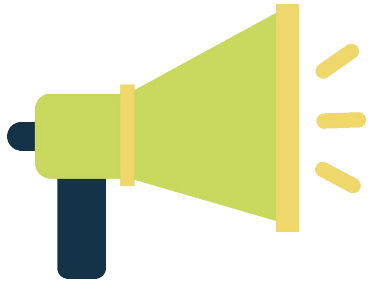


Comms Tip: Consider using AI to fine tune your insights and learnings for various audiences. Resources like this, <https://ask.writer.com/>, can help you!

Nigeria: Sharing insights

In the case of Nigeria, the insights led to the design of the CHW Job Aid called [Nourishing Connections](#) which, together with a set of Supporting Tools, help CHWs build trust and deliver nutrition counseling to caregivers with empathy.

The learnings from this process were then deemed relevant for sharing! A course was created in [Breakthrough ACTION's e-Learning Central](#), where the case study was referenced throughout the content to illustrate how Human-Centered Design and insights can be applied to solve nutrition SBC challenges in complex contexts.



Additional resources

Below find a few resources to get you started or to offer further inspiration.
Feel free to pick and choose what applies best to your work.



Peer Assist: Define Phase
Jamaica and Guyana

Handbook for scaling up solutions through
knowledge capturing and sharing

e-Course: Applying
Human-Centered Design



Insights Playbook 101

The successful completion of this tool is a testament to the collaborative efforts of a dedicated team. The creators were instrumental in crafting the initial content and structure, while the contributors provided invaluable feedback and enhancements throughout the process.

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