**List of Social & Behavioral Change (SBC) Core Competencies**

**FSNN SBC Task Force, March 25, 2011**

Preparing for Organizational Change – Setting the Stage

1. **Convincing staff of the need to change** from information-only campaigns and the attitude-behavior & economic self-interest approaches to behavior change to more robust SBC change strategies. (*This would include helping staff to understand the key concepts or theories behind behavior change.)*

Defining what we are going to change

1. Given limited resources and using baseline assessments and other data, **prioritizing behaviors to change**.

Conducting SBC Formative Research on key Behaviors

1. **Conducting qualitative and quantitative formative research studies** to understand how and why people do behaviors, including identifying and prioritizing key determinants of behaviors / barriers & enablers to change, and **knowing how to change them**.

SBC Coverage, Messaging and Implementation Activities

1. Choosing the **best BCC coverage strategies** and using them (e.g., Care Groups, Farmer Field Schools, Cascade Groups, other “block leaders”).
2. **Segmenting audiences** (priority and influencing groups): Deciding who to target with SBC messages/ activities and identifying the right people and channels to use to give messages credibility and coverage.
3. **Choosing and prioritizing messages / activities** to target key determinants of priority behaviors.
4. **Working with agencies to encourage mechanisms of accountability** by service providers and to address barriers to service use/delivery.
5. **Creating and using effective SBC messages and activities**:
* **Producing BCC curricula / creating lesson plans** for behavior change agents, taking into account current behavioral science (e.g., how many messages a person/group can understand and retain at one time, properly sequencing behaviors for change [starting with changes that are more visible, easier for people, requires smaller commitments]).
* **Creating good** (e.g., “sticky”) **messages**;
* **Using a variety of effective methods** (e.g., flipcharts, songs, open- and closed-ended stories, skits, discussions, puppetry, testimonials, demonstrations); and
* Using proper **group facilitation skills**.

SBC Monitoring

1. **Monitoring quality of SBC activities and changes in knowledge, attitudes, behaviors, coverage**, **and verification of practices.**

General

1. **Determining which SBC IMTs are most acceptable to targeted groups**, and work best together / complement each other given a particular cultural context.