

Social & Behavioral Change (SBC) Core Competencies Food Security and Nutrition Network SBC Task Force July 6, 2011

Fostering Organizational Change – Setting the Stage and Building Skills among Project Implementers and Service Providers

1. **Convincing staff, decision makers, and gatekeepers 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. **Convincing managers of the cost-effectiveness** of evidence-based SBC strategies that address structural & personal barriers to change.
2. **Working with agencies to encourage mechanisms of accountability** by service providers and to address barriers to service use/delivery.
3. **Train trainers of change agents** in the same skills and methods the change agents will be asked to use in implementing SBC strategies (see #10).

Defining What We are Going to Change

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

Conducting SBC Formative Research on Key Behaviors

5. **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 create plans to change them**.

Designing SBC Strategies with Sufficient Coverage, Effective Messaging, and Quality Implementation

6. Choosing the **best behavior change communication coverage strategies** and using them.
7. **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.
8. **Determining which SBC IMTs are most acceptable to targeted groups**, and work best together / complement each other given a particular cultural context.
9. **Choosing and prioritizing messages / activities** to target key determinants of priority behaviors.
10. **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).
 - **Incorporating and modeling adult learning principles in all trainings and periodic refreshers.** This supports developing new skills, building confidence in using them, and integrating them into everyday working situations.
 - **Creating effective and specific, “sticky” messages.**
 - **Using a variety of effective methods** (e.g., flipcharts, songs, open- and closed-ended stories, skits, negotiating for BC, discussions, puppetry, testimonials, demonstrations, use of radio, text message reminders, endorsements/testimonials).
 - Using proper **group facilitation skills** in community BCC or discussion settings.

SBC Monitoring

11. **Monitoring quality of SBC activities, and changes in knowledge, attitudes, behaviors, coverage, and verification of practices** to allow for mid-course corrections to SBC strategies as well as to document lessons learned to move the field ahead. This feeds back into Fostering Organizational Change as well.