



From Awareness to Action

Making SBC Work

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Session Objectives

1. Understand the foundational concepts and importance of Social and Behaviour Change in program interventions
2. Explore the roots, key considerations and systems approach of SBC
3. Learn how to generate and use SBC evidence.
4. Understand how SBC links to sustainability, norm-shifting and community ownership.

Icebreaker Game

Which of the following is correct?



Behaviour Change in any development program intervention is:

- (a) Avoidable
- (b) Preventable
- (c) Necessary
- (d) All of the above.

Introduction

- Behaviour change lies at the **HEART** of all development program interventions because sustainable progress whether in health, education, livelihoods, or governance, ultimately depends on individuals and communities adopting new, positive practices
- Evidence consistently shows that interventions that **integrate behaviour change** strategies are more likely to achieve long-term success



Let's go down memory lane



1960s: Fear-Based Messaging



In the 1960s, we relied on fear to drive behaviour change. The idea was simple: scare people enough, and they'll change. While attention-grabbing, this approach only works under very specific conditions. Fear-based messaging taught us the importance of applying theory correctly.



1970s: Information, Education & Communication



By the 1970s, we leaned into Information, Education, and Communication (IEC) materials—posters, flyers, and campaigns packed with facts. The assumption was that knowledge alone would lead to change. Spoiler alert: it wasn't always enough.



1980s: Social Marketing



The 1980s saw a shift to the 'selling health like you would sell soap' era. Advertising principles took centre stage, and campaigns became more persuasive, borrowing techniques from the commercial sector. Today, we still rely on insights from social marketing to persuade and influence behaviours



Let's go down memory lane ...



1990s: Behaviour Change Communication



In the 1990s, we started digging deeper. Behaviour change wasn't just about knowledge anymore—it was about addressing underlying factors like attitudes, beliefs, and social norms. This was the birth of Behaviour Change Communication (BCC). >>



2000s: Communication For Development / Social & Behaviour Change Communication



(image by FAO)

By the early 2000s, we realised that changing individual behaviour in isolation wasn't enough. Social change became the focus, and we started integrating community engagement and participation into our interventions. >>



2010s to now: Social & Behaviour Change



Since the 2010s, SBC has grown into a multi-dimensional field. We've expanded beyond traditional communication campaigns to evidence-based, multi-component interventions. Today's SBC integrates human-centred design (HCD) and behavioural insights, ensuring solutions are both context-specific and grounded in the lived realities of communities. >>



What is Social Behaviour Change (SBC)?

- Social and behaviour change (SBC) is an **participatory** process that enables individuals, families, and communities to **adopt** and **sustain positive behaviour** that leads to positive social and health outcomes.



Why Social Behaviour Change (SBC) Interventions?

SBC interventions aim to influence **key behaviours**, **social norms**, and **barriers** that influence people by addressing individual, social, or structural factors that affect the desired changes such as testing for fever and not self medicating, sleeping under or caring for a mosquito net, or enrolling their female children in school.



Roots of SBC

- SBC is multi-disciplinary and incorporates concepts from fields like sociology, anthropology, communication, social psychology and more that aims to make people-centred change happen!



- By placing behaviour change at the centre, development programs create enabling environments for individuals and communities to make informed choices, overcome barriers, and sustain improvements, thereby amplifying the effectiveness and reach of every intervention.

GROUP Activity

Two Truths and a Myth

4 groups Required

Activity Instructions:

- Divide participants into 4 groups.
- Give each group a set of 3 statements
- Groups discuss and agree on which statement is the myth.
- After discussion, each group shares their choice and reasoning.

Some Key Considerations in SBC



	COGNITIVE BIASES	The information my brain is willing to consider.
	INTEREST	What I want; how appealing change is.
	ATTITUDE	My opinion about a behaviour; how I feel about it.
	SELF-EFFICACY	What I think I can do.
	INTENT	What I plan on doing; what I am ready for.
	LIMITED RATIONALITY	The reasons why I don't do what I should.
	PERSONAL CHARACTERISTICS	Who I am.



ENVIRONMENT



COMMUNICATION ENVIRONMENT

The information and opinions I can be exposed to.



EMERGING ALTERNATIVES

Those who don't think or behave like the majority, new things out there.



GOVERNMENT ENTITIES

How institutions influence what I do.



STRUCTURAL BARRIERS

Concrete things that prevent me from acting.



CONTEXT

The context in which I live.



SOCIAL INFLUENCE

How others affect what I think, feel and do.



COMMUNITY DYNAMIC

The group's collective capacity to change.



META-NORMS

What defines and maintains the stratification, roles and power in society.



CONTEXT

The context in which I live.



SOCIOLOGY

GAME: “SBC or Not?” - Voting & Justification Challenge

Criteria

A method is **SBC** if it:

- ✓ Targets **behaviour determinants** (knowledge, norms, self-efficacy, motivation)
- ✓ Uses **SBC theories/frameworks** (COM-B, TTM, Socio-ecological Model, HBM, FOAM, etc.)
- ✓ Aims for **individual or collective behaviour change**
- ✓ Uses **evidence-based approaches** (interpersonal communication, participatory learning, community mobilisation, social norms change strategies)
- ✓ Tracks behaviour outcomes (not just outputs)

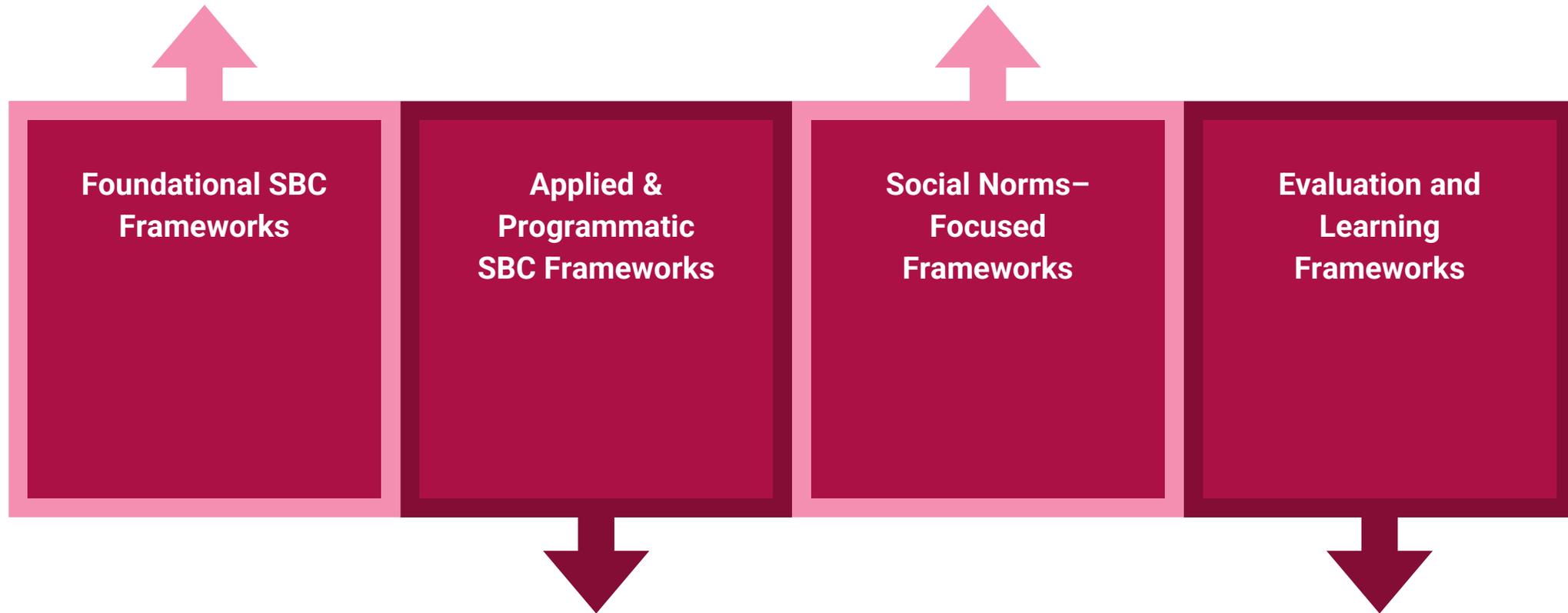
A method is **NOT SBC** if it:

- ✗ Provides inputs without behaviour change components
- ✗ Is purely structural, logistical, infrastructural
- ✗ Focuses on awareness only, without intent to change behaviour
- ✗ Has no behavioural objective, theory, or determinants

SBC Methods and Approaches

- **Human-Centered Design (HCD)** – Co-creating solutions with communities.
- **Community Dialogue** – Engaging collective reflection to shift norms.
- **Entertainment-Education** – Drama, storytelling, media.
- **Social Marketing** – Applying marketing principles for behaviour goals.
- **Nudge Theory** – Environmental cues that prompt change
- Digital SBC
- SBC Advocacy
- Positive Deviance
- Peer Education Models

SBC Frameworks



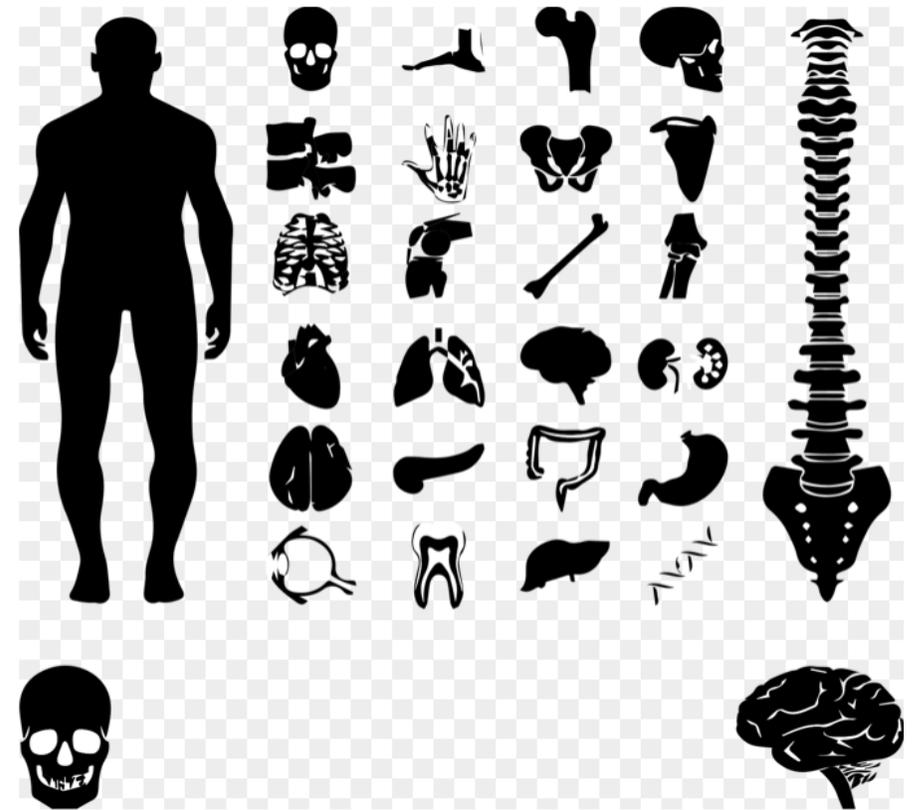
Why SBC Matters for CSOs



- **Effective Interventions:** It moves interventions beyond information dissemination to encourage real behaviour change.
- **Community Ownership:** Empowers communities to identify home-grown context-specific solutions and lead change.
- **Scalability and Sustainability:** Frameworks help adapt and sustain interventions over time.
- **Evidence-Based:** It relies data to design, implement, and evaluate interventions.

SBC adopts a Systems Approach

- Systems strengthening refers to comprehensive efforts aimed at improving the performance, resilience, and sustainability of complex service delivery systems, such as health, education, or social welfare.
- Effective systems strengthening requires an integrated approach that addresses three critical pillars: supply, demand, and policy environments.



SBC adopts a Systems Approach

Let's think about the challenges in human development as part of a system. That's not as complicated as it sounds.

We use systems every day in our lives — the engine in our vehicle, the tools and ingredients in our kitchen, the workflow at the office. In any system, the parts need to work together. If they don't, our car breaks down, our family misses a meal, or the report is not submitted by the deadline.

A system does not have to work perfectly, but if one or more parts are missing or not working as they should, it will not achieve results.



Systems Approach: **Supply Side**

The supply side ensures that quality services, commodities, and infrastructure are available, accessible and reliably delivered to the people who need them.



In a system, some parts can be classified as supply-side factors. Let's consider nutrition.

Are nutritious foods available at all seasons at shops or markets at prices that families can afford, or is food in short supply or too expensive?

Does the community have clean water and adequate sanitation?

Do mothers have easy access to a health clinic, where frontline workers are trained in nutrition?

Systems Approach: Demand side

Demand refers to the willingness and ability of individuals and communities to seek, use, and adhere to services or interventions. Note that it can be limited by factors such as lack of awareness, cultural beliefs, misinformation, or affordability.



Even if food is available and affordable, are families eating what they should, and in adequate quantity?

Are mothers practicing exclusive breastfeeding and then following a prescribed diet for complementary feeding? If they are not, we need to find out why. Do they lack knowledge or motivation? Are there beliefs and practices in their communities about what pregnant women and new mothers should or should not eat, even food taboos?

Systems Approach: **Enabling Environment**

- The policy environment encompasses the laws, regulations, leadership, financing, and governance structures that shape how systems function.
- Policy gaps such as unavailable or restrictive laws, inadequate funding, or weak accountability, can undermine even the best supply and demand interventions.
- Addressing these gaps involves advocacy, policy reform, and stakeholder engagement to create supportive environments for sustainable change



From Evidence to Action: Programme Design using SBC



Session Objectives

1. Reflect on behaviour change theories and frameworks relevant to Social and Behaviour Change Communication (SBCC).
2. Identify and describe key determinants of behaviour
3. Apply theoretical frameworks to analyse real-world challenges faced by CSOs
4. Peer experience sharing amongst CSOs



Theoretical Frameworks

SBC is a practice grounded in theory and research. The following categories illustrate how SBC theoretical frameworks guide the design of interventions across multiple levels to ensure a holistic and evidence-based approach to behaviour change.

Intrapersonal (Individual) Theoretical Frameworks

These focus on the internal factors that influence behaviour, such as knowledge, attitudes, beliefs, motivation, skills, and self-efficacy. Examples include the Health Belief Model, Theory of Planned Behaviour, and Social Cognitive Theory. Interventions at this level might include tailored health talks, one-on-one counselling, or skill-building workshops designed to enhance personal agency and capacity.



Theoretical Frameworks 2

Interpersonal and Community Theoretical Frameworks



- These emphasize the influence of social networks, relationships, and community norms on behaviour. Frameworks such as Social Network Theory and Diffusion of Innovations highlight how peer influence, role modelling, and collective action drive change. Some approaches that might be considered here include: community dialogues, peer group education, and participatory learning activities

Theoretical Frameworks 3

Societal and Structural Theoretical Frameworks

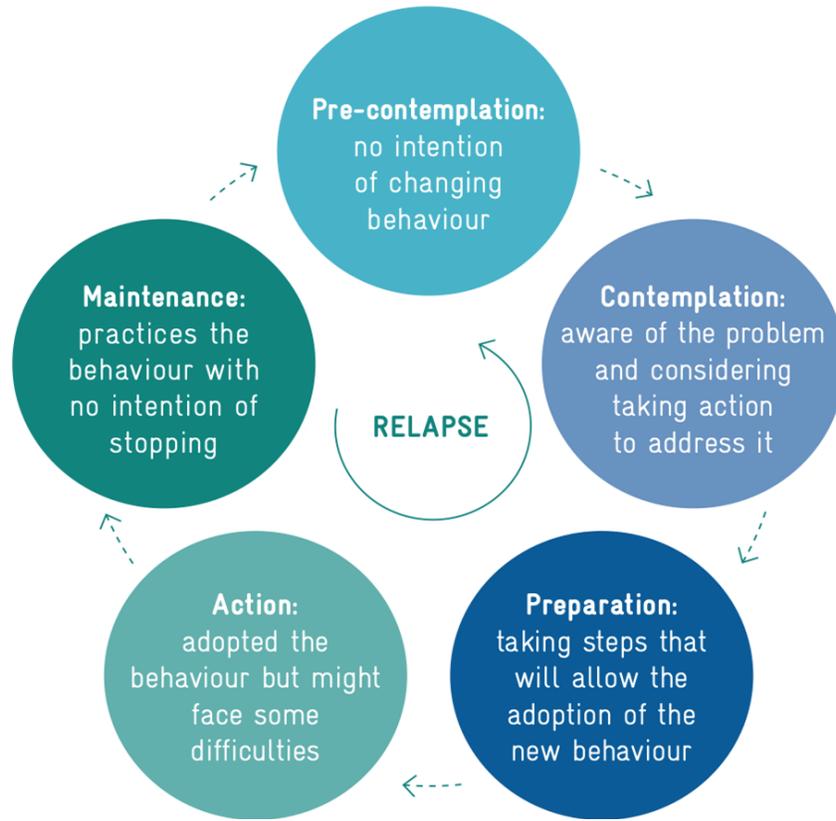
- At this level, frameworks address the broader environmental and policy factors that enable or constrain behaviour change, such as laws, policies, social structures, and mass media influences. Advocacy, media campaigns, and stakeholder engagement activities are rooted in frameworks like the Socio-Ecological Model and Communication for Development (C4D), which recognize that sustainable change often requires supportive environments and systemic shifts.



Stages Of Change Model

Let's illustrate this model with the example of mothers giving children drinks that are not high in sugar:

- **Pre-contemplation stage:** The mother does not see any problem - the children appear happy when they receive sugary drinks and other 'treats' and so she is also happy.
- **Contemplation stage:** The mother is aware of the risks related to child obesity and the connection between giving sugary drinks and weight gain but does not yet take any action with regard to it.
- **Preparation stage:** The mother is determined to reduce the amount of sugary drinks but she is afraid her kids will be unhappy. She is also not sure if she can offer good alternatives.
- **Action stage:** The mother has largely replaced the sugary drinks with healthier drinks.
- **Maintenance:** The mother routinely gives non-sugary drinks to her children and the children accept them.



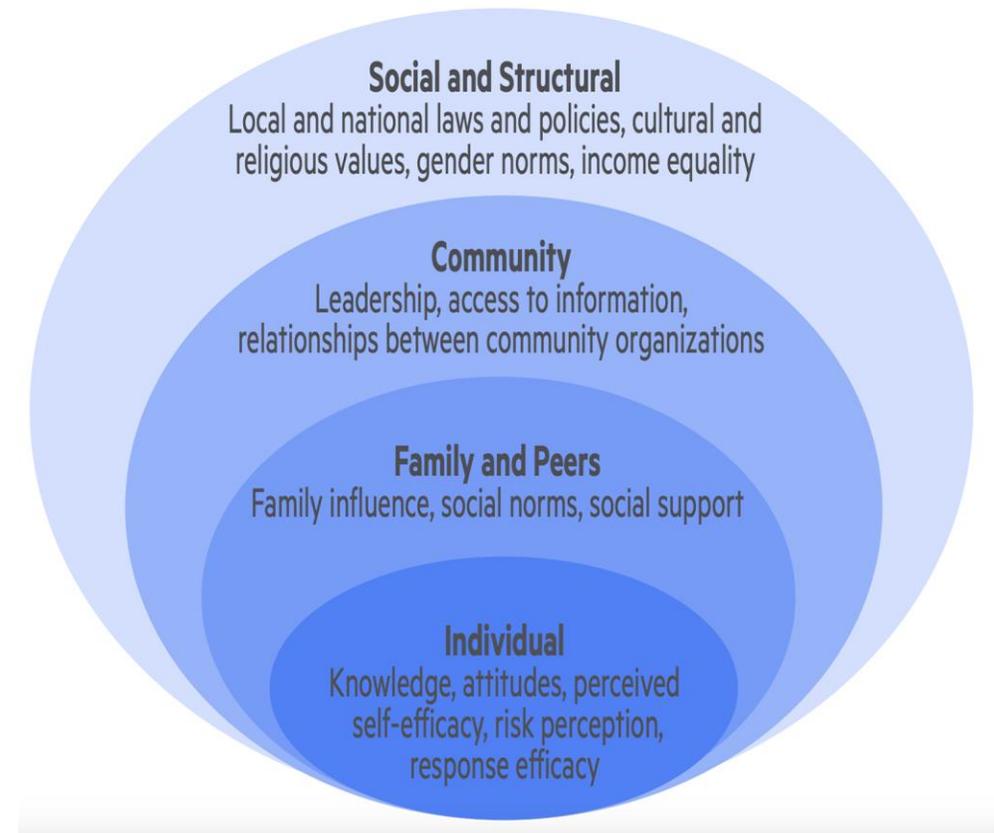
How does behaviour change happen?

This is a question that Psychologists James Prochaska and Carlo DiClemente tried to answer in the 70s using their Stage of Change Model. According to the model, when adopting a behaviour, people go through several different stages.

Socio-Ecological Model

- **The Social Ecological Model (SEM)** is a theoretical framework that explains how **individual behaviour is shaped by multiple levels of influence**, ranging from personal factors to broader societal forces. The model was first advanced by Urie Bronfenbrenner, a renowned developmental psychologist, in the late 1970s.
- Evidence supports the effectiveness of **multi-level interventions** using the SEM, particularly in public health, where strategies targeting both individual and environmental factors have demonstrated greater impact

Socio-Ecological Model



GROUP Reflection - FEF Project MAP

Step-by-Step Instructions:

- **Using your FEF project** - On large paper, draw a “journey map” of your intervention, showing how each SEM level affects behaviour change. This can be a simple diagram, flow chart, or creative drawing.
- Please note specific influences, challenges, and enablers at each level.
For example:
 - Individual: Knowledge gaps, self-efficacy
 - Family & Peers: Family support or negative peer influence
 - Community: Social norms, local leaders
 - Societal: Policies, media campaigns

Materials Needed:

- Large sheets of paper or flipchart paper (one per participant or team)
- Markers, pens, sticky notes

Gallery Walk:

- Participants post their journey maps around the room.
- Everyone walks around, reviews the maps, and adds sticky notes with questions, suggestions, or reflections on each one.

From SBC to SBCC: Connecting the dots

- So far, we have learnt that **SBC (Social and Behaviour Change)** focuses on influencing positive actions among individuals and communities.
- However, achieve sustainable and large-scale impact, **we move from SBC to SBCC (Social and Behaviour Change Communication)** which is a strategic process that uses communication as the driving force to shift not just individual behaviours, but also social norms, policies, and environments

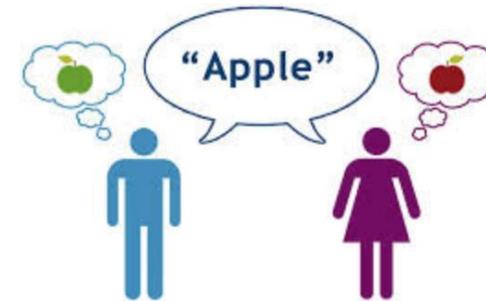


The C that drives SBC

Communication is the engine that drives behaviour change and is at the core of any successful Social and Behaviour Change (SBC) intervention. **Effective communication strategies** serve as the vehicle that not only **increases awareness and knowledge** but also **addresses underlying attitudes, beliefs, and social norms** that **influences behaviour**.

It turns information into action by:

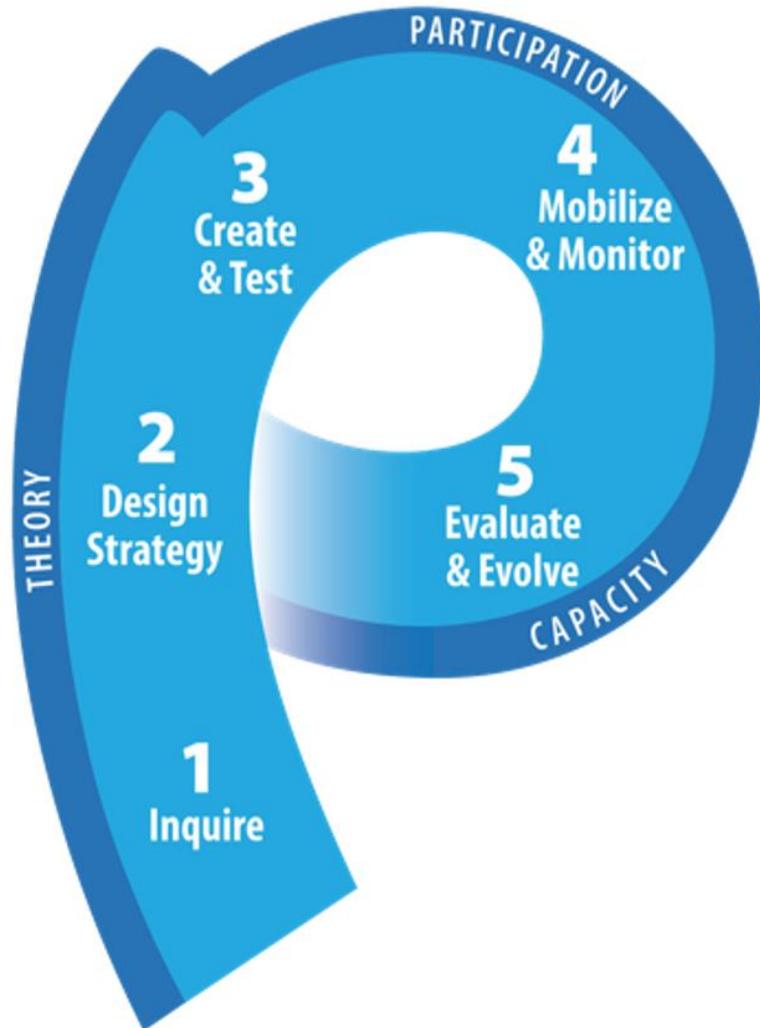
- Making messages clear and relevant
 - Challenging harmful beliefs and social norms
 - Building trust and sparking community dialogue
- Which picture depicts effective communication and why?



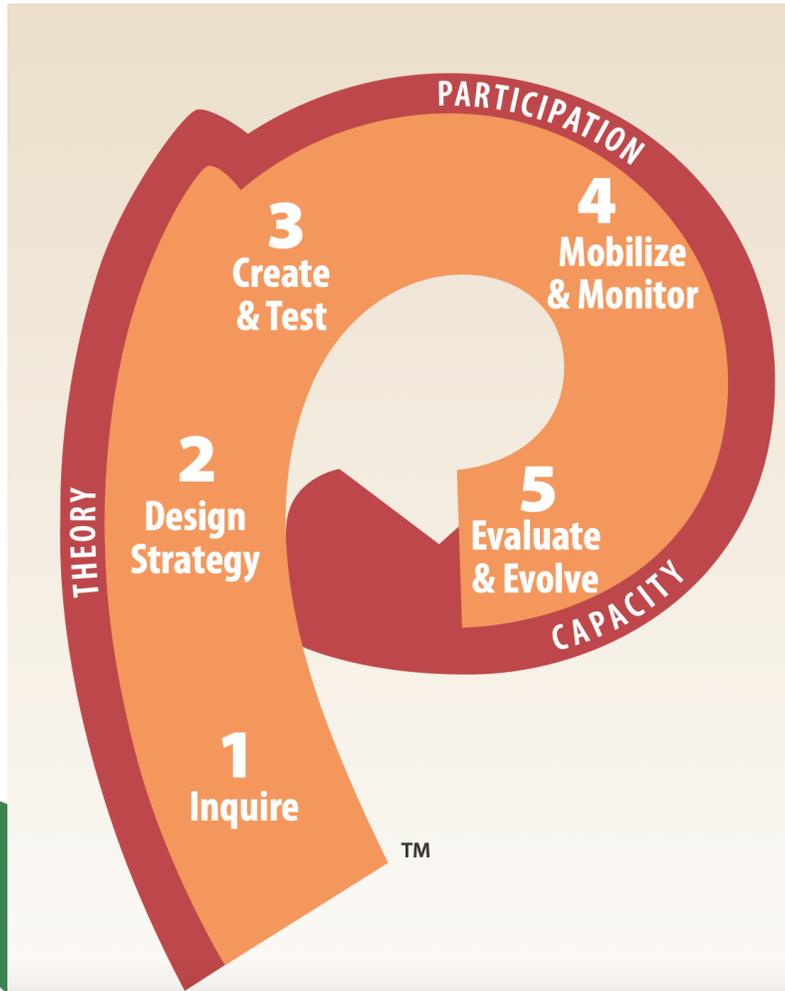
The P-Process

The **P-Process** is a step-by-step roadmap that can guide you from a loosely defined concept about changing behaviour to a strategic and participatory program that is grounded in theory and has measurable impact.

The P-Process is a **systematic framework for planning, implementing, and evaluating** Social and Behaviour Change Communication efforts, ensuring each step is grounded in behavioural theory and evidence so that programmes are both strategic and effective in influencing positive change.



The P-Process Steps



Step 1 - Inquire: Gather evidence and analyse the audience, context, and behavioural determinants to inform strategy.

Step 2 - Design: Develop a communication strategy with clear objectives, tailored messages, and selected channels.

Step 3 - Create and Test: Produce and pre-test materials or activities with target audiences to ensure clarity and effectiveness.

Step 4 - Mobilize and Test: Roll out the communication intervention, engaging stakeholders and adapting as needed.

Step 5 – Evaluate and Evolve: Track progress and measure outcomes to assess impact and guide future improvements.

Key Determinants of Behaviour

Understanding why people do or don't change their behaviour starts with these core factors:

- **Knowledge:** People's understanding of an issue shapes their actions; for instance, when Nigerian parents know that mosquito nets prevent malaria, they are more likely to use them for their children.
- **Attitudes:** How people feel about a behaviour influences their willingness to adopt it; for example, if their peers show a positive attitudes towards handwashing, it increase the likelihood that students will wash their hands regularly.
- **Skills:** Having the practical ability to perform a behaviour increases the likelihood of adoption, for example, when women farmers are trained in SMART Agriculture, they are more able and willing to use this method to boost their crop yields.

Key Determinants of Behaviour 2

- **Beliefs:** What individuals accept as true affects their choices; for example, if some Nigerian communities believe that immunizations cause illness, parents may refuse to vaccinate their children.
- **Social Norms:** The behaviours considered normal or acceptable by a community play a powerful role; for instance, in parts of Nigeria where open defecation is the norm, changing this practice requires shifting community focus to safer options.
- **Self-Efficacy:** People's confidence in their ability to perform a behaviour is crucial; for example, females who feel capable of negotiating condom use are more likely to practice safe sex.



**Formative
Research**

**Barriers
Analysis**

**Norms
Diagnosis**

**Audience
Segmentation**

**Rapid
Assessments**

**Qualitative
Tools**

**Quantitative
Tools**

**Real-Time
Monitoring
Tools**

How to Build SBC Evidence



Group Activity - Collecting Evidence

Scenarios:

- Reducing GBV
- Increasing women's financial decision-making
- Improving men's involvement in parenting
- Shifting norms around women in leadership

Discussion Guide

1. What behaviours need to change?
2. What evidence is required?
3. What tools will you use?

Designing an SBC Approach

Scenarios	Group Tasks
Delaying early marriage in Northern Nigeria	Target behaviour
Increasing women's access to financial services	Key audience
Reducing GBV in Edo/Kogi	Barriers & motivators (using COM-B)
Increasing girls' re-enrolment after pregnancy	Norms and influencers
<u>Group Outputs</u>	SBC approach chosen
<ul style="list-style-type: none">● A 5-minute "SBC pitch" (storytelling format).● They can use sketches, role-play, posters, or slogans.	Channels & messaging
	Quick evaluation plan

Linking SBC to Sustainability

Final Reflection:

“If your programme ends tomorrow, what behaviour will continue — and why?”

Key linkages:

- Norm change = long-term behaviour change
- Sustainability comes when community *owns* the behaviour
- SBC promotes local leadership, self-driven action
- Empowerment → agency → resilience
- SBC embeds values → not just messaging
- Intergenerational influence (youth, women’s groups, men’s coalitions)

Speed Round Match Game

- Methods and problems they solve



take a moment to

REFLECT

*Thank
You*