

Characteristics of SBCC

SBCC has three characteristics:

1. SBCC is an interactive, researched, and planned process aimed at changing social conditions and individual behaviors.
2. SBCC applies a comprehensive model to find an effective tipping point for change by examining:
 - individual knowledge and motivation
 - social/gender norms, skills, and an enabling environment
3. SBCC operates through three Key strategies, namely:
 - advocacy
 - social mobilization
 - behavior change communication

Characteristic 1: SBCC is a process...

The SBCC process includes **five steps**:

1. Understanding the Situation
2. Focusing & Designing Your Strategy
3. Creating Intervention & Materials
4. Implementing & Monitoring
5. Evaluating & Replanning

All the steps of C-Planning draw on previous ones and contribute to subsequent ones. C-Planning provides a structure for the rest of this **course on SBCC**.



SOURCE: Adapted from Health Communication Partnership, P-Process Brochure, CCP at JHU (2003); McKee, Manoncourt, Chin, Carnegie, ACADA Model (2000); Parker, Dalrymple, and Durden, The Integrated Strategy Wheel (1998); AED, Tool Box for Building Health Communication Capacity (1995); National Cancer Institute: Health Communication Program Cycle (1989).

Characteristic 2: SBCC Uses a Socio-Ecological Model for Change...

Theories and models have guided development communication for years. A model is often used to describe an application of a theory to a particular case. These theories and models address human behaviors on one of **three possible levels of change**²: Individual, Interpersonal, or Community. The chart below describes what change process comes into play and what is being modified for each of those levels:

Level of Change	Change Process	Targets of Change
Individual level	Psychological	Personal behaviors
Interpersonal level	Psycho-social	How the person interacts with his/her social network
Community level	Socio-cultural	Dominant norms at community level

*Source: Adapted from McKee, Manoncourt, Chin and Carnegie (2000)

Over the years, there has been a shift in thinking about human behavior. For example, early in the HIV and AIDS epidemic, communication practitioners largely believed behavior change would result directly from giving correct information about transmission and prevention. While providing correct information is an important part of behavior change, information alone has proved to be insufficient. We now acknowledge four key facts about human behavior:

1. People make meaning of information based on the context in which they live.
2. Culture and networks influence people's behavior.
3. People can't always control the issues that determine their behavior.
4. People are not always rational in deciding what is best for their health and well-being.

With the evolution of thinking from individual approaches to those considering social conditions, we now have a model that tries to consolidate our conceptual thinking into an ecological perspective. (Ecological in this context means the relationships between individuals and their environments). A Socio-Ecological Model for Change views individual behavior as a product of multiple overlapping individual, social, and environmental influences. This model helps to combine individual change with the aim to influence the social context in which the individual operates. The model tries to find the strongest **"tipping point"** for change, which may not always be found through individual changes. A tipping point can be a naturally occurring event or a strong determinant for change, such as political will that can provide the final energy to "tip over" a situation to change. The model underscores the need to expand beyond *ad hoc* interventions to a coordinated social movement for change over time.

² See the next page for examples of theories focusing on each of these levels. There are references for a fuller review of social and behavioral theories and models at the end of this module. Please also review the C-Change SBCC Theory PowerPoint presentation (available in the additional resources section of the *C-Modules*).

Examples of Behavioral Theories and Models

Below we have selected a theory for each level of change. Choose one of these theories that have guided your work in the past and think about the question: *What has been useful about this theory for you? How has it fallen short of what you have needed to effectively understand and change behaviors?*

Individual level: The Stages of Change Theory was conceptualized as a five-stage process related to a person's readiness to change: a) pre-contemplation, b) contemplation, c) preparation, d) action, and e) maintenance. People progress through these stages at varying rates, often moving back and forth along the continuum a number of times before attaining the goal of maintenance. Programs using this theory consider: *Where is the audience with respect to the desired action, e.g., adoption of hand washing? What information or messages do they need at that stage?*


Interpersonal level: Theory of Social Learning posits that people learn how to behave by: 1) observing the actions of others; 2) observing apparent consequences of those actions; 3) checking those consequences for their own lives; and 4) rehearsing, trying out those actions themselves. A communication program using this theory builds on modeling desired behaviors by key individuals in the community. A key concept to measure would be the individual's level of self-efficacy: *To what degree do people believe they have the ability to achieve desired results by their own actions, e.g., using condoms correctly?*

Community level: Diffusion of Innovations Theory describes how new ideas and practices (innovations, such as the use of malaria nets) are spread through social networks, over time. This spread depends on the perceived characteristics of the innovation and characteristics of the social network. Research would look at how existing social networks function: *How connected are different networks? How large are the different networks? Who are the leaders and innovators in those networks?* But it is also important to find out what the target population thinks of these new ideas and behaviors, and to include messages in programs that address any concerns about the innovation.

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Below is a table that demonstrates levels that some core theories emphasize. Review this table and reflect on how theories can address the three levels of change and how they relate to the Socio-Ecological Model for Change.

Emphasis of some Core Theories

THEORY	EMPHASIS	MORE INDIVIDUAL
Individual Level		
1. Health Belief Model 2. Reasoned Action – Fishbein & Ajzen 3. Stages of Change – Prochaska, DiClemente	Planned behavior, rational decision making processes (beliefs & subjective norms)	
Fear Management – Witte	Interaction between cognition & emotion	
Interpersonal level		
Social learning – Bandura	Social comparison, learning from role models, self efficacy	
Community level		
Theory of Gender and Power Diffusion of Innovations	Social influence, personal networks	MORE SOCIAL
Ecological Models	Behavior is a function of the person and its environment	

SOURCE: Adapted from Douglas Storey – JHU- Center for Communication Programs

GRAPHIC: A Socio-Ecological Model for Change

SBCC applies a Socio-Ecological model that examines several levels of influence to find the “tipping point” for change. This model, applied throughout the *C-Modules*, is a combination of ecological models and psychosocial factors that will assist you in your analysis and planning. This model has two parts:

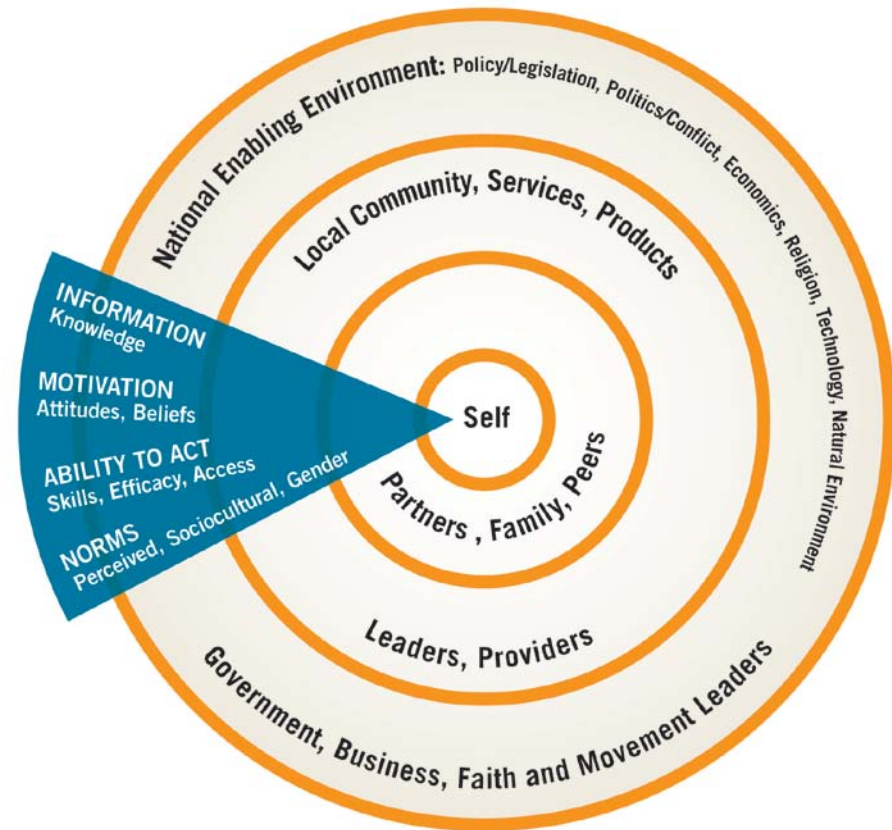
1. **Levels of analysis** are represented by the rings. The rings represent both domains of influence as well as the people representing them at each level.
2. **Crosscutting factors** in the triangle of influence each of the actors in the rings.

The **levels of analysis** (represented by the rings) are:

- The individual “**self**” most affected by the issue.
- Direct influencers represented by two rings:
 - One including **partners, family, and peers**
 - Another including **local community (members and leaders), services, products, and providers** associated with them.

All of them may shape community and gender norms, access to, and demand for community resources and existing services.

- Indirect influences which make up the outer **enabling environment**. Components of this ring may facilitate or hinder change and include: government policies and regulations, political forces, prevailing economic conditions, the private sector, religion, technology and the natural environment. Actors in this ring, such as national government, business, faith and movement leaders, are often targets for advocacy and social mobilization activities.



SOURCE: Adapted from McKee, Manoncourt, Chin and Carnegie (2000)

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Each level and the actors therein are influenced by several **cross cutting factors** (triangle of influence) which SBCC interventions may be able to modify to generate change. These factors may act in isolation or in combination. To help identify these factors we put them into four large categories: information, motivation, ability to act, and norms.

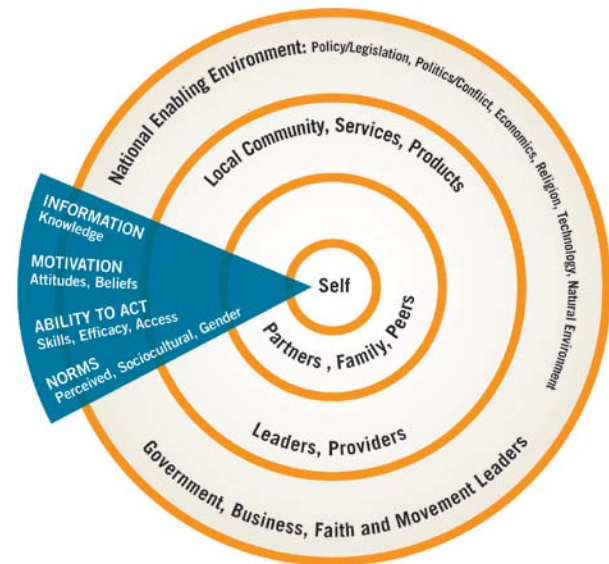
People need **information** that is timely, accessible, and relevant. When looking at information consider the level of **knowledge** held by that person or group, e.g., about modern contraceptives and their side effects. With such information, some individuals, groups, or communities may be empowered to act. For most people, however, information is not enough to change.

They require **motivation** often represented by **attitudes and beliefs** about the issues they are trying to change, e.g., attitudes towards condom use or beliefs about the benefit of FP. Motivation can be affected by SBCC through effective counseling, peer education, entertaining radio, or TV programs. If done well, such communication can foster individual attitudinal and behavioral change, as well as social norm change.

However, even motivation may not be enough. For instance, few women and girls in the countries hardest hit by HIV and AIDS have power in negotiating the time and conditions for having sex, including the use of condoms. Or they may lack the funds to buy condoms. They need the **ability to act** in particular circumstances that pose a threat. Look at the actual skills and efficacy of the actors:

- **Skills** include psychosocial life skills: problem-solving, decision-making, negotiation, critical and creative thinking, interpersonal communication, and other relationship skills, such as empathy.
- **Efficacy** looks at the confidence of individuals (self-efficacy) and groups in their own skills to affect change.
- **Access** includes financial and geographical issues such as access to services, ability to buy products, or transport issues.

Finally, **norms** —as expressed in perceived norms, socio-cultural, and gender norms have considerable influence. Norms reflect the values of the group and specify those actions that are expected of the individual by its surrounding society. Perceived norms are those that an individual believes others are holding and therefore are expected of him or herself. Socio-cultural norms are those that the community as a whole is following because of social status or cultural conventions. Gender norms shape the society's view on what is expected of males and females.



SOURCE: Adapted from McKee, Manoncourt, Chin and Carnegie (2000)

Examples of Theories and Models that have Contributed to the Socio-Ecological Model

As mentioned earlier, theories and models are helpful for program planning by identifying and making explicit the assumptions behind interventions and strategies: they can help us to formulate communication objectives for the program and determine how to measure them as well as to clarify the reasons why programs succeed or fail.³

The Socio-Ecological Model is based on existing theories, models and approaches from several disciplines including political science, sociology, psychology and communication. Through a synthesis of the information included in these theories and approaches, the socio-ecological model proposes several levels of influence to find effective “tipping points” for change. C-Change developed a table to illustrate the theoretical base of the socio-ecological model and how that relates to finding tipping points for change. Look at the table in the Appendix (page 22) to see how different theories and models contributed to and were synthesized into each ring of our Socio-Ecological Model for Change.

When looking at this table consider:

- *Which of these theories and approaches sound familiar to you?*
- *Which application examples can help you with your situation analysis? (You will work on this in Module 1)*
- *Which ones do you think can help develop your communication strategy? (You will work on this in Module 2)*

³ Neill McKee, Manoncourt, Chin & Carnegie, 2000

Characteristic 3: SBCC Operates Through Three Key Strategies...

Now that the situation has been analyzed, the SBCC framework offers an appropriate mix of the following strategies to address change at all levels of the Socio-Ecological Model. **These key strategies are mutually reinforcing:**

- **advocacy** to raise resources and political/social leadership commitment for development actions and goals
- **social mobilization** for wider participation, coalition building, and ownership, including community mobilization
- **behavior change communication** for changes in knowledge, attitudes, and practices of specific participants/audiences in programs

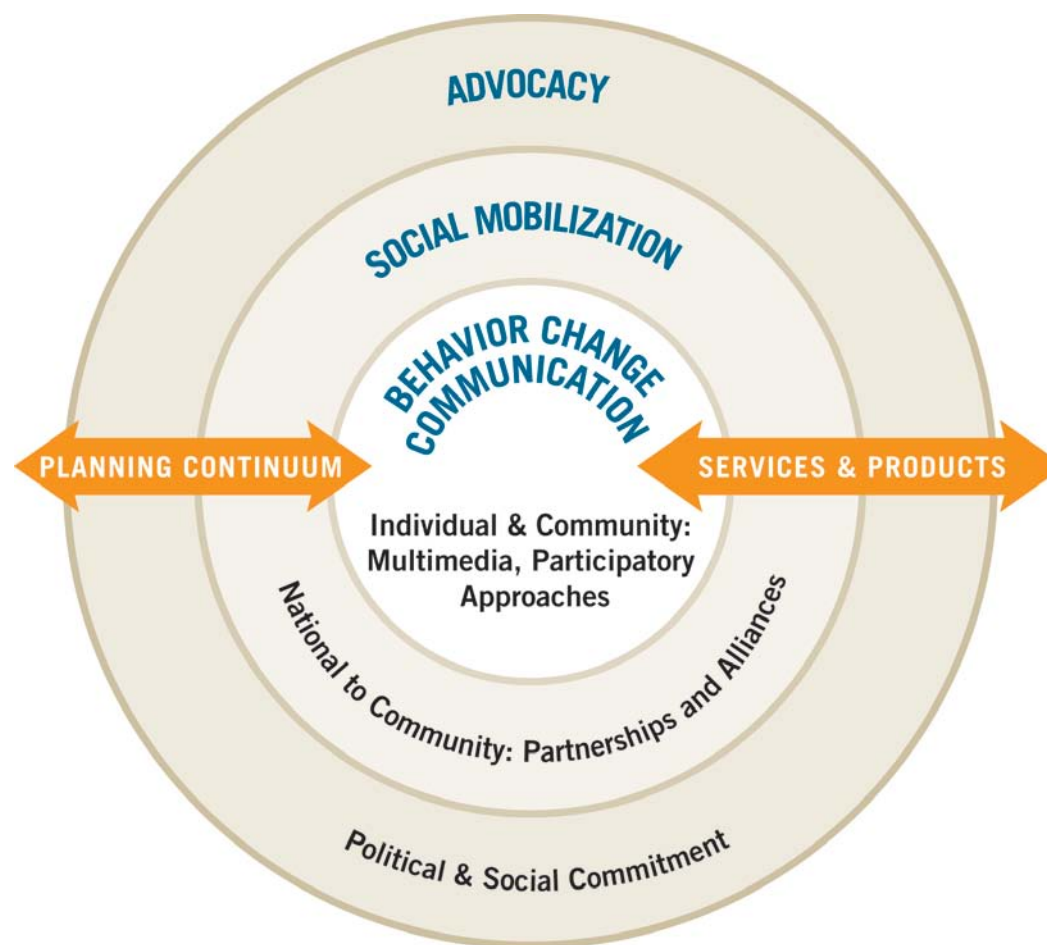
There is a “Planning Continuum” between these three strategies. Programmers can begin with any one of them, depending on such factors as: the problem being addressed, policies in place to deal with it, and organizations/resources already addressing the issues. If leadership isn’t ready for advocacy on a certain issue, you might concentrate instead on building social networks or coalitions, which can later put pressure on leadership through a well-defined advocacy strategy. If resources allow, you might start with a broad-scale BCC effort at a community level, which—when linked with mass media—can eventually affect leadership’s perspective and engage them and others into a social movement.

SBCC should always be linked to services or to products which people can access. If these are not in place, SBCC efforts remain toothless and people lose trust in communication activities.

Community mobilization is a sub-strategy of social mobilization. While social mobilization may often take place at a national level among civil society organizations, donors, and parts of government to build coalitions for certain issues, community mobilization can do the same at a community level with similar techniques. Coalitions can be formed between community leaders, spiritual and traditional leaders, women’s groups, and other organized segments of the community. Techniques used under social and community mobilization include publicity, public discussions, dissemination of information using mass and community media, and training/coordination of stakeholders.

The graphic “**Key Strategies of SBCC**” on the following page illustrates how strategies can fit together.

GRAPHIC: Key Strategies of SBCC



SOURCE: Adapted from McKee (1992)