

A Practitioner's Guide


Using Social and Behavior Change to Increase Youth Leadership and Political Participation



USAID
FROM THE AMERICAN PEOPLE



Strengthening Democracy
Through Partnership



A Practitioner's Guide: Using Social and Behavior Change to Increase Youth Leadership and Political Participation

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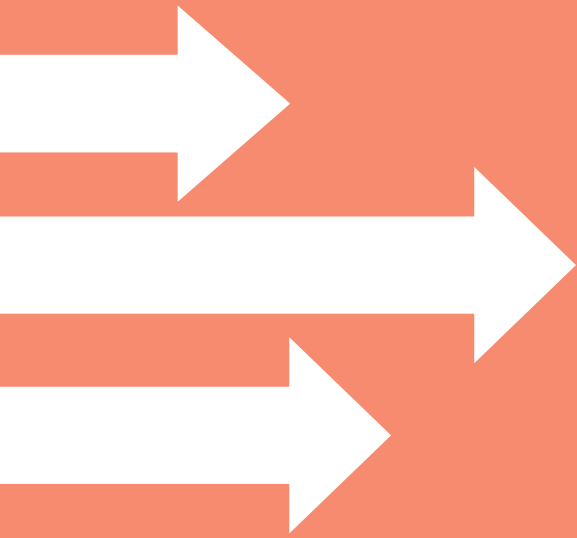
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Key Terms

Used in the Practitioner's Guide

| TERM | DEFINITION | EXAMPLE |
|----------------------------|---|--|
| Barriers | Specific determinants that prevent an individual or group from changing their behavior. | Personal attitudes or beliefs, social norms, political system. |
| Behavior | A person's actions, interactions, and conduct. What you are focused on enabling, reinforcing, or changing. | Personal attitudes or beliefs, social norms, political system. |
| Determinants | The factors that contribute to a person or group's behavior. These may be at individual, social, or structural levels. | Personal attitudes or beliefs, social norms, political system. |
| Enabling Environment | Behaviors, and behavior change, are influenced by many factors. The enabling environment refers to external factors influencing a behavior, and how programs can create conditions that enable intended changes. | Political system, economic system, culture, social norms. |
| Intervention Activities | While options for intervention relate to the specific identified determinants, intervention activities are specific activities selected to directly address behavioral determinants and achieve desired change. | Radio shows with and for young people, youth discussion groups on political participation. |
| Intervention Package | An intervention package is the final suite of intervention activities, taken together, that form the entirety of an intervention. In thinking about the various behavioral determinants, multiple intervention activities may be chosen to implement. Once interventions are designed, tested, refined, and implemented, program teams should be able to clearly articulate what the intervention package is, as well as why and how it works to achieve behavior change. | A program seeking to increase youth voting turnout rates includes three complementary activities: synchronized group discussions with young people, their peers, and their parents; TV and radio shows about youth voting reaching the broader population; and a stakeholder advocacy campaign with political parties and government agencies. |
| Intervention Opportunities | Specific determinants that facilitate an individual or group in changing their behavior. | New political administration. |
| Target Group | The group of individuals (age, gender, etc.) who are currently practicing the behavior and are the target for intended behavioral shifts. | 18–22-year-old men, 20–25-year-old women. |
| Social Norms | What people in a group believe is typical or appropriate. An important determinant at the social level influencing target behaviors. | Young women should not participate in local government. |
| Socio-ecological Model | A framework widely used to describe the complex interplay between individual, societal, and environmental factors (in this context, influencing behaviors). The overlapping rings in the model on page 18 illustrate how factors at one level influence factors at another level. | Individual – attitudes, beliefs, self-efficacy. Societal – social norms, class, social systems. Environmental – government political, economic systems. |



The Practitioner's Guide: An Overview



The **Practitioner's Guide: Using Social and Behavior Change to Increase Youth Leadership and Political Participation** (“Practitioner's Guide”) provides a roadmap for how to design, implement, and learn from social and behavior change (SBC) approaches to strengthen youth leadership and political participation. SBC interventions have proven effective in a number of contexts and can be particularly useful for democracy, rights, and governance (DRG) practitioners in terms of building and shifting more democratic attitudes, behaviors, and norms.

KEY OBJECTIVES FOR PRACTITIONER'S GUIDE

Many DRG practitioners are already making use of SBC tools, often without realizing it. By focusing on how to apply these tools more strategically and more effectively, practitioners across development sectors will be further empowered to increase youth leadership and participation by:

1. Better understanding how to change behaviors by focusing on the complex individual, social, and structural environments that influence youth leadership and political participation-related behaviors;
2. Engaging communities more effectively in behavior change efforts and centering their values and understandings of social norms to identify opportunities for collective change efforts for youth leadership and political participation; and
3. Consistently identifying, creating, and adapting SBC interventions to improve program outcomes for youth leadership and political participation.

WHO SHOULD USE THE PRACTITIONER'S GUIDE?

This Practitioner's Guide is primarily intended for DRG practitioners to better design and implement youth leadership and participation programs. However, this guide will also prove useful to youth development practitioners who may work across different sectors. This guide should be used collaboratively and where diverse perspectives are being consulted on activities and decisions. Importantly, as described below, activities within the guide should be conducted in consultation with individuals and communities and – in particular – young people, so interventions are reflective of their inputs and responsive to their needs.

WHEN SHOULD THE PRACTITIONER'S GUIDE BE USED?

This Practitioner's Guide provides a roadmap for developing an SBC approach. Therefore, it is best used at the outset of a program during the planning and design stage. The Practitioner's Guide should be used after formative research, such as baseline and gender assessments, have taken place and the program team has data to inform the SBC approach. If data has not yet been collected, we recommend waiting to develop the SBC approach until it has. Initial research methods can take many forms depending on your program context and may include literature reviews, key informant interviews, in-depth interviews, focus group discussions (FGDs), participatory learning and action methods, surveys, or observations. Throughout this guide, recommendations for approximate time frames are provided for reference; however, activities will vary across program contexts.

THE PRACTITIONER'S GUIDE: A ROADMAP

As noted above, the Practitioner's Guide will serve as a roadmap for designing and implementing SBC approaches. The guide has been broken down into sections for the reader as a step-by-step guide to crafting an intervention. First, the guide will define SBC and discuss how to use it in DRG programming. The guide is then broken down into six stages to develop an SBC intervention. The stages are as follows:

- 1 DEFINE BEHAVIOR
- 2 UNDERSTAND AND TARGET DETERMINANTS
- 3 IDENTIFY INTERVENTION STRATEGIES
- 4 DESIGN INTERVENTION
- 5 TEST INTERVENTION
- 6 IMPLEMENT, MONITOR, ADAPT AND LEARN

Annexes and further reading provide more insight into developing and implementing SBC interventions and should be used by practitioners as templates and tools when working through the six stages.



Using Social and Behavior Change in Youth Democracy, Rights, and Governance Programming

Box 1. Why take an SBC Approach?

SBC approaches can strengthen youth leadership and participation programming by:

- Ensuring formative research is conducted and focused on young people and their decision-making processes;
- Improving the effectiveness of youth-focused programs through intentional program design informed by their real behaviors and influences; and
- Enhancing sustainable youth political participation and leadership by addressing real barriers to achieving goals.

Through years of programming and evidence generation, we have learned that focusing exclusively on improving services or systems may not lead to desired outcomes. As such, programs are increasingly focusing on working with individuals, communities, and other groups to demonstrate the impact of utilizing SBC approaches. Understanding what influences behaviors, as well as the barriers to changing them, are critical to bringing about desired changes in these behaviors. By employing SBC approaches, programs are likely to see **more sustained changes in behaviors and the broader enabling environment** through increasing knowledge, shifting attitudes, addressing social norms, and reducing barriers across systems. Through widespread social and behavior shifts, programs are more likely to reach intended outcomes, as well as see outcomes sustained over time, while partnering with participants in planning and implementing activities.

SBC approaches are becoming increasingly popular in the DRG sector and more broadly to effectively engage young people in programming. Using SBC approaches, program implementers can overcome their biases and assumptions to explore the world around them from the perspective of participants, taking into consideration the complex environments in which they live, including social norms, laws, institutions, cultures, etc. Further, SBC approaches use new and innovative ways to reach young people to support sustained change in their lives.

By directly addressing attitudes and social norms through SBC approaches, programs can enhance and sustain young people's civic and political engagement. There are numerous factors that can influence the political behaviors of young people, from personal beliefs and attitudes to peer influences, social norms, and the socio-political environment individuals live in. Various actors exert influence over a young person's life choices, whether negatively or positively, intentionally or unintentionally. Community members, such as parents, peers, coaches, civic leaders, and teachers can create safe spaces that foster young people's positive and meaningful participation in public life. These actors can also support opportunities for young people to get involved in public life and play leadership roles in achieving community change across development sectors.ⁱ

The background is a solid orange color. In the top left, there are three large white arrows pointing downwards. On the left side, there are several semi-transparent orange gears of different sizes and a network of nodes connected by lines, also in semi-transparent orange. The main text is centered in white.

What is Social and Behavior Change?

Box 2. SBC approaches defined

SBC approaches are activities and/or interventions seeking to influence the voluntary behavior of a population by addressing the factors facilitating or blocking a behavior to improve their lives. SBC approaches apply interactive, theory-based, and research-driven behavioral insights and evidence to affect sustainable behavior change at the individual, community, and societal levels.

SBC is rooted in behavioral science and communication theory and can be applied to help people adopt desired behaviors, overcome social and structural barriers, and improve their lives, and the lives of those around them. Programs seeking to foster increased youth political participation and leadership behaviors must go beyond logical appeals and purely informational campaigns to address various determinants (barriers, facilitators) that surround a target group.

An individual's behavior is influenced by various psychological, sociological, and environmental determinants that shape their beliefs, attitudes, biases, and capacity for change. These determinants can support or create resistance to implementing a behavior even when the individual recognizes the change would benefit them (see Figure 1).

One such determinant of behavior that many SBC approaches focus on is social norms, or the unwritten rules that govern behavior. Social norms are informal, often implicit, rules that most people accept and abide by. In contrast to individually held attitudes or beliefs, a social norm is defined by beliefs that are shared about a behavior or practice. As such, social norms can dictate what people in a group believe is typical (normal) and appropriate (approved) behavior. While what constitutes a social norm varies by each behavior, there is agreement that social norms play an important role in shaping behavior, that they are meaningful in the context of group identity (e.g., young people), and that whether a person complies with a norm depends on multiple internal and external factors (e.g., their own attitude, social or peer pressure, etc.). These social norms, the expectations about what people should do, often come with consequences for following a norm or not – positive or negative.



Social norms play a powerful role in shaping the behavior of all people, but particularly influence young people and have an enormous impact on their decision-making and civic and political engagement. Social norms are important in SBC approaches as they often tie together how and to what extent behaviors are influenced by the environment where individuals reside. Social norms are a significant yet often overlooked determinant of youth political participation and leadership which has traditionally focused on individual knowledge (e.g., increasing knowledge of how to vote, where to vote, etc.). As practitioners focused on youth political participation and leadership behaviors, understanding what social norms are, and which norms matter, will be critical in designing and implementing effective SBC approaches.

Using an SBC approach is behavior-led, rather than intervention-driven; outcomes are defined as specific behaviors which are required to achieve the development goal. There is no one size fits all SBC approach. SBC interventions come in many forms (see Box 3), but often share core features at the heart of each approach, including:

- **Centering individuals.** Individual and/or group perspectives and experiences should be at the center of all programming decisions.
- **Employing SBC as an iterative process.** SBC is not simply used to design programs, but to determine intervention strategies, monitor, evaluate, and adapt.
- **Focusing on the entire socio-ecological model.** SBC programs should explore how the entire system impacts individual behaviors.

Relying on each individual context, locally derived ideas and expertise, existing knowledge, and experiences, in conjunction with data collection efforts, will better enable programs to design and implement the best SBC approach for each behavior for the greatest impact.

Box 3. Example SBC interventions *

1. Interpersonal:
 - Counseling
 - Support groups
 - Small group discussions
 - Education and training
2. Media:
 - Mass media
 - Social media
 - Print media
 - Mobile technology
3. Community Mobilization:
 - Advocacy
 - Campaigns

**This list is not inclusive of all examples*



While effective, SBC approaches may not be the best for a given issue because not every problem is primarily social or behavioral in nature. Therefore a primarily SBC approach may not be the most appropriate way to reach desired outcomes in a particular context. SBC approaches may stand alone, but they should also be considered to complement other activities (e.g., at systems levels).

A decorative graphic in the top-left corner of the page. It features three white arrows of varying lengths pointing to the right, overlaid on a background of semi-transparent orange gears. The gears are of different sizes and are partially cut off by the edges of the page.

How to Use the Practitioner's Guide:

Six Stages to
Developing
an SBC Intervention

This Practitioner's Guide includes **six stages**ⁱⁱ to inform the development of an SBC intervention. The process takes a program from behavioral identification to implementation and adaptation. In each of the six stages, you will find descriptions of what should be done, how it relates to previous or subsequent stages, and the steps and resources necessary to conduct exercises to complete the stage. Each stage also includes illustrative case studies which demonstrate how exercises are applied for youth leadership and political participation. In going through this process, project teams will conduct activities according to the six stages. Table 1 provides an overview of the six stages, with descriptions and activities for each stage:

Table 1. SIX STAGES IN DEVELOPING AN SBC APPROACH: AN OVERVIEW

| STAGE | DESCRIPTION | ACTIVITIES |
|---|---|---|
| 1 DEFINE BEHAVIOR | To begin, you define the behavior you will focus your SBC intervention on. Consider target groups, context, and be very precise. | Conduct a path to change and develop a behavioral statement. |
| 2 UNDERSTAND AND TARGET DETERMINANTS | With the behavior defined, you will map out various determinants across levels: individual, social, and structural. You will narrow down the most influential ones to focus on. | Map out the socio-ecological environment and determinants for your behavior. |
| 3 IDENTIFY INTERVENTION STRATEGIES | After narrowing your target determinants driving your behavior, you will consider intervention options through conducting decision-making trees. | Sort intervention options with a decision tree. |
| 4 DESIGN INTERVENTION | With intervention options to address your behavioral determinants, it's time to put it all together into a designed intervention package to test. | Design intervention package by determining intervention method, considering a theory of change, and developing materials. |
| 5 TEST INTERVENTION | Testing the designed intervention package comes next to ensure the intended activities are implemented effectively to shift intended behaviors. | Concept testing, pretesting, or field-testing intervention activities. |
| 6 IMPLEMENT, MONITOR, ADAPT, AND LEARN | You are ready! After any adjustments post-piloting, implement your SBC intervention. Design monitoring plans to learn from the intervention and build in opportunities to reflect and adapt as you implement. | Implement your intervention, design monitoring plans, and build in learning and adaptation touch points. |

Box 4. Engaging participants and communities

The Practitioner's Guide is a resource for program staff to be used in partnership with participants, key stakeholders, and communities for which the SBC intervention is intended. Though program staff may lead the process, people engaged in various activities throughout the stages may be parents, community leaders, traditional leaders, educators, public officials, etc. Above all, young people should be at the center of all activities. Activities provided in this Practitioner's Guide assume that formative research has been conducted and young people have been, and will continue to be, consulted as they progress.

Throughout the six stages of the Practitioner's Guide, you will see recommendations on timeframe, resources, activities, and expected outputs of each stage. Note that while these guidelines may inform your work, they should not be considered absolute. Some stages will take hours, others might take weeks. Some stages may be completed in small teams, others may require extensive community and stakeholder engagement. You should assess the exact time, resources, participants, etc. which most appropriately meet your circumstances. Across all stages, activities are most effective when previously collected data and community consultations are used and implementers' perspectives are not relied on alone.





STAGE 1

Define Behavior



STAGE 1 | DEFINE BEHAVIOR



1 - 3 hours.



Background information on your context (e.g., collected data from formative research). Annexes 1 and 2 include templates for Steps 1.2 and 1.3.



Consider context, determine target groups, and conduct a pathway to change to determine your behavior.



A clearly defined and articulated youth leadership and political participation behavior as your outcome for your SBC intervention.

Behaviors are comprised of an individual's actions, interactions, and conduct. Programs seeking to shift or change existing behaviors, or support the creation of new behaviors, must first articulate the behaviors themselves and work to understand the behavior and its influences. Most practitioners understand the problem they are working on, but in traditional programming, they spend less time on understanding why the problem exists. An SBC intervention requires a more thorough diagnosis of the problem that pinpoints the behavior and the attitudes, values, and people that influence it to develop effective programs.

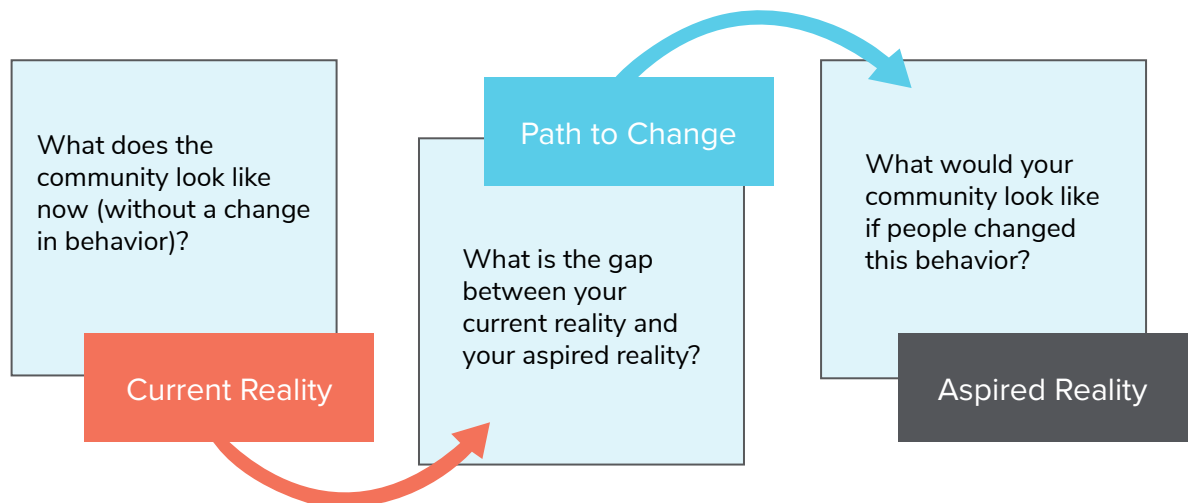
Step 1.1 Determine the setting you will be working in. This is likely already known by your project team; however, this first step is a good opportunity to narrow your focus. For example, consider if the SBC intervention will cover an entire state, or will focus on one or a few communities.



STAGE 1 | DEFINE BEHAVIOR

Step 1.2. Develop a Path to Change. Using the template in Annex 1, discuss the current reality in the setting in which you will be working, as it relates to youth leadership, political participation, and related behaviors. The Path to Change exercise provides a high-level view and hypothesis, that may help to facilitate dialogue, identify common goals, and establish a shared definition of the problem, including the target behavior and target group. Figure 1 provides the basic questions for a Path to Change that can start the diagnosis process on your own or with your community and craft a simple problem statement to guide your SBC approach. Use Figure 1 in your reflection discussions to answer those questions, keeping your setting from Step 1.1 in mind.

Figure 1. Path to Change



Adapted from Farayi Chipungu & Timothy O'Brien, *MLD201: Politics of Change Course Tools*. Harvard Kennedy School (2020).

Step 1.3. Develop a Behavioral Statement. After reflecting on your context from Step 1.2, you will determine the current reality, aspired reality, and what gaps there may be within your setting. Already knowing your broad project focus, you will further narrow here to craft a behavioral statement. This exercise is meant to clarify the purpose and mission of your work. Once you are clear on the change you are seeking, you will need to determine who needs to do what to move closer to your aspired reality. The “who” is your target group – the people who you need to implement the behavior. The “what” is the target behavior, or the behavior you need your target group to implement. Using the above scenario, Figure 2 shows an example of a simple statement to take the next steps for your SBC approach. In your team, develop your own behavioral statement using Annex 2.

CONSIDER THIS SCENARIO...

A suburban community in a newly established democracy is trying to rebuild its economy and civic institutions after 30 years of sectarian violence. Getting involved in politics is historically risky, but young people ages 18 – 25 are the first generation to come of age after a recent peace agreement. Civil society organizations (CSOs) and government officials expect young people to turn out to vote in large numbers given the enthusiasm they have shown on social media and in polling. However, in the previous two elections, only 20 percent of eligible young people have turned out to vote. As a result, a CSO has received a grant to increase that number by 5 percent by 2024 using an SBC approach.

Let us use this scenario to reflect on the questions in Figure 2 and map out our Path to Change.

What is our current reality?

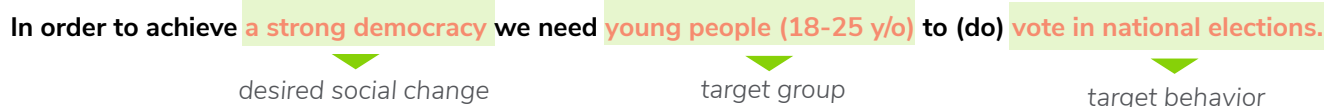
Only 20 percent of young people are turning out to vote despite appearing enthusiastic about gaining the right to vote. The country is trying to build support for the new democracy and the youth vote is key to strengthening the society's trust in its institutions. A recent poll showed that less than half the country believes that democracy will work.

What is our aspired reality?

We want our citizens to have confidence in the electoral process and trust that these institutions will hold. We want young people to lead the way in showing society that non-violent political participation can be effective in supporting social change.

What is in the gap between our aspired reality and current reality? Lack of trust in government, lack of political participation of young people, and concern that the country will return to sectarian violence.

Figure 2. Example Behavioral Statement



Once you have put all the steps together, you will have completed the first stage to developing your SBC approach for youth leadership and political participation interventions. Through reflections and activities, you now better understand your program setting. Once you have identified your sites for your work, and narrowed down your desired social change, as well as who and what is needed to get there, your target groups and behaviors shift.



STAGE 2

Understand and Target Determinants



STAGE 2 | UNDERSTAND AND TARGET DETERMINANTS



4 hours.



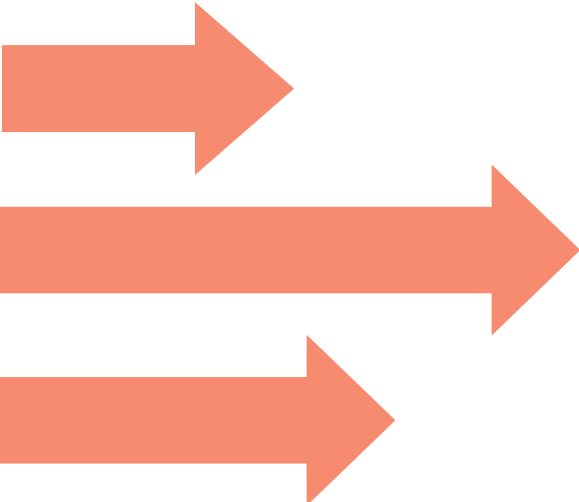
Background information on your context (e.g., collected data from formative research).
Records from completing Stage 1. Annex 3 includes a template for Step 2.1.



Map out the socio-ecological environment and determinants for your behavior.



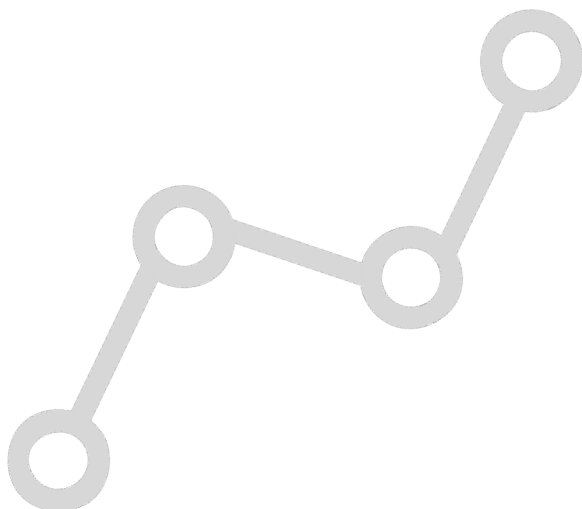
A completed list of determinants across the socio-ecological model for your youth leadership and political participation behavior.



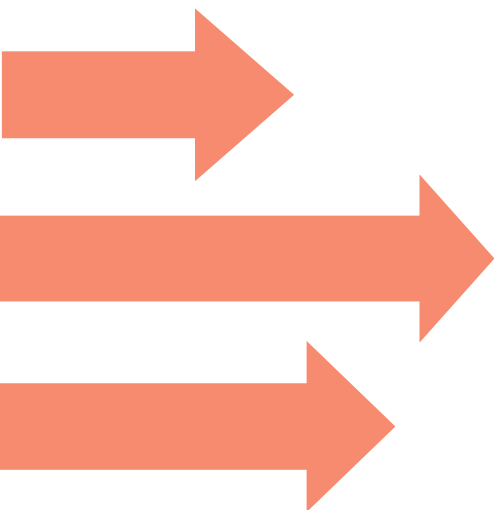
Determinants are the factors that contribute to a person or group's behavior. These may be at individual, social, or structural levels.

With your defined behavior for your target group from Stage 1, you can now understand and target the determinants contributing to the behavior that will be addressed in your SBC approach.

For this stage, you will need to use previously collected data, or you will need to conduct formative research and further engage community members to effectively map the influential systems, organizations, and individuals that surround them (see Table 2 for recommendations).



STAGE 2 | UNDERSTAND AND TARGET DETERMINANTS



Designing and implementing an SBC approach requires formative research to ensure a comprehensive understanding of people’s needs and their decision-making pathways. Ideally, programs will use the Practitioner’s Guide at the beginning of the program design process and after formative research is conducted; however, that may not be possible. Therefore, information will need to be collected while going through the stages in this guide. You may conduct one or a variety of types of formative research, all of which should be context and behavior specific. Each program must determine which formative research methods (or a combination of methods) will be the best to capture the needed information to inform the developing of their youth-focused leadership and political participation SBC approach. Examples of the types of research you can collect, how to do it, and the various advantages of the approaches are shared below.

Table 1. COLLECTING INFORMATION TO IDENTIFY DETERMINANTS

| Research Approach | Examples | Pros and Cons |
|---------------------------------|--|--|
| Secondary Research | Literature reviews, review of grey literature (like government documents and white papers), or program literature. | Pro: Can be done from a distance, rapidly, and at low cost. Con: Hard to find enough contextually specific information to inform your SBC approach. |
| Qualitative Research | Key informant interviews, in-depth interviews, or focus group discussions. | Pro: Effective for collecting in-depth information from various groups, exploring existing behaviors, attitudes, and social norms. Pro: Easy to scale and replicate with adaptations. Con: Requires skill and expertise to analyze findings. Con: Requires substantial time and resources to reach all participants and/or to conduct with rigor in multiple sites. |
| Quantitative Research | In-person surveys or digital surveys. | Pro: Can provide a high-level landscape to learn about how typical or appropriate a given behavior is and understand the frequency of determinants influencing a behavior. Pro: Easy to scale and replicate. Con: Requires skill and expertise to analyze findings. Con: May not provide in-depth information of why people practice certain behaviors. |
| Participatory Approaches | Vignettes, body mapping, pile ranking and sorting, or photo voice. | Pro: Often incorporated in qualitative research (e.g., interviews or group discussions) and used to engage individuals creatively. Pro: Proven effective in engaging youth in research. Con: Requires skill to facilitate, observe, and document discussions for later analysis. |

STAGE 2 | UNDERSTAND AND TARGET DETERMINANTS

Step 2.1. Map out the socio-ecological environment using the template in Annex 3.

The Socio-Ecological Model (Figure 4) is a commonly used SBC tool for understanding the determinants that shape an individual's behavior.ⁱⁱⁱ This mapping exercise utilizes the socio-ecological model to analyze the enabling environment surrounding your target group. This is a useful activity to engage a wider group of participants, including community stakeholders, practitioners across sectors, and members of the target group. Mapping the enabling environment around the target group and behavior is critical to understanding what is driving the behavior you are trying to change so that you can better focus your interventions. To map the environment:



Name the people and groups (using names of organizations and groups people) who fit within the “Environmental” and “Societal” levels that might influence your target group practicing the defined behavior.

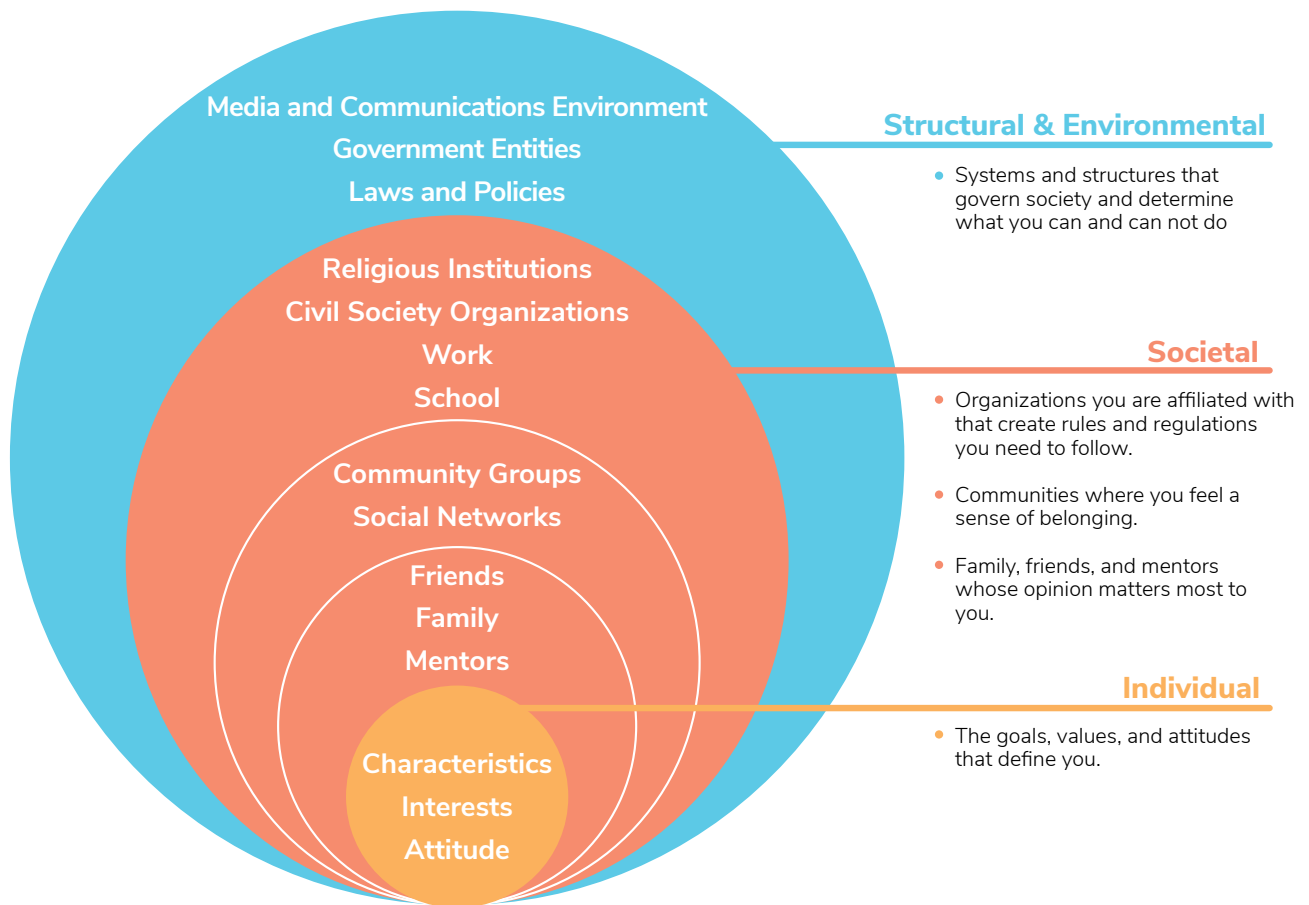
Move to the “Individual” level, listing specific traits or values that might influence the target behavior like values, level of knowledge or education, attitudes, personal goals, etc.



Now that you have named influential people, groups, and traits, consider how they influence the target behavior. To start, choose two to three individuals, groups, or traits you listed at each level that you think might have the strongest influence on the target behavior in the first column. Next, provide short answers to the questions in the provided columns. This is your list of determinants.

Figure 3. Unpacking the Enabling Environment

Figure 3 provides a description of each level of the enabling environment and the influencers that may exist.



Adapted from UNICEF Behavioural Drivers Model (2019)

STAGE 2 | UNDERSTAND AND TARGET DETERMINANTS

Figure 4. Questions to Consider when Mapping Influencers and Determinants

Figure 4 provides questions to consider when mapping influencers and determinants.



STRUCTURAL/ENVIRONMENTAL

| DETERMINANTS | EXAMPLE QUESTIONS TO CONSIDER... |
|---------------------------|--|
| Governing Entities | How do political institutions influence what I do? |
| Structural Barriers | What real barriers prevent me from behaving a certain way? |
| Economic Systems | How do economic systems influence what I do? |
| Communication Environment | What information am I exposed to? How does it influence my behavior? |



SOCIETAL

| DETERMINANTS | EXAMPLE QUESTIONS TO CONSIDER... |
|----------------------------|--|
| Social Norms | What social norms influence this behavior? How do they influence the behavior? |
| Civil Society | What do civil society actors do? How does what they do affect me? |
| Family, Friends, and Peers | How do my family, friends, and peers influence my behavior? Who supports or enforces the norms? |



INDIVIDUAL

| DETERMINANTS | EXAMPLE QUESTIONS TO CONSIDER... |
|-----------------------|---|
| Interests | How do my interests align or not align with this behavior? |
| Attitudes and Beliefs | What is my opinion on this behavior? |
| Knowledge | What do I know about this behavior? What do I still need to know? |
| Self-Efficacy | Am I able to practice this behavior? Do I have the needed knowledge and skills to practice this behavior? |

A MAPPING IN PRACTICE...

Returning to our scenario from Stage 1, let us identify a few influencers (left column) from the socio-ecological model and identified determinants (right column) that could influence the defined behavior of youth voting.



STRUCTURAL/ENVIRONMENTAL

| INFLUENCERS | DETERMINANTS |
|-------------------|--|
| Traditional Media | Limited news outlets and television programs to address youth civic participation. |
| Social Media | A lot of political activity and broad youth audience for social and political activists. |
| Government | Government identification is required for voting, but hard to obtain due to COVID-19 closures. |



SOCIETAL

| INFLUENCERS | DETERMINANTS |
|-----------------------------|--|
| Religious Leaders | Influential religious leaders continue to hold interfaith dialogues, which helped bring an end to sectarian violence. |
| Civil Society Organizations | Partnering with teachers to create a primary school program, called "My Country, My Responsibility," that emphasizes voting as an important civic duty. |
| Parents | Parents of young adults are in an age group that experienced the worst of sectarian violence and a corrupt government. Their generation is the most distrustful of political participation for their children. |



INDIVIDUAL

| INFLUENCERS | DETERMINANTS |
|--|--|
| Young People Value Parental Approval | If parents think badly about politics, then voting might make them think badly about me. |
| Young People Enjoy Time with Friends | Voting is on Saturday. If my friends are doing something fun, I might do that instead. |
| Internal Belief that Voting Makes a Difference | If I do vote, I will be contributing to a better community. |

STAGE 2 | UNDERSTAND AND TARGET DETERMINANTS

Step 2.2. Target which determinants you will focus on. Most large-scale SBC interventions will involve more than one determinant. Therefore, in this stage, it is important to identify a series of determinants at each level then narrow down your list to the determinants that have the greatest impact on your target behavior. Use your mapping and list of determinants from Step 2.1 to star or highlight the ones that could present the largest barrier(s) to the target behavior. Consider the questions in Box 5 to make your decisions.

Stage 2 ends with a short list of written determinants that influence the target behavior for your target group that you will focus your SBC approach on. These determinants may be barriers to doing the target behavior (e.g., needing to register to vote with little national infrastructure to do so) or they may be opportunities to capitalize on to support a forming or shifting behavior (e.g., newly forming social norms surrounding young people participating in civic life). Knowing all the determinants is helpful but focusing in on which to address will facilitate Stage 3, in which you will identify your intervention options!



Box 5. Questions to narrow determinant options

Consider the following questions as criteria for narrowing down your determinants:

1. Based on formative research and the socio-ecological mapping exercise, which determinant(s) are/were most frequently mentioned in relation to the behavior? How pervasive are the determinant(s)?
2. Are you able to address the determinant(s) within your program timeframe?
3. Will you have the ability and capabilities to address the determinant(s)?



STAGE 3



Identify Intervention Strategies

STAGE 3 | IDENTIFY INTERVENTION STRATEGIES



1– 2 days.



Decisions and records from Stage 1 and 2. Collected formative research to reference as needed. Annex 4 includes a template for Steps 3.1.



Identify and sort intervention strategies using decision trees.



A list of intervention opportunities and associated strategies to address identified determinants for your youth leadership and political participation behavior by levels of the socio-ecological model.

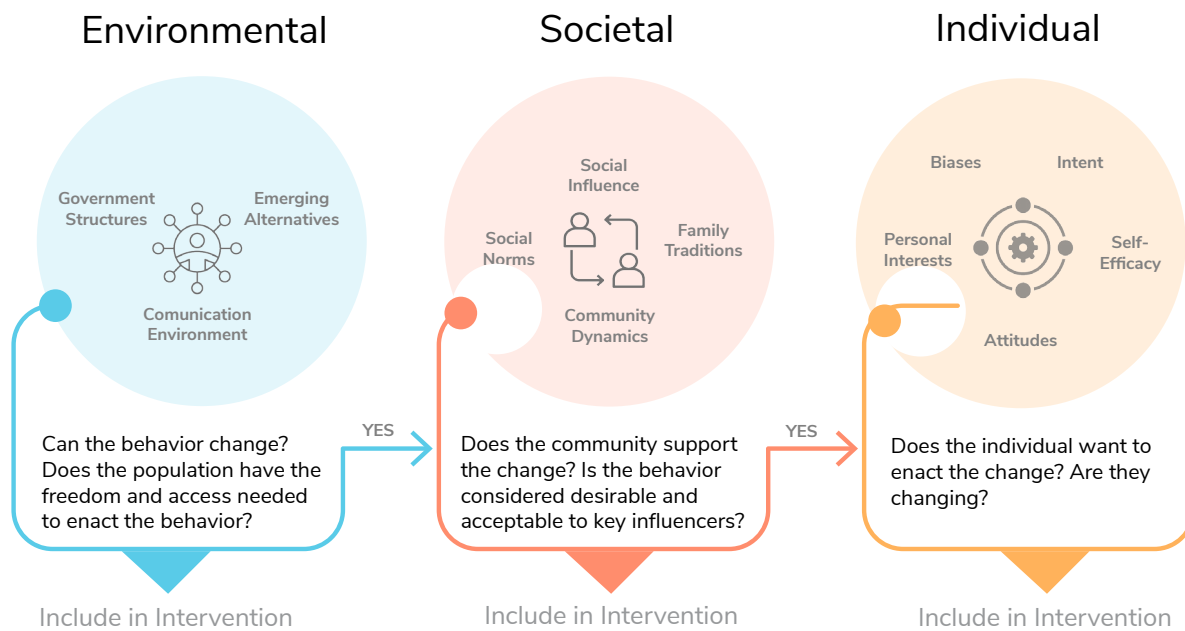
Intervention strategies refer to the specific activities that programs use to reach a goal effectively and successfully. In this case, the intervention strategies should be selected if they are deemed helpful in reaching the behavioral change outcome. With the youth leadership and political participation behavior for your target group identified, and the determinants mapped and narrowed down, the next task is to formulate a list of intervention strategies to address the behavioral determinants, which will form the basis of your SBC intervention.

Step 3.1. Develop a list of intervention opportunities through decision trees. You will revisit your short list of determinants from Stage 2 and create a decision tree to determine whether interventions are required to address the barriers or opportunities from the behavioral determinants. Continuing to work with the entire system from the socio-ecological model, work from each level at a time, using Annex 4, listing out your determinants and asking questions such as:

- Is it possible to change the behavior change itself?
- Are there systems and infrastructure in place to support behavior change?
- Does the community support the behavior change? Who does? Who does not?
- Are there strong social norms influencing the behavior? Does the norm influence how or if people do the behavior? Who enforces those norms?
- Does the individual have the agency, self-efficacy, or ability to change their behavior?

STAGE 3 | IDENTIFY INTERVENTION STRATEGIES

Figure 5. Identify Intervention Opportunities from your Determinants using Decision Trees



The questions above are merely examples. Each decision tree will be unique to your context and target group and behavior. Figure 5 illustrates how to identify barriers and opportunities from the macro to micro levels of the enabling environment to locate potential points of intervention through decision trees. From this step, you will have identified intervention “opportunities.”

Step 3.2. Identify intervention strategies for your intervention opportunities. You have all the information to now select implementation strategies or activities for your SBC intervention to address your target behavior. Focusing on the opportunities you have identified in your decision trees, you can review the types of intervention strategies that are commonly used across the socio-ecological model in SBC approaches. Note that the intervention strategies where you implement your intervention will vary depending on your target behavior and the enabling environment, as well as your organization’s role, mission, and expertise.

Effective SBC interventions work across levels (individual, societal, environmental), using strategies that seek to support the promotion and adoption of behaviors working with various groups and addressing multiple determinants. The chosen intervention strategies themselves may focus only on one level (e.g., at the individual level conducting small groups with young people about civic engagement and voting) and others may cross levels (e.g., multimedia campaigns targeting the actions of policy makers and the actions of youth), but taken together, various strategies address the entire system. Table 3 highlights a few intervention strategies to consider at each level.^{iv}

STAGE 3 | IDENTIFY INTERVENTION STRATEGIES

Table 3. INTERVENTION STRATEGIES BY LEVEL



ENVIRONMENTAL INTERVENTIONS

| EXAMPLE INTERVENTION AREAS | EXAMPLE INTERVENTION OPTIONS | EXAMPLE INTERVENTION STRATEGIES |
|----------------------------|--|--|
| Advocacy and Policy Reform | Changing laws, policies, and regulations that form structural barriers to change. | <ul style="list-style-type: none"> • Advocacy campaigns |
| Institutional Partnerships | Establishing common purpose and sharing resources between government, private sector leaders, and other high-level institutions to enable change. | <ul style="list-style-type: none"> • System-level social norms-shifting • Institutional trainings and reflection |
| Multi-media Campaigns | Leveraging the agenda-setting power of the media to distill knowledge, support shifting attitudes and beliefs, and promote positive norms and introduce positive deviants. | <ul style="list-style-type: none"> • TV campaigns • Radio campaigns • Communication materials (e.g., posters, flyers) |
| Social Mobilization | Organizing communities, groups, and individuals to publicly advocate for systemic change. | <ul style="list-style-type: none"> • Community action group formation and mobilization |



SOCIETAL INTERVENTIONS

| EXAMPLE INTERVENTION AREAS | EXAMPLE INTERVENTION OPTIONS | EXAMPLE INTERVENTION STRATEGIES |
|---------------------------------|--|--|
| Positive Norms Promotion | Identifying positive or harmful social norms and working with communities and reference groups to shift or uplift them to support behavior change. | <ul style="list-style-type: none"> • Community-level social norm-shifting activities |
| Gatekeeper Engagement | Encouraging community leaders to support or uphold relevant social norms to support social and behavior change. | <ul style="list-style-type: none"> • Trainings and workshops with traditional or religious leaders to support norm shifts |
| Values Deliberation and Framing | Creating safe spaces for communities to surface and deliberate problematic norms and their impact on community members. | <ul style="list-style-type: none"> • Small/community group formation, skills-building, training, and community outreach |

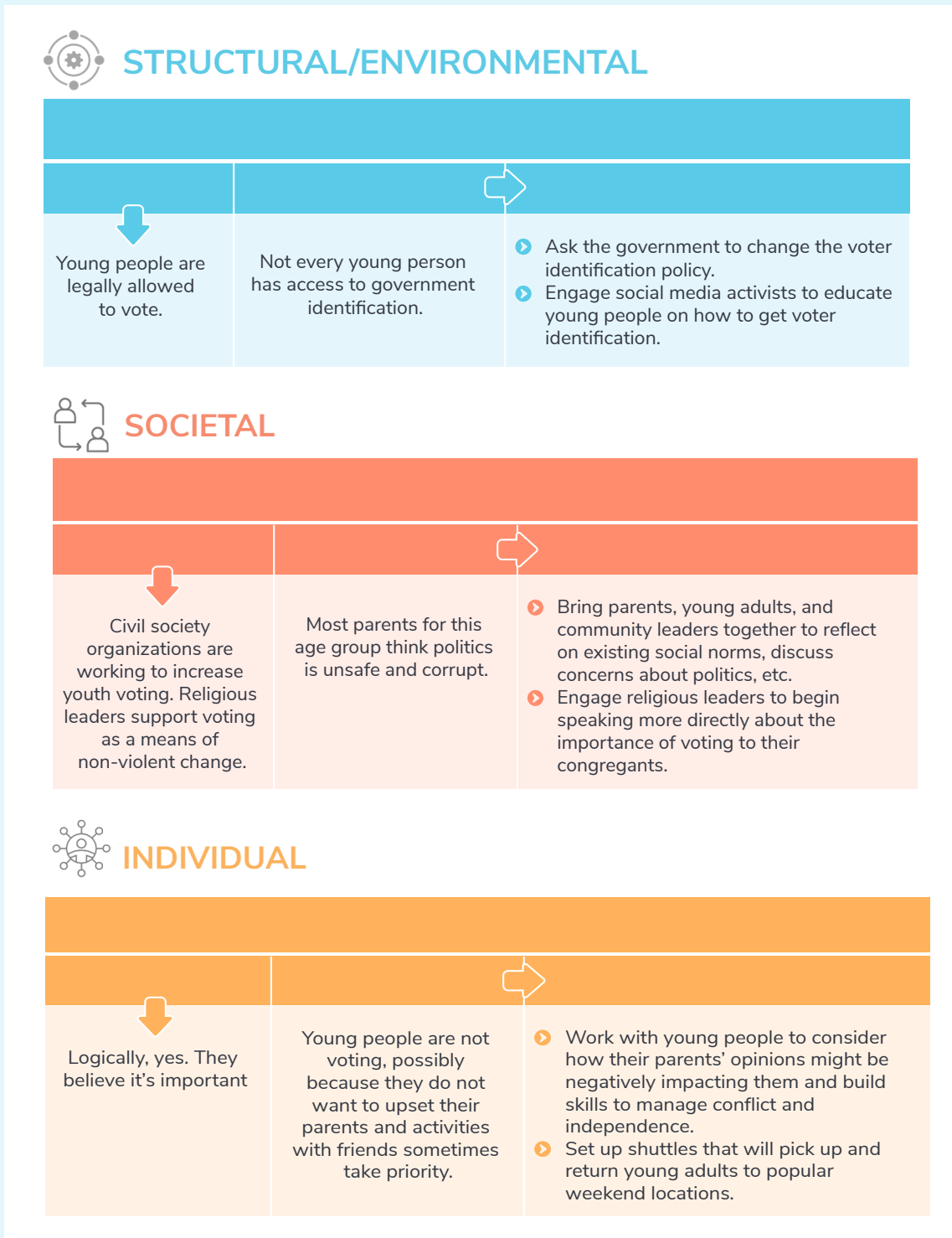


INDIVIDUAL INTERVENTIONS

| EXAMPLE INTERVENTION AREAS | EXAMPLE INTERVENTION OPTIONS | EXAMPLE INTERVENTION STRATEGIES |
|-----------------------------|---|---|
| Life Skills and Empowerment | Providing education that helps individuals improve their self-esteem, self-efficacy, sense of agency, and interpersonal skills. | <ul style="list-style-type: none"> • Training programs, skills-building workshops |
| Direct Capacity Building | Helping individuals develop a specific set of skills and tools needed to enact a behavior through training or knowledge-building. | <ul style="list-style-type: none"> • Training programs, skills-building workshops |
| Re-Evaluation Exercises | Working with individuals to identify and reflect on their biases, perceptions, and emotions about a behavior and how they impact their decision-making. | <ul style="list-style-type: none"> • Transformative workshops (e.g., gender trainings) |

TURNING OUR OPPORTUNITIES INTO STRATEGIES...

Based on our target behavior of voting among our target group of young people, knowing the influencers, and listing the determinants we have identified in our scenario thus far, we can identify our opportunities for interventions and potential intervention strategies to implement. Following the process in Figure 5, we will identify intervention opportunities and intervention strategies by levels.



Box 6. Questions to narrow intervention strategies

Consider the following questions as criteria for narrowing down your options:

1. **Affordability:** Does it fit into your budget?
2. **Practicability:** Can you do it?
3. **Acceptability:** Is it acceptable to local stakeholders?
4. **Ethicality:** Will it have unintended negative consequences? Will its benefits be equitably distributed?
5. **Effectiveness:** Could it be effective given the resources available?
6. **Sustainability:** Can it have an impact in your timeframe?

Step 3.3. Narrow down your intervention strategies into a succinct list.

After considering potential intervention strategies based on the target behavior and for your target group, you need to ensure the strategies speak to the intervention opportunities and the behavioral determinants you first identified. For example, in a developing democracy, you may need to focus on environmental interventions that shift policies and open communication streams. In an established democracy, you may need to place more emphasis on psychological interventions that will increase the convenience or attractiveness of voting at the individual level. You can begin narrowing down your options by considering these questions in Box 6 in discussion.

Stage 3 concludes with your list of intervention strategies identified through consultations and discussions, and decision-making reflecting on the various intervention opportunities you must address your behavioral determinants. In this stage, from your various discussions, activities, and rankings, you should have a clear vision written down for what activities are prioritized based on the opportunities for intervening by determinants to support behavior change. Clearly articulating the strategies in this stage sets you up to plan further the details of how to implement them. Now you have the necessary information to move to designing your SBC intervention.

STAGE 4

Design Intervention



STAGE 4 | DESIGN INTERVENTION



Several days or weeks, depending on team, resources, and expectations.



Decisions and records from Stages 1-3. Collected formative research to reference as needed. Annex 5 includes a template for Step 4.1.



Design intervention package by determining intervention method, considering a theory of change, and developing materials.



A designed SBC intervention for your youth leadership and political participation behavior.

Once you have determined your intervention strategies, you will need to decide how they fit together in a cohesive intervention package. This includes planning out how activities lead to the intended behavioral outcomes, what activities look like, who is involved, as well as how, when, and which methods of delivery. Designing interventions can take many forms. Importantly, this process should be a collaborative effort including community partners, influencers, and experts. It should draw from your previous research on the determinants, stakeholders, and enabling environment that influence the behavior you are working to shift.

Box 7. What is an intervention?

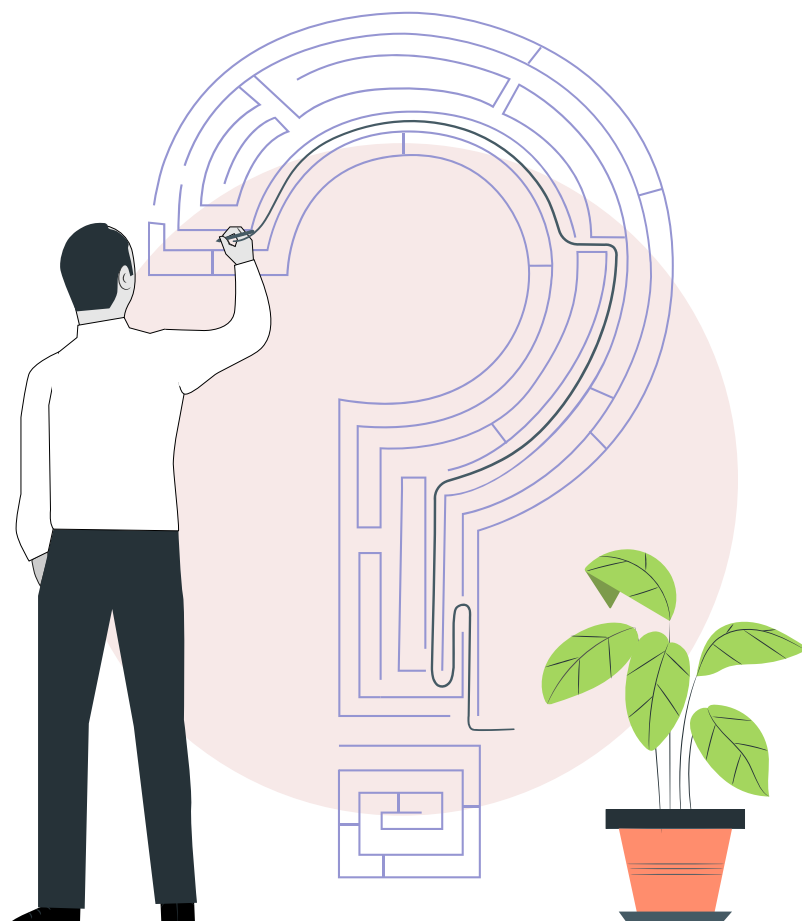
Referred to throughout this guide is an “SBC intervention,” also referred to in the context of design as an “intervention package,” interventions are quite simply a course of action taken to change a certain outcome. In referring to an intervention package, it is the suite of activities designed that taken together create an entire approach to reach an outcome. The term intervention is used, as they may fit into a larger “program” or “project.” Interventions might also be standalone programs or projects, depending on your context.

STAGE 4 | DESIGN INTERVENTION

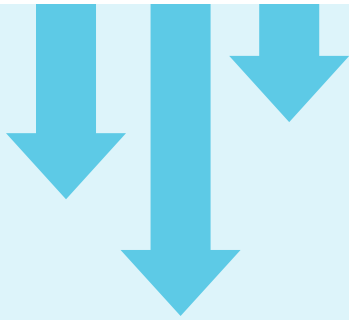
Step 4.1. Determine the delivery method for each intervention activity. Develop a summary description of each intervention activity. Develop a small table for each activity and discuss and determine the following details: who is the messenger, who are the intended beneficiaries (and possible additional beneficiaries), what is the mode of delivery (through what medium or activities), what is the intensity of activities, and what is the duration of activities. You should have several tables developed at the end of this step. Figure 6 provides example questions by each detail, which you can determine using Annex 5.

Figure 6. Decide on the Delivery Method^v

| Messenger | Beneficiary | Mode | Intensity | Duration |
|------------------------------------|------------------------------------|---|---|---|
| Who is providing the intervention? | Who is receiving the intervention? | How is the intervention delivered? (Ex. social media) | How frequently is the intervention delivered? | For how long is the intervention delivered? |



Step 4.2. Develop materials needed to deliver the intervention activities. Once you have developed the tables per intervention activity, you can identify the materials you will need to effectively implement your program. Materials may be photos, videos, scripts, training toolkits, or capacity building guides, among other options. This step could also include planning and piloting sub-activities like facilitator recruitment, community sensitization activities, producing theatre and radio shows, or capacity building training for social media campaigns.



DESIGNING OUR INTERVENTION...

After considering our intervention opportunities and identifying strategies in the scenario in Stage 3, and discussing them with key stakeholders, it becomes clear that parents' persistent belief that politics is corrupt and dangerous has created a social norm that young people who participate in politics are trouble-seekers. This is an identified barrier and intervention opportunity to act on. Let us get into the details.

First, we mapped the details of the delivery method for the identified intervention strategy of using **video messaging and stories to reach young people and their parents through digital advertising and social media outreach**:

| Messenger | Beneficiary | Mode | Intensity | Duration |
|--|-----------------------|---|---|----------|
| Change-minded parents and young adults | Parents, young adults | Paid video advertisements on social media | 24-hour advertisements buys, 3 times per week | 3 months |

This intervention strategy will be a series of videos that re-enact conversations between parents and young adults. In the videos, young adults will encourage their parents to vote, and their parents will bring up their concerns about past violence and corruption. In some videos, the young adult may hesitate to vote because they do not want their parents to be worried. In others, they will defend the new system. Regardless, the videos will also include overlay images of other young people voting safely with smiles on their faces. The purpose of the intervention is to help parents reconsider the norms they are perpetuating and help young adults see how they and others can and are renegotiating the norms surrounding political participation.

STAGE 4 | DESIGN INTERVENTION

To prepare for this strategy, the following materials and preparation activities were deemed necessary:

- **Materials:** Characters for the video series, written scripts for each video segment, videography and editing resources to produce the videos, partnerships and plans with social and other digital media outlets to publish the video over a set timeframe, and monitoring plans and tools.
- **Sub-Activities:** Animation for videos, graphic design for videos, video editing, focus group audience testing of videos, video delivery, and video monitoring.

In the broader intervention package, in order to further shift norms, additional intervention strategies were also identified: conducting small group discussions with young people and their parents to hold reflective dialogues on norms and behaviors, engaging influential reference groups such as traditional leaders to accompany young people to register to vote, and diffusing additional mass media activities such as radio shows to share fictional stories of young people who have registered to vote with parents supporting them. For each activity, tables were generated to map out the delivery method, as well as determining the materials and sub-activities.

Step 4.3. Consider developing guiding documents for your intervention.

A variety of guiding documents, such as logic frameworks and program theories of change, might help pull your planned elements together for your SBC intervention to demonstrate your program's pathways to behavior change, making it explicit and clear how your intended intervention activities will lead to the expected behavior change. These documents bring all the planning from previous stages together and will guide your intervention. Importantly, this step will also outline what you will use to continue learning as you implement your SBC intervention.

Logic Frameworks: A logic framework is a linear map of objectives and project activities that contribute to the achievement of those goals. Logic frameworks are more linear and direct and often less flexible and not updated throughout the implementation of a project. Logic frameworks may more often guide project planning and subsequent monitoring and evaluation (M&E) plans. Logic frameworks map out goals, outcomes, outputs, and activities. They often go a step further to map out means to measure and monitor these elements detailing indicators, means of verification, risks, and assumptions. Logic frameworks are most often developed in a table format through participatory discussions.



STAGE 4 | DESIGN INTERVENTION

Program Theories of Change: Theories of change are more fluid and tend to visually describe the complex environments for which interventions take place within. They lay out step by step how and why an intervention produces intended outcomes, and the pre-conditions required to do so in a specific context. Theories of change are particularly useful for programs that have behavior change as a goal and include norms-shifting elements. Creating a theory of change begins with knowing and articulating the goal or outcome of the SBC intervention. Here, your behavior will likely be your outcome, perhaps articulated as the outcome behavior or goal. You next work backwards, identifying intermediate outcomes or, revisiting your aspired reality from Stage 1, that support an enabling environment for your theory of change. As you continue, you map out your intervention activities and beneficiaries, drawing the pathways in how they support reaching your end goal. Good theories of change are developed with participation of many stakeholders with known facts (using formative research), articulate activities and pathways clearly, consider the role of each level of the socio-ecological model, is visually diagrammed and explained, and is revisited often throughout implementation.^{vi}



Box 8. What are norms-shifting interventions? Why are they important to SBC?

Norms-shifting interventions are interventions that directly address social norms (shift, change, and form new norms) that have an influence on key behaviors. Norms-shifting interventions commonly complement other strategies to change behavior, such as transforming individual attitudes and addressing structural and material conditions. Further, they begin with an analysis of social norms and are led by communities through a process of critical reflection, resulting in positive new norms rooted within the values of that group.

As the SBC field evolves, SBC approaches are better articulating the role of social norms on influencing behaviors. Program planners have the additional responsibility to clarify and monitor how social norms are being shifted in SBC intervention activities, as well as how program activities will shift norms in support of the behavior change goals.

If you are crafting a norm-shifting intervention, consider these elements:

1. Begin with an effective diagnosis of social norms

- Norms-shifting interventions must begin with a diagnosis effort to identify what the social norms are that influence the target behaviors. Given social norms are context and behavior-specific, a rapid diagnosis will confirm what the social norms are and how they influence the target behavior.

2. Work with the reference groups

- It is not sufficient to work alone with the individuals practicing the target behavior. To shift norms, you need to know who the reference groups are, as well as why and how they enforce the norms.

3. Give the work back to the community

- Engage the gatekeepers who enforce the community's social norms, gather people from varying levels of power and authority, and encourage them to reflect on their own values, norms, and collective futures.

4. Promote positive norms

- Normative behaviors are often linked to a person's social identity (e.g., who they are and where they fit). People will be more receptive to change if you can show them how their existing values would be better served by the change.

5. Uplift positive deviants

- Identify examples within the community of people who have succeeded because of the attitudes and behaviors you want to promote. If none exist, seek out examples that people within the community can identify with to uplift successful alternatives to the status quo.

Stage 4 required getting into the details of how precisely you will reach your behavioral change goal through designing an SBC intervention for youth leadership and participation. The output of this stage is vast. It involves determining the delivery method for activities, developing (and even testing) materials and sub-activities, and articulating all of these pieces in a program-level theory of change for your SBC intervention. Field testing is the next step!

STAGE 5

Test Intervention

STAGE 5 | TEST INTERVENTION



Several days or weeks, depending on the team, resources, and expectations.



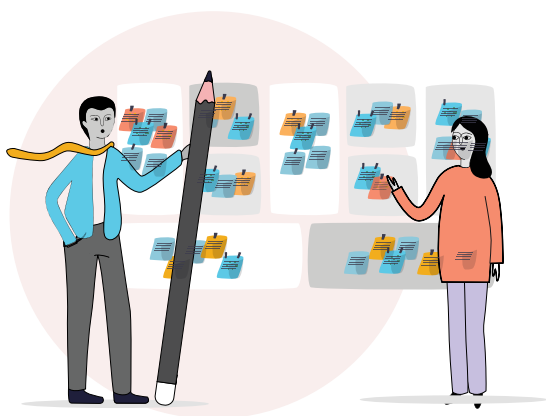
Details and materials from your designed intervention from Stage 4. Annex 6 includes a template for Step 5.1.



Concept testing, pretesting, or field-testing intervention activities.



A revised intervention design or package for your youth leadership and political participation behavior.



For SBC interventions to be most effective, they should be tested at several stages of development. SBC interventions are highly dependent on research and data to ensure that the behaviors and populations targeted are being positively impacted as intended. Before spending the time and money on a full-scale intervention, it is important to first pilot it with the support and input of stakeholders and experts. As shown in Table 4, traditional SBC programs suggest different types of testing you can do at different points of time to yield different information to inform your full intervention.

Table 4. SBC INTERVENTION TESTING TOUCH POINTS^{vii}

| Type of Testing | Description |
|---------------------|--|
| Concept Testing | Seeking feedback about general ideas, concepts, and creative concepts. Typically done before materials are developed or when drafts are in place. |
| Stakeholder Reviews | Include input from technical experts, partners, and decision-makers prior to finalizing materials. These reviews do not replace pretesting with the priority audience and can be done before or after pretesting. |
| Pretesting | Process of bringing together members of the priority audience to react to the components of a communication campaign before it is produced in final form. |
| Field Testing | Allows practitioners to observe whether the SBC materials or activities are used or implemented effectively in their intended settings and contexts, usually through observation and FDGs. It determines whether the materials and activities meet the intended purpose. |

STAGE 5 | TEST INTERVENTION

Step 5.1. Determine what testing is needed, when, and who is involved using the template from Annex 6. Depending on where you are in your intervention design and testing process, consider the following checklist for determining which type of testing is most suitable to your needs:

- Decide which elements need to be tested. Does every activity or piece of material need testing? If so, why? If not, why not?
- Define what success in testing looks like by agreeing on goals and key metrics with all stakeholders.
- Assess risks, consider do no harm principles, and review any legal requirements in testing with stakeholders and experts.
- Select your sample audience/participants, set a timeframe, and make a clear plan for testing.
- Outline and communicate how you will collect and share data with relevant stakeholders.
- Identify feasible evaluation tools, including interviews, surveys, and digital feedback forms.^{viii}
- Secure necessary approvals and funding for your test plan.

From the elements in the checklist above, develop a plan to test your SBC intervention. This may be a written-out protocol or a flexible testing plan, depending on your program context. Consider vetting the plan with the participants and key stakeholders first and then making any necessary adjustments.

Step 5.2. Conduct and monitor your testing. With a plan developed, spend ample time testing your SBC intervention. Through concept development, pretesting, stakeholder reviews, or field testing, you will have determined what needs to be tested and how to go about it. Here you implement your developed plans and most importantly document learnings through monitoring and observation efforts^{ix} from the testing to inform future revisions or adaptations. In order to effectively monitor the test efforts, collect data, observe, and document learnings from the testing stage, you should determine the best way to collect information. As an example:

- FGDs may be a great way to test out activities and materials by acting as a platform to collect group reactions to intervention strategies. FGDs can also be a good option for generating new ideas about activities.
- In-depth interviews may work to get specific and individual input on activities or materials, especially if there is sensitive content.
- Surveys or questionnaires are helpful to collect information from a large number of people with a short timeframe and from diverse geographic locations.

OUR TEST RUN...

Continuing with the example from the previous stages, after designing our videos for our SBC intervention to increase youth voting, we first test the concept with young people in the target community to ensure the concept is acceptable to them. Through consultations and workshops, young people engaged provide information on video formats they like, how they engage with videos, and types of characters that would resonate with them for the identified messages. The team then moves straight to field testing, determining that the materials themselves need to be reviewed with a small group before making it a nationwide campaign.

A couple of our community partners live in the same town and are willing to test it there. We start by having a small test audience for the videos, and after receiving feedback and adjusting the videos, we start paid advertisements in the town for the duration of one month. In the meantime, we send people with surveys to the town's high traffic areas and ask for feedback as a form of observation during the testing phase.

Stage 5 ends when testing is complete. With the documented learnings from your testing, you may now distill findings from the various testing efforts to determine what they mean and how they can be applied to adjust your SBC intervention for full implementation. Testing is the first entry point to the iterative nature of implementing SBC interventions, which requires taking stock and adjusting throughout the program life cycle in order to adapt and learn from what is working and what is not, while remaining responsive to individual and community needs.



Implement, Monitor, Adapt and Learn



STAGE 6 | IMPLEMENT, MONITOR, ADAPT AND LEARN



Program-specific, likely multiple years.



Designed intervention package, materials, research, and monitoring plans.



Implement your intervention and design monitoring plans, building in learning and adaptation touch points.



Reports and records, monitoring data, and/or evaluation data from implementing your youth leadership and participation SBC intervention.

Box 9. Core implementation documents you will need to guide your work.

Many documents may be needed for overall implementation, monitoring, evaluation, and learning. Below is a list of the core documents you will need to guide your work:

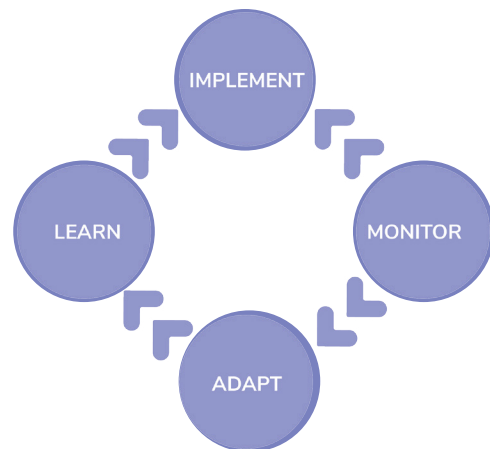
- Work plans for the project timeframe, by year or quarter, to guide implementation;
- A logical framework;
- A monitoring plan;
- A program theory of change; and
- An evaluation plan (as relevant).

All of the above, together with other documents, will be guided by your organizational, contextual, and donor priorities.

After testing and revising (as necessary) your SBC intervention for youth leadership and political participation, you are ready for full implementation. This may still be considered a pilot intervention, needing close monitoring and evaluation to determine the intervention's effectiveness, along with monitoring implementation elements like quality and fidelity.

As seen in Figure 7 below, this stage is iterative. As you implement your SBC intervention, you will need to monitor a variety of elements in your program. From monitoring data and program insights, you may make adaptations to your intervention, and your adaptations will likely result in the need for further implementation, leading to additional learnings.

Figure 7. SBC Interventions Require Learning and Iteration



STAGE 6 | IMPLEMENT, MONITOR, ADAPT AND LEARN

Table 5. KEY CONSIDERATIONS IN IMPLEMENTING AND ITERATING YOUR SBC APPROACH

| | |
|-----------------------|---|
| <p>Implementation</p> | <ul style="list-style-type: none"> • Develop a logical framework that details the inputs, outputs, and outcomes of a program to explain the thinking behind program design and show how your program activities lead to desired results. • Review, revisit, and revise your program theory of change, ensuring it speaks to your logic model. • Develop implementation plans or work plans to achieve objectives in a certain timeframe. The plan can be annual, biannual, or quarterly. It should detail activities and key partners or stakeholders. • Ensure all activities have the needed materials developed, tested, and translated as relevant. • Conduct all activities in partnership with communities, individuals, and groups. • Develop narrative reporting mechanisms to document when and how activities are implemented. A framework of what you would like to document would be helpful. |
| <p>Monitoring</p> | <ul style="list-style-type: none"> • Develop a monitoring plan building from a program logic model/logical framework and/or theory of change that includes details about the monitoring indicators (process and outcome) that are appropriately disaggregated. Our plan should also include baselines and targets, information on where you plan to collect the data, and timing/frequency of data collection. • Develop supportive intervention-specific monitoring tools. • Clarify roles and responsibilities for data collection, collation, and reporting. • Consider how you will be monitoring the various determinants each intervention strategy is addressing. • Articulate how you will monitor changes in behaviors, attitudes, and social norms. • Build in learning moments and opportunities for your program to reflect on monitoring findings. |
| <p>Adapting</p> | <ul style="list-style-type: none"> • Adopt a mindset of adaptation. Mainstreaming adaptive management helps programs respond to real-time implementation experiences. Adaptive management is an intentional approach to making decisions and adjustments in response to new information and changes in context. • Include elements in monitoring plans and tools to capture expected and unexpected events that will emerge throughout implementation. • Place value on individual and community experiences alongside collected data. • Within your implementation plan itself, include details and plans for how you plan to create space for adaptations to be made and who can champion them within your program team. • As possible, each adaptation made, especially if major, should be piloted and tested before making any plans to scale up. • Revisit your original design and theories of change as you adapt to understand the changes in your intended pathway and how they fit into your overall vision. |

Conducting evaluations of your SBC interventions can result in helpful feedback loops. Impact evaluations will demonstrate the effectiveness of your SBC intervention at reaching its goals. Process evaluations will elucidate how change is occurring along your program pathway. Despite the time and effort put into crafting interventions, they do not always go as planned. When you begin receiving data, you may find that the intervention is having a stronger, weaker, or different impact than you intended. If so, consult stakeholders and experts to review the feedback and allow it to inform a re-design of the intervention.

Box 10. Ways you can support effective implementation of SBC interventions.

- 1. Set realistic timelines for change.** Change that requires social and personal adaptation can be slow. Time and resource constraints make it difficult for a single organization to change a social norm during a program. When possible, try to ensure you have enough time to implement your program to reach intended goals. Consider how you can incorporate SBC tools in your existing programming to contribute to a shift in social norms and other barriers over time.
- 2. Establish strong and equitable partnerships.** Norm-shifting and other societal changes require large-scale interventions over long periods of time. Working across sectors and within communities is a key component to promoting change that will continue beyond a single intervention or program. Partnerships should be established and maintained from design through evaluation. Clarify the values you hold and bring to the work, ensure equality in the partnership, and root the work within community value systems.
- 3. Spend adequate time in diagnosis and planning.** The community at the center of your work is the key to an accurate diagnosis. Given time and resource pressures, it can be tempting to hypothesize determinants, barriers, and influencers based on existing knowledge about the problem. However, the owners of the problem – the individuals and organizations that it impacts – are the only ones who can provide real answers about the barriers they face.

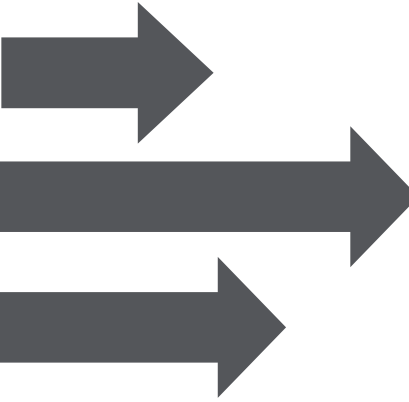


HOW WE ADAPT ...

Back to our sample intervention. The surveys we conducted during our test intervention showed mixed results. We find that those who have seen the video liked them, identified with them, and questioned the norms we hoped they would question. However, we also found that young adults' "intent" to vote did not increase. Through interviews, we discover that many young adults thought the conversations conducted in the videos would be beneficial, but they could not imagine having one with their own parents.

We can choose to scale the existing plan anyway, knowing it will make some difference, or we can try to maximize impact by adapting the plan. In this case, we can supplement the video campaign with real-life conversations guided by religious leaders who already have a system for "interfaith dialogues." If they conduct "intergenerational dialogues" about voting, their gatekeeper status can help us create a safe space for people who want to have these necessary conversations without putting too much pressure on individual young adults to raise the issue alone. Together with the videos, as well as the intervention package changed, the team subsequently revised the theory of change and developed new implementation plans and monitoring plans to track and learn from all elements of the program.

Where Do We Go from Here?



Organizations like CEPPS are leading the charge to integrate SBC approaches to improve the outcomes in their DRG-focused work. By directly and holistically understanding and addressing individual, social, and environmental factors driving behaviors, SBC approaches integrated into programs can enhance and sustain young people's participation in public life and create programs that are responsive to local needs and adaptive to community input. As we develop, test, and implement SBC interventions, it is also our responsibility to document learnings and disseminate them to the broader community. As different SBC approaches are evaluated, adapted, and proven effective at changing target behaviors, their potential for scale can be maximized by other implementers. Likewise, strong SBC approaches further strengthen youth political participation and youth leadership globally.



Additional Resources

| Resource | Description | Relevance |
|---|---|-----------|
| <u>Social and Behavior Change in Democracy, Human Rights, and Governance: A Primer</u> | This primer, developed by USAID for DRG practitioners, provides an overview of SBC approaches, steps to developing an SBC approach, and additional SBC resources. | General |
| <u>Behavioral Drivers Model</u> | The Behavioral Drivers Model was developed to change the way people understand SBC and invest resources, as well as to renew the push for evidence-based programming. | General |
| <u>Tools and Ethics for Applied Behavioral Insights: The BASIC Toolkit</u> | This Organization for Economic Co-operation and Development (OECD) toolkit provides practitioners and policymakers with a step-by-step process for analyzing a policy problem, building strategies, and developing behaviorally informed interventions. | General |
| <u>MINDSPACE: Influencing Behavior through Public Policy</u> | This framework, produced by the government of the United Kingdom, explores how behavior change theory can help meet current policy challenges and presents a checklist of nine influences on behavior to be used when making policy. | General |
| <u>Understanding Social Norms: A Reference Guide for Policy and Practice</u> | This Reference Guide, produced by The Fletcher School at Tufts University, is a comprehensive exploration of the role social norms play in endemic corruption in fragile states. | General |
| <u>Getting Practical: Integrating Social Norms into Social and Behavior Change Programs</u> | This toolkit provides country-level programmers with the resources to incorporate social behavior change into the program design cycle. | General |
| <u>Social Norms and AYSRH: Building a Bridge from Theory to Program Design</u> | This is a companion piece for programmers as they take steps to design programs that encompass norm-shifting approaches. While a resource for global health programs, it's guidance is applicable across sectors. | Stage 3 |
| <u>Monitoring Shifts in Social Norms: A Guidance Note for Program Implementers</u> | This brief report complements other monitoring guidance by going beyond program output level monitoring to provide qualitative approaches to measure initial shifts in social norms, which is helpful for SBC interventions. | Stage 6 |
| <u>Adaptive Management: Learning and Action Approaches to Implementing Norms-shifting Interventions</u> | This brief highlights adaptive management approaches used, and learning gained throughout, implementation of two norm-shifting SBC interventions. | Stage 6 |

Footnotes

- ⁱ (CEPPS Youth Democracy, Human Rights & Governance Cross-Sectoral Initiative 2020)
- ⁱⁱ Adapted from the USAID Social and Behavior Change Democracy, Human Rights, and Governance Primer https://pdf.usaid.gov/pdf_docs/PA00XWX4.pdf
- ⁱⁱⁱ (Bronfenbrenner 1977), Adapted by (Petit and UNICEF 2019)
- ^{iv} For a comprehensive analysis of intervention methods, see (Petit and UNICEF 2019)
- ^v (USAID 2021)
- ^{vi} https://www.alignplatform.org/sites/default/files/2019-11/lc_theory_to_practice_bridge_08262019_final_eng.pdf
- ^{vii} <https://www.thecompassforsbc.org/how-to-guides/how-test-creative-concepts#concepttesting>
- ^{viii} USAID's DRG Impact Evaluation Retrospective provides a comprehensive outline of Impact Evaluation tools approaches, and examples that can be applied to SBC intervention evaluations. (USAID 2021)
- ^{ix} The OECD's basic guidebook provides a useful section on the evaluations and testing. (OECD 2018)



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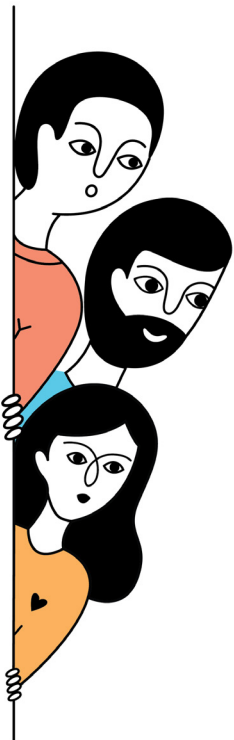
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Diagnostic Exercises

FOR A PARTICIPATORY APPROACH

Annexes 1 - 6



Social and behavior change requires personal and societal adaptation. The success of that adaptation depends entirely on the community undergoing the change. Civil society organizations seeking to shift social norms or promote other large-scale change must ground their work in research and knowledge gathered directly from the community. Attempts to change behaviors related to democracy, rights, and governance are likely to surface strongly held beliefs, values, and social norms. Promoting change from within the community itself is one of the surest ways to create lasting transformations.

These exercises are meant to facilitate a participatory approach, working across sectors and community stakeholders to diagnose behaviors, determinants, and areas for intervention. They rely heavily on the SBC concept of “organized diffusion” – the idea that reflection, collective commitment, and change within a core group of community members can spread widely enough to achieve broad social change.*

Each of these exercises can help practitioners assess the values, beliefs, and influencers within the community to craft successful, well-targeted interventions. During the process, it is important that practitioners build and uphold a safe environment where participants can be honest and open about their experiences without suffering social costs. Additionally, practitioners should avoid offering too many of their own opinions that might sway participants.

* (Petit and UNICEF 2019)

ANNEX 1: PATH TO CHANGE



Practitioner Note: The Path to Change exercise helps to facilitate dialogue, identify common goals, and establish a shared definition of the problem, including the target behavior, and target group. As you dig further into the determinants that influence the behaviors you may narrow your focus to one determinant – e.g. a specific social norm – that requires an adjustment to your target behavior and target group. For now, start here with a high-level view and hypothesis.

Recommended Participants: Internal staff, cross-sectoral partners, and community leaders.

Estimated Time: 60 – 90 minutes, including discussion.

ENVISIONING A NEW FUTURE

GOAL: What is the change we want in the community?

Ex. We want young people to take greater ownership of their futures by participating in government.

ASPIRED REALITY: What would the community look like if this change was to take place?

Ex. Young people would have a greater voice in government, resulting in increased economic opportunities, a means for change, and improved mental health.

CURRENT REALITY: What does the community look like now without the change?

Ex. Young people are experiencing high rates of depression, joblessness, and participation in sectarian violence.

EXERCISE 1: Path to Change

WHY: What is the problem you're trying to solve? Why is this change needed?

Ex. A lack of agency is leading to increased depression, joblessness, and violence among young people in this community.

WHAT: What needs to be done to enact change? Name the behavior. Be specific.

Ex. Vote on election day.

WHO: Who needs to enact the behavior for change to happen? Name the group. Be specific.

Ex. Young people, ages 18-25.

NAME THE PROBLEM

Using what was established above, craft a simple problem statement. Remember, this statement will likely shift as we learn more about the problem and the factors driving it.

In order to achieve _____ we need _____

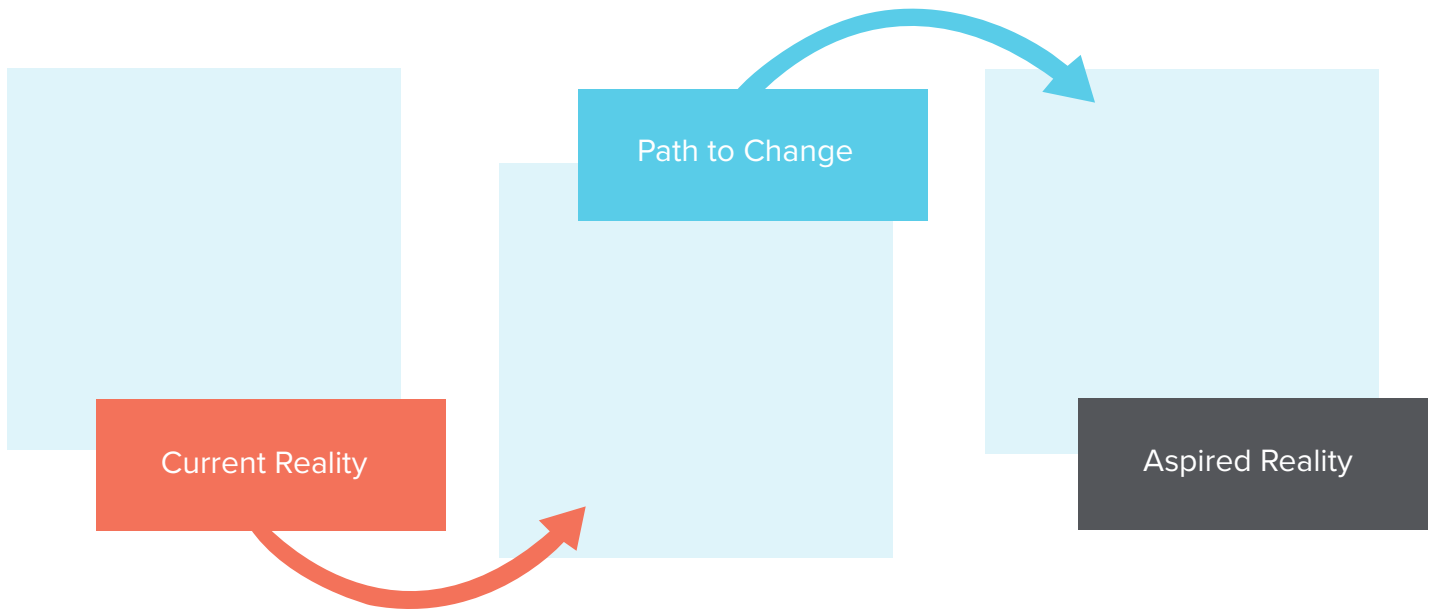
desired social change *target group*

to (do) _____

target behavior

Ex. In order to achieve increased youth agency in government, we need young people ages 18-25 to vote on election day.

PATHWAY TO CHANGE



Adapted from Farayi Chipungu & Timothy O'Brien, *MLD201: Politics of Change Course Tools*. Harvard Kennedy School (2020).



ANNEX 2: BEHAVIORAL STATEMENT

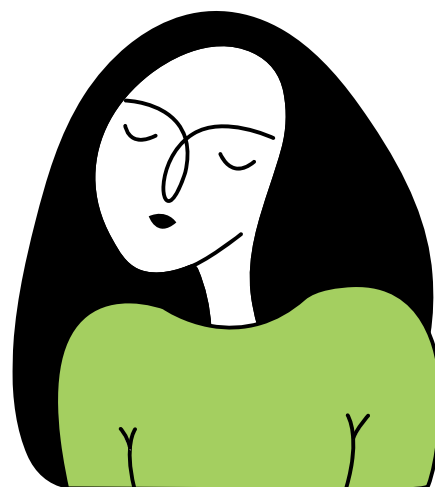


In order to achieve _____ we need _____

desired social change *target group*

to (do) _____

target behavior



ANNEX 3: ENABLING ENVIRONMENT AND ITS DETERMINANTS



Practitioner Note: This mapping exercise utilizes the Socio-Ecological model discussed earlier in this guide to analyze the enabling environment surrounding your target group. It is a beneficial process to complete with your team in your organization as you plan your programming. However, it is also a useful activity to engage a wider group of participants, including community stakeholders, practitioners across sectors, and members of the target group. Like previous exercises, it can be completed collectively using a scenario or individually, placing yourself, friend, or relative that fits the target group at the center. More broadly, this tool can also be useful in leadership development to help individual leaders understand the factors that influence their decision-making.

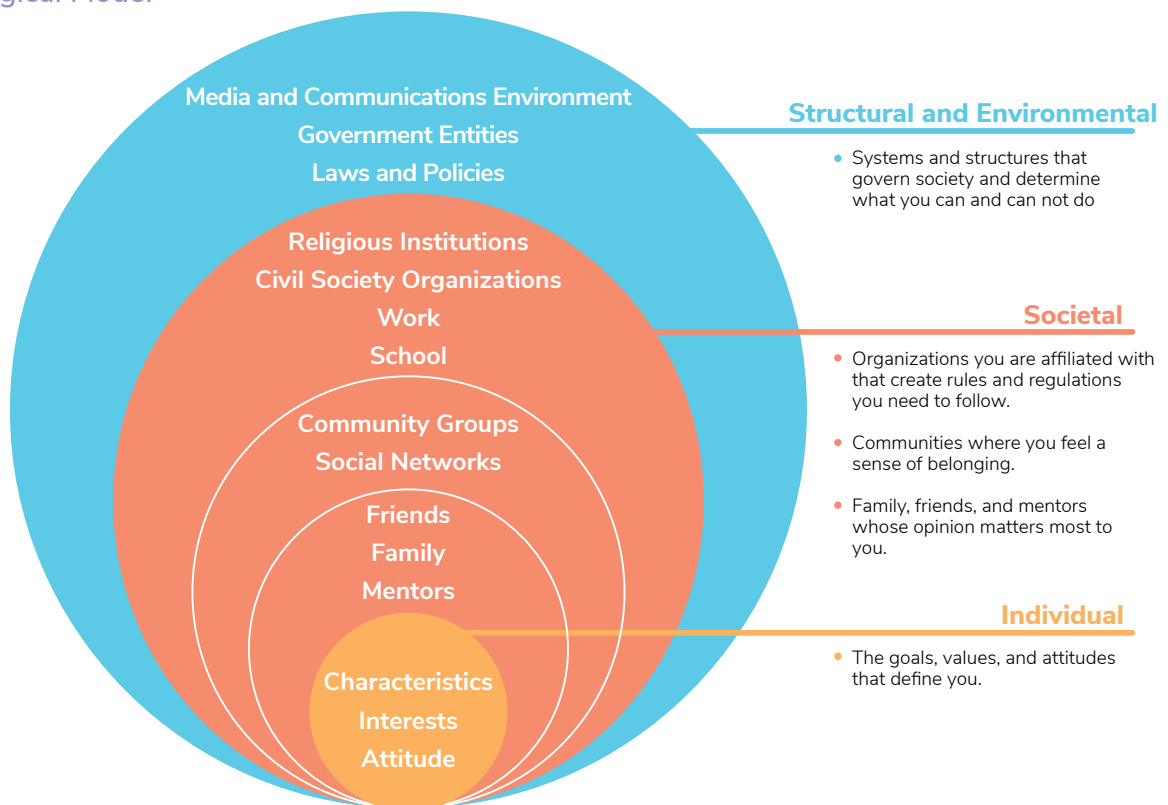
Recommended Participants: Internal staff, cross-sectoral partners, community leaders, and members of main population groups, including the target group.

Estimated Time: 60 – 90 minutes, including discussion.

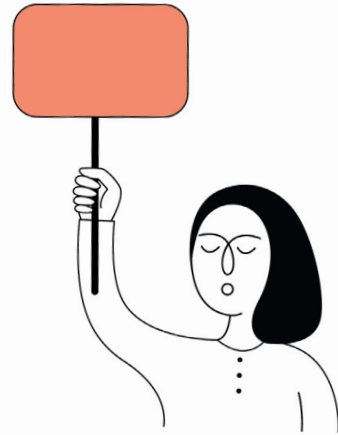
INSTRUCTIONS

Defining our system is the first step in overcoming our own resistance to change. The chart below provides one way to think about the system or enabling environment that surround each individual, influences their decision-making, and determines their ability to enact a behavior.

ENABLING ENVIRONMENT Socio-Ecological Model



§ Adapted from (Bronfenbrenner 1977) and (Petit and UNICEF 2019)



ENABLING ENVIRONMENT EXERCISE

PART I

To get started, name the people and groups that influence a specific individual – either yourself or someone else in the target group. In the first round of mapping, use names of organizations and people who fit within at the Environmental and Societal levels that might influence the target behavior. At the Individual level, list specific traits like individual values that might influence the target behavior like values education, is social, and is easily distracted.

PART II

Now that you've named influential people, groups, and traits, you'll consider how they influence the target behavior. To start, choose 2-3 individuals, groups, or traits you listed at each level that you think might have the strongest influence on the target behavior in the first column. Next, provide short answers to the questions in the following columns. This is your list of determinants.

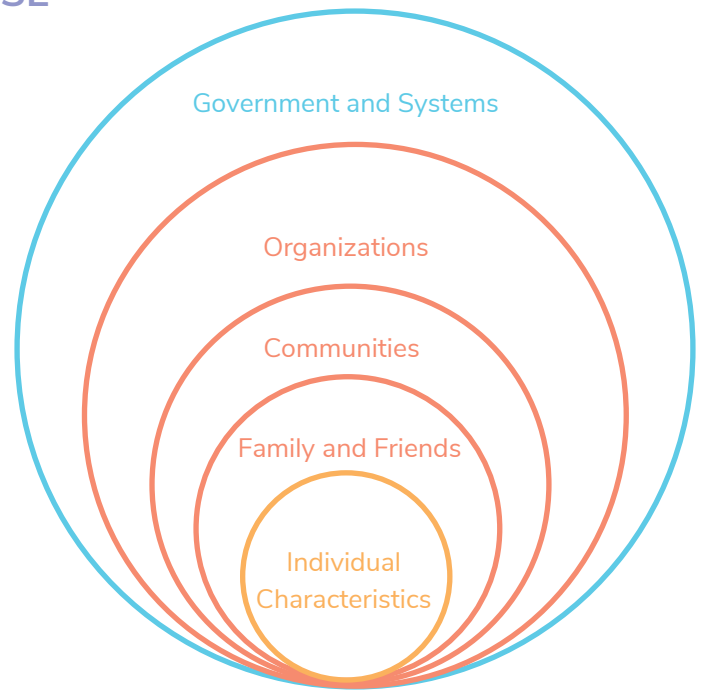
PART III

Within your list of determinants, star or highlight the ones that could present a barrier to the individual accomplishing the target behavior.

ENABLING ENVIRONMENT EXERCISE

Part I

INSTRUCTIONS: Name the people, groups, and individual characteristics that influence a specific individual—either yourself or someone else in the target group. Be specific!



Adapted from UNICEF Behavioural Drivers Model (2019)

Government and Systems

Organizations

Communities

Family and Friends

Individual Characteristics

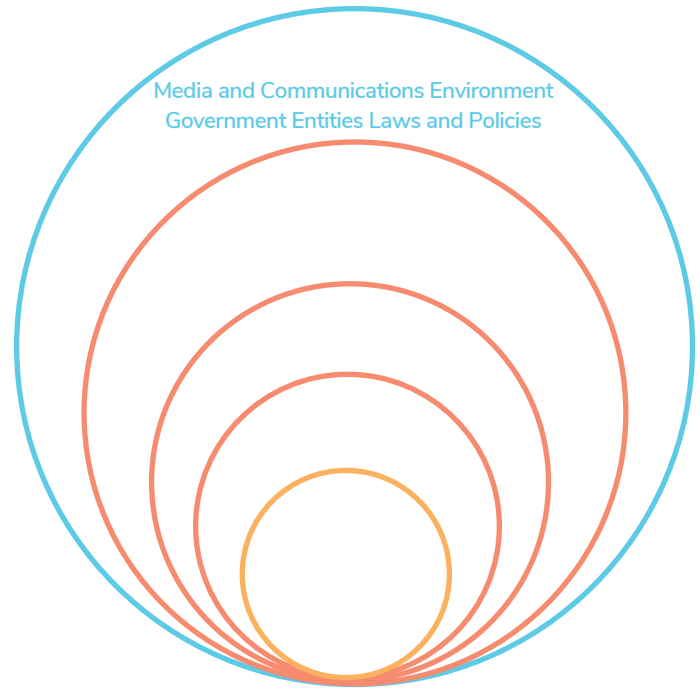
ENABLING ENVIRONMENT EXERCISE

Part II

ENVIRONMENTAL LEVEL

Government and Systems

Choose 2-3 individuals, groups, or traits you listed at each level that you think might have the strongest influence on the target behavior and list them in the first column. Next, provide short answers to the questions in the following columns. This is your list of determinants.



| | What laws and policies govern the behavior? | Are there systemic consequences for enacting this behavior? | Are there norms regarding this behavior? |
|---------------------------------|--|---|--|
| | | | |
| | | | |
| | | | |
| Example: National Government | Federal law prevents me from helping people vote in the polling place, but it allows me to talk to them outside. | If I help people vote for the opposition, the incumbent government might not fund my scholarship. | People who vote are being rebellious. |

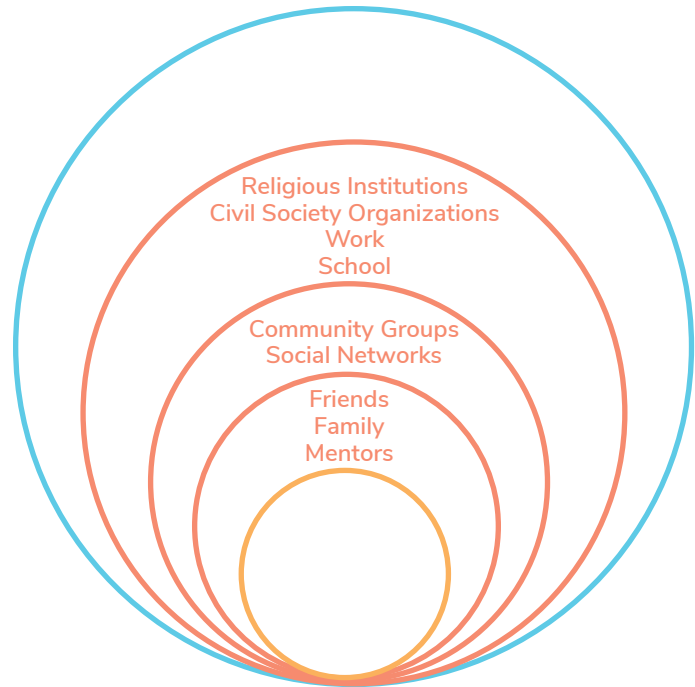
ENABLING ENVIRONMENT EXERCISE

Part II

SOCIETAL LEVEL

Organizations and Groups

Choose 2-3 individuals, groups, or traits you listed at each level that you think might have the strongest influence on the target behavior and list them in the first column. Next, provide short answers to the questions in the following columns. This is your list of determinants.



| | What regulations and rules impact this behavior? | How does this group feel about this behavior? | Are there norms regarding this behavior? |
|-------------|--|--|---|
| INFLUENCERS | | | |
| | | | |
| | | | |
| | Example: School | My school runs during the same hours that people vote, and I not allowed to take days off. | My teachers and administration does not talk about voting |

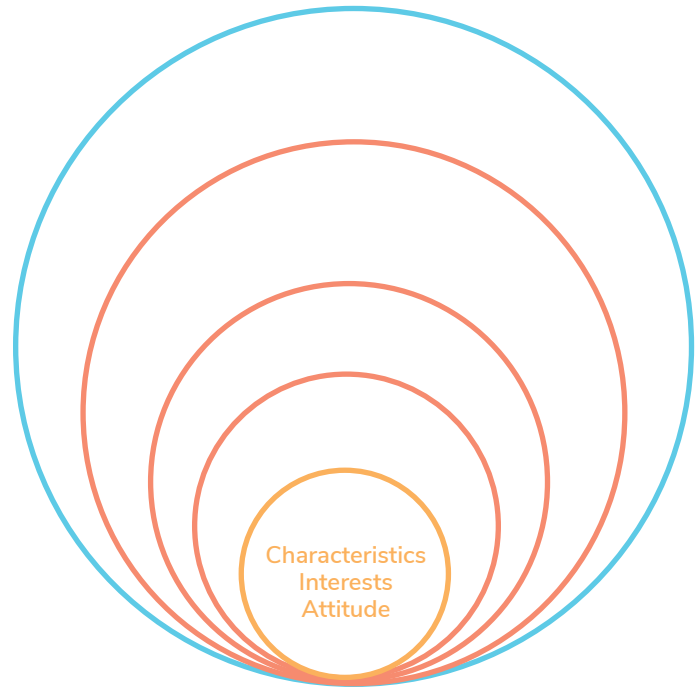
ENABLING ENVIRONMENT EXERCISE

Part II

INDIVIDUAL LEVEL

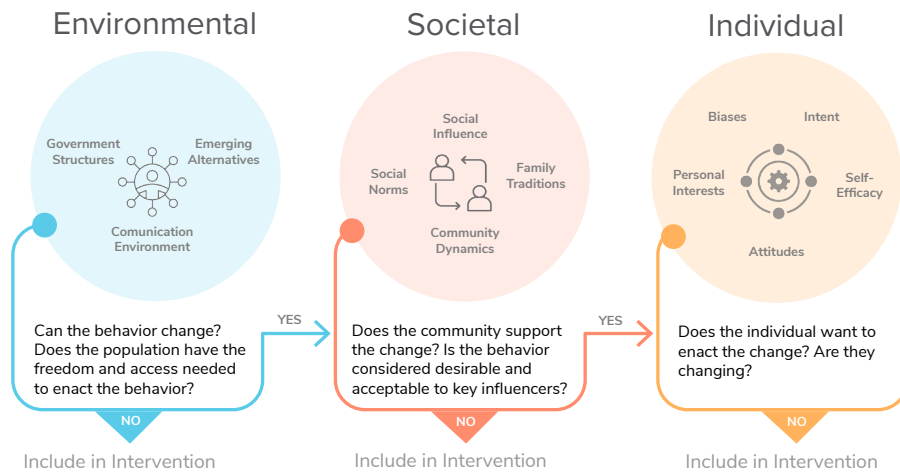
Characteristics and Values

Choose 2-3 individuals, groups, or traits you listed at each level that you think might have the strongest influence on the target behavior and list them in the first column. Next, provide short answers to the questions in the following columns. This is your list of determinants.



| PERSONAL CHARACTERISTICS AND VALUE | How does this quality impact my behavior generally? | How would this quality impact my ability to enact behavior? | Does this quality change my motivation to enact this behavior? | |
|------------------------------------|---|---|--|---|
| | | | | |
| | | | | |
| | | | | |
| | Example: My identity as a good daughter. | I am swayed heavily by my parents' opinions. | It would not. | Yes, I want to help others vote because my parents believe it is important. |

ANNEX 4: DECISION-TREE



Environmental

YES → NO → Include in Intervention

Societal

YES → NO → Include in Intervention

Individual

YES → NO → Include in Intervention

ANNEX 5: DECIDE ON THE DELIVERY METHOD



| Messenger | Beneficiary | Mode | Intensity | Duration |
|------------------------------------|------------------------------------|------------------------------------|---|--|
| Who is providing the intervention? | Who is receiving the intervention? | How is the intervention delivered? | How frequently is the intervention delivered? | For how long the intervention delivered? |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |



ANNEX 6: TESTING CHECKLIST

Determine what testing is needed, when, and who is involved. Depending on where you are in your intervention design and testing process, consider the following checklist for determining which type of testing is most suitable to your needs:

| QUESTION | COMPLETED? |
|--|------------|
| Decided which elements need to be tested. Does every activity or piece of material need testing? If so, why? If not, why not? | |
| Defined what success in testing looks like by agreeing on goals and key metrics with all stakeholders. | |
| Assessed risks, considered do no harm principles, and reviewed any legal requirements in testing with stakeholders and experts. | |
| Selected sample audience/participants, set a timeframe, and made a clear plan for testing. | |
| Outlined and communicated how you will collect and share data with relevant stakeholders. | |
| Identified feasible evaluation tools, including interviews, surveys, and digital feedback forms. | |
| Secured necessary approvals and funding for your test plan. | |

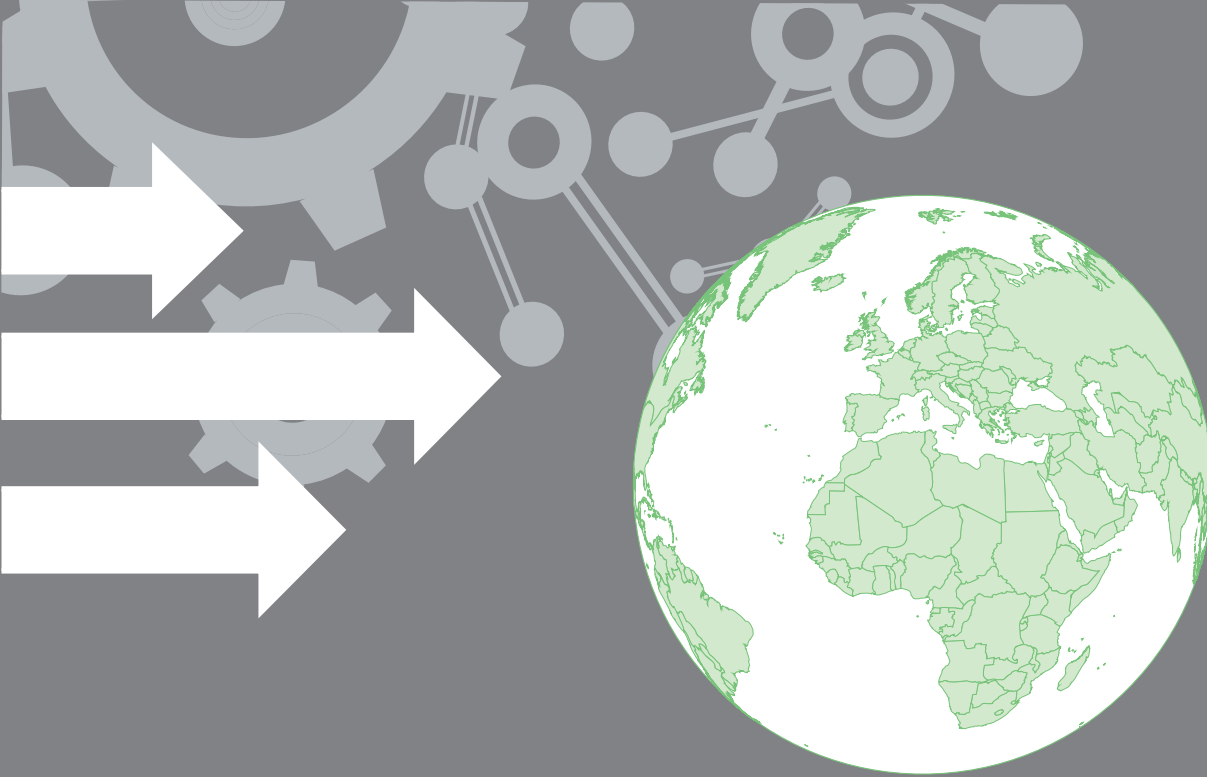


Case Examples

Social and Behavior Change Interventions in Democracy, Rights, and Governance Programming

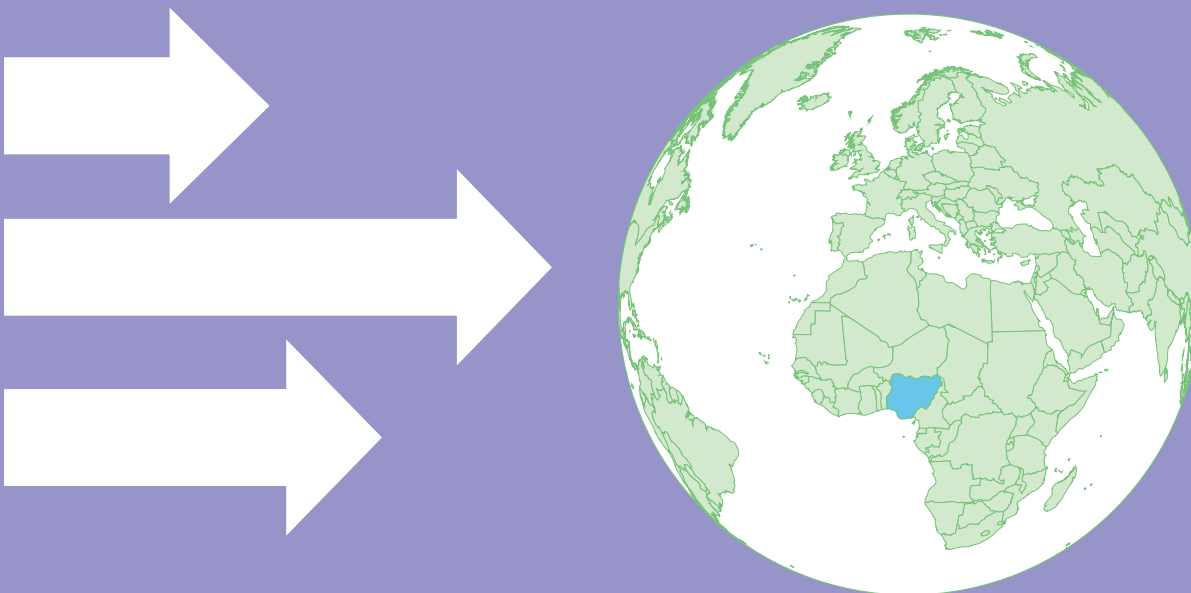


Many DRG practitioners and programs already incorporate elements of social and behavior change theory in their work, from planning to implementation and evaluation. The range of case studies included here highlight different types of interventions and further illustrate the information provided elsewhere in this guide. However, for those looking for DRG-specific examples in different countries and contexts, [Think|Bigⁱ](#) and [Participediaⁱⁱ](#) are excellent resources.



BRIEF EXAMPLES FROM CEPPS' MEMBER INTERVENTIONS

- 1 *Election-Related Violence in Nigeria*
- 2 *Youth Civic Leadership in Ukraine*
- 3 *Youth Civic Leadership in Cambodia*
- 4 *Countering Expectations of Vote Buying in Uganda*
- 5 *Supporting Collective Action in Moldova*
- 6 *Constituency Dialogues in Cambodia*



1. APPLYING AN SBC LENS TO ENDING ELECTION-RELATED VIOLENCE IN NIGERIA ⁱⁱⁱ

BACKGROUND

In an effort to curb electoral violence in Nigeria, Kimpact Development Initiative (KDI), with support from CEPPS/IFES, created and implemented the Nigeria Election Violence Report (NEVR) project. NEVR focused on increasing public awareness of electoral violence and improving stakeholders' capacity to prevent, document, and mitigate violence during the Edo and Ondo State 2020 Governorship Elections. While the program was not designed to take a strict SBC approach, considering parts of its implementation through an SBC lens helps demonstrate the concepts presented in this guide.

SBC STAGES

PART 1 | UNDERSTAND & DIAGNOSE



1

DEFINE
BEHAVIOR

2

UNDERSTAND
DETERMINANTS

3

IDENTIFY
INTERVENTION
OPTIONS

PART 2 | DESIGN & EVALUATE



4

DESIGN
INTERVENTION

5

TEST
INTERVENTION

6

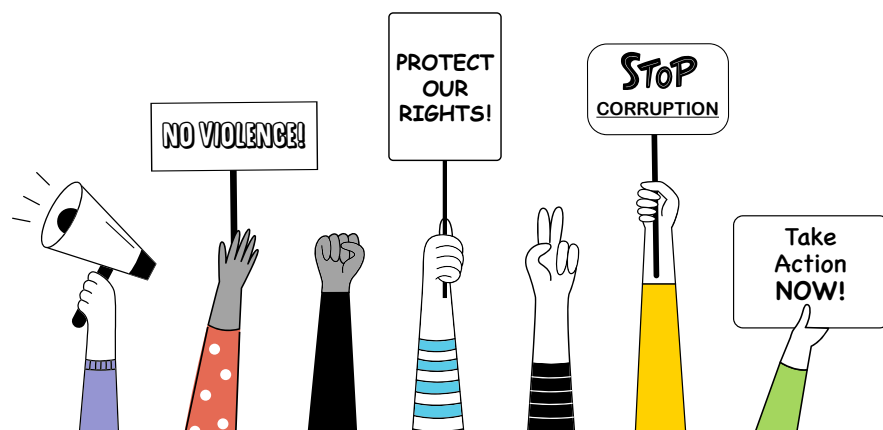
ADAPT
AND LEARN

PART 1 | UNDERSTAND & DIAGNOSE

In the NEVR project, KDI explained, “Elections in Nigeria have been characterized by electoral violence, which has become a menace to democracy.” In doing so, the NEVR project conveyed its goal of strengthening democracy through safe, peaceful elections and put the target behavior of electoral violence in focus.

To understand the determinants of electoral violence, KDI conducted an Election Security Risk Assessment (ERSA) involving desk research on the history of electoral violence in Edo and Ondo State and surveys of citizens’ views. Among the findings of the ERSA, there were clear examples of problematic environmental and societal-level factors, including organizational structures, social norms, and community dynamics that contributed to electoral violence:

- More than half of respondents believed Ondo State has a rich history of political violence.
- 38.9% of respondents agreed that lack of internal party democracy to mitigate violence during primaries contributes to violence.
- 49.3% of the respondents agreed that fake news could threaten peace during elections.
- 82% of respondents agreed that exclusion of young persons from the electoral process will lead to violence.
- Only 6.6% of respondents believed that women should be given equal opportunities to participate in the election, especially as candidates. According to KDI, this reflected the state of gender imbalance in Nigeria, the patriarchal nature of Nigerian society, women’s exclusion from politics, and the evidence of violence against women who participate in elections.



The ERSA also identified potential points of intervention by soliciting citizens’ opinions on the groups most responsible for violence and identifying likely hotspots for violence through political, media, security, and geographic research.

KDI's summary of the problem following the ERSA was:

"While the political gladiators, thugs and parties are the major perpetrator of election potential for violence cases, the citizens and party supporters were the major victims of this menace. Over the years, there has been a decline in the voters' turnout of the state. This decline cannot be far from high rise in voter apathy which is an impact of electoral violence. Citizen are scared to participate in the election for the fear of being killed or injured."

Given the findings in the diagnosis phase, one potential problem statement, from an SBC perspective, is:

In order to have a strong democracy with high citizen participation (desired social change), we need political parties and their agents (target group) to stop engaging in electoral violence (target behavior).

A second problem statement, with an additional target group and behaviors, could be:

In order to have a strong democracy with high citizen participation (desired social change), we need governing entities and gatekeepers (target group) to be active drivers of voter and civic education (target behavior) utilizing community structures to increase citizens awareness and informed decision making that contributes to positive electoral behaviors (target behavior).

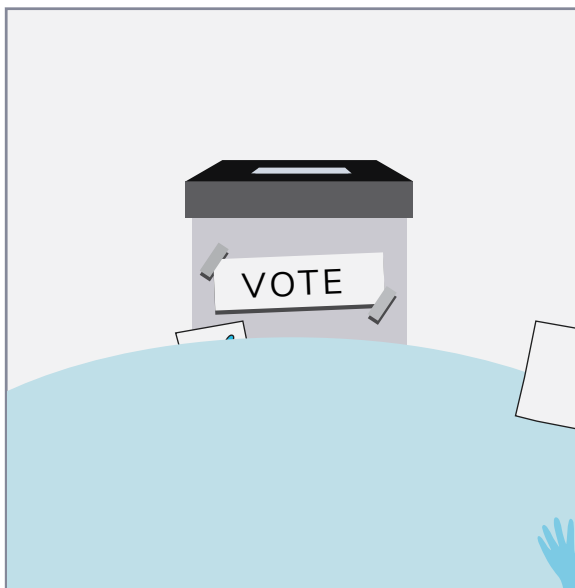


PART 2 | DESIGN & EVALUATE

KDI used their research and findings about electoral violence and its determinants to create multiple interventions with different target groups to prevent electoral violence, including:

| Intervention | Description | How It Works |
|--|--|--|
| Election-Day Field Monitoring & Rapid Response | Established a situation room to receive reports and real-time analysis from 45 trained NEVR monitors and accredited observers in the field and respond to incidents and issues quickly. | <ul style="list-style-type: none"> Improves self-efficacy by building direct capacity for monitors and active citizens who want to stop electoral violence. Provides an avenue for public accountability and enforcement of “non-violent” norm-shift. |
| Combatting Disinformation | Monitored traditional media and social media for false reports or misinformation that could be verified/debunked by NEVR field monitors. | <ul style="list-style-type: none"> Shifts the communications environment by making it more difficult for misinformation to spread. Educates citizens and provides alternatives. |
| Providing Reporting Opportunities | Established a toll-free line and WhatsApp platform to report and document verified electoral violence incidents. | <ul style="list-style-type: none"> Improves self-efficacy for citizens who want to challenge the status quo. Overcomes structural barriers by providing a mechanism for citizens to report violence. |
| Raising Public Awareness | Data Visualization & Social Media teams worked to interpret data and communicate key messages visually and effectively to active Nigerians, tagging all relevant stakeholders. | <ul style="list-style-type: none"> Shifts the communications environment by exposing citizens to additional information. Provides alternatives to existing behaviors. |
| Challenging Harmful Norms through Social Media | Created the “We Can Do Better” Campaign with social media videos to bring awareness to the negative attitudes around women's participation in elections by highlighting harmful social norms like, “women are seen not heard.” | <ul style="list-style-type: none"> Educates citizens about the prevalence of election violence against women. Invites citizens to deliberate and reframe harmful beliefs and norms about women. |
| Engaging Governing Entities | Independent National Electoral Commission (INEC) organized a stakeholder meeting with political parties and other election stakeholders to assure them that the commission would remain impartial and promise citizens that their vote and the outcome of the election would be protected. | <ul style="list-style-type: none"> Strengthens the partnership between INEC and citizens. Public defines the role of INEC and encourages the public and political leaders to keep them accountable. Reinforces an expectation that elections should be impartial and citizen-focused. |

| | | |
|--|--|---|
| <p>Peace Accord to Create Stakeholder Accountability</p> | <p>The National Peace Committee in collaboration with KDI and other CSOs developed a Peace Accord and hosted a signing ceremony where political party leaders and candidates were invited to sign a pact committing to peaceful conduct during the election.</p> | <ul style="list-style-type: none"> • Public commitment establishes social accountability. • Engages gatekeepers (party leaders and candidates) in the effort to promote a non-violence norm. • Provides opportunities for social comparison – i.e. if one does it, all will feel the need to comply. |
| <p>Gatekeeper Engagement and Civic Education</p> | <p>Organized a series of meetings with traditional rulers, religious leaders, youth leaders, and women’s groups to promote the values of peaceful elections, provide education on non-violent tactics, and encourage them to share the information within their communities.</p> | <ul style="list-style-type: none"> • Improves self-efficacy by building capacity. • Creates social cohesion by identifying common goals across boundaries. • Engages gatekeepers with access to diverse populations as partners in the norm shift. |



After implementing their interventions, KDI tested their effectiveness by surveying Edo and Ondo state citizens. Remarkably, “an average citizen of both states believed that the election was peaceful compared to the previous elections and the occurrence of violence before the election day.” In particular, 79% of respondents in Ondo state believed that the peace accord prevented the election from being “full of violence.” Similarly, 87% of respondents in Edo state also believed that intervention of traditional and community leaders contributed immensely to the peaceful conduct of the election. Throughout the process, KDI discovered that future efforts to end electoral violence could be improved by:

- Making vote buying less lucrative by keeping ballots completely secret;
- Additional peace and civic education in school curriculum;
- Signing a peace accord earlier in the election cycle, starting with the party primary elections;
- Involving more traditional and religious leaders;
- Reforming and enforcing policies against corruption and violence;
- Making elective and political offices less attractive by decreasing remunerations.



Youth Civic Leadership in Ukraine^{iv}

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| Diagnosis | <ul style="list-style-type: none"> Ukraine's rate of youth unemployment is estimated at 20%, and the need to better include youth in the economy and political processes is acute. Creating safe spaces for young people to gain needed skills will help them to better participate in Ukraine's governance and economic structures. |
| Intervention | <ul style="list-style-type: none"> In order to strengthen youth leadership and democracy, CEPPS/IRI created the Youth Civic Academy (YCA) to train young Ukrainians on how to work with local officials, write proposals, lead change efforts, and teach peers to do the same. YCA alumni have produced similar youth-led programs such as a local youth center which organizes job training and community-building activities like street art festivals. The program also helped engage youth in local politics as the center relied on approval from the city council who also provided funding. |
| How It Works | <ul style="list-style-type: none"> Providing leadership and organizing training through the YCA increases self-efficacy by building capacity, life skills, and empowerment. Programs that connect youth to one another help to promote social cohesion, strengthen community dynamics, and improve capacity for change. Teaching youth to engage gatekeepers and create institutional partnerships provides tools for shifting social norms, policy, and structural barriers. YCA alumni can serve as positive deviants to encourage other young people to better engage. |



3 Youth Civic Leadership in Cambodia^v

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| Diagnosis | <ul style="list-style-type: none"> As Cambodia opened to democratic practices leading up to the 2008 national assembly elections, the expectations of its citizens increased, and they expected their voices to be heard. To strengthen confidence in democracy and ensure citizen expectations were fulfilled, CEPPS/IRI helped political parties be more responsive to citizen demands. Additionally, they worked to equip youth with the skills needed to be responsible, engaged citizens. |
| Intervention | <ul style="list-style-type: none"> CEPPS/IRI created and produced a reality-TV show called Youth Leadership Challenge to teach young people how to be strong leaders in a democratic society through an entertaining format. The leaders featured became national role models and set an example of good citizenship. The show became one of the most popular on Cambodian television. Prior to the 2008 National Assembly elections, CEPPS/IRI sponsored five public debates for the parties' youth wings who would later elect representatives amongst their peers. Six parties participated and most held their first internal elections in party history. The final debate in Phnom Penh was broadcast for two hours on the most popular television station in the country, and a youth participant was eventually appointed to a Deputy Secretary of State position. |
| How It Works | <ul style="list-style-type: none"> The Youth Leadership Challenge TV show provided examples of opportunities for social comparison that increased the social influence of youth leaders promoting positive norms about participation in democratic processes. Working with young people to ensure they have the skills to participate in televised debates and challenges improves their sense of self-efficacy, life skills, and empowerment. Nation-wide broadcasts of positive role models engaging in the desired behavior (youth leadership) helps to shift social norms, change the communications environment, and expose other citizens to emerging alternatives and social movements. |

4

Countering Expectations of Vote Buying in Uganda^{vi}

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| Diagnosis | <ul style="list-style-type: none"> 85% of respondents in a survey reported politicians “often” or “always” give cash or gifts in their village as part of their political campaigns. Vote buying is a way for powerful politicians to challenge citizen capacity to take collective action and challenge corrupt leadership. According to CEPPS/NDI, “these problems stem from, and are perpetuated by, norms that consider vote buying and selling to be legitimate uses of political power. Changing this norm is therefore required to diminish the practice.” |
| Intervention | <ul style="list-style-type: none"> Prior to Uganda’s 2016 general election, CEPPS/NDI engaged with local partners on an anti-vote buying and selling campaign to counter norms that considered vote buying an acceptable practice. The campaign included dropping leaflets urging citizens not to sell their votes and community meetings to build awareness of the consequences of vote buying. Citizens were asked to pledge not to sell their vote, and 58% endorsed an anti-vote buying. Posters and robo-calls were employed to remind citizens of their pledge. |
| How It Works | <ul style="list-style-type: none"> Attempts to shift the norm by educating voters on harms of vote buying and cause citizens to reconsider the acceptability of the practice. Utilizes the power of social influence by enacting a pledge against vote selling. In its evaluation, they found that candidates still attempted to buy votes, but it was less effective because citizens who took the money still felt free to vote for their preferred candidate. Future efforts were adapted to target candidates as well as citizens. |

5

Supporting Collective Action in Moldova^{vii}

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| Diagnosis | <ul style="list-style-type: none"> An assessment by CEPPS/NDI in Moldova revealed that citizens did not believe they could influence change in their communities, and that despite many complaints about service delivery, they did not know what they should expect from local government or how to get it. New norms and education were need to ensure people in positions of power were accountable to citizens by engaging citizens in solving community problems or demand that representatives act on their behalf. |
| Intervention | <ul style="list-style-type: none"> CEPPS/NDI created Civic Forum to improve the norm of accountability in the citizen/representative relationship. In Civic Forum, facilitators first educate groups of citizens on fundamental political principles. These groups then take collective action on a real community problem and build political influence in the process. In Moldova, Civic Forum groups organized around issues ranging from sidewalk repairs to large-scale voter education for the 2015 elections. Local government officials now act as partners. At the same time, participatory behaviors are practiced and observed by the rest of the community. In Moldova, more citizens are becoming active in campaigns and town halls. |
| How It Works | <ul style="list-style-type: none"> By providing education on fundamental political principles, Civic Form is increasing citizens’ self-efficacy, builds capacity, skills, and providing education about fundamental rights. Civic Forum convenings improve social cohesion and provide opportunities for social movements and alternatives to emerge. In publicly engaging elected representatives and advocating for change, Civic Forum attendees are modelling positive behavior and challenging harmful norms through positive deviance. |

6 Constituency Dialogues in Cambodia^{viii}

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| <p>Diagnosis</p> | <ul style="list-style-type: none"> • Due to limited interactions between citizens of Cambodia and their elected members of the National Assembly (MNA), citizens of Cambodia had a limited understanding of the role of parliament and its responsibilities. Further, the lack of interaction contributed to limited MNA knowledge of their constituencies and a failure to recognize their needs. This disconnect can cause citizens to feel a lack of self-efficacy and believe that democracy is not working. |
| <p>Intervention</p> | <ul style="list-style-type: none"> • Seeking to normalize debate, educate citizens on the role of elected representatives, and encourage interaction, CEPPS/NDI organized a series of Constituency Dialogues (CD). The CDs operated like a town hall, open to everyone, where citizens can meet and question their elected representatives in conversational format moderated by CEPPS/NDI staff. • CEPPS/NDI followed up the meetings by monitoring progress on issues raised and reporting progress back to the community. |
| <p>How It Works</p> | <ul style="list-style-type: none"> • Shifts norms that discourage debate by modeling healthy debate in a controlled environment. • Increases social cohesion and improves the community dynamic by fostering dialogue. • Broadens the communication environment by exposing citizens to alternative viewpoints and non-ruling parties. • Provides education about the democratic process and encourages citizens to re-evaluate their attitudes about the efficacy of democracy when progress is reported back. |
| <p>Notably...</p> | <ul style="list-style-type: none"> • Many organizations struggle with the evaluation portion of the SBC approach. One best practice is to incorporate evaluation mechanisms into the initial program design. Here, CEPPS/NDI conducted focus groups before and after each CD to gather qualitative information and impact data. Their evaluation process also included interviews with the officials to gather input and record lessons learned. |



ADDITIONAL CASE STUDY RESOURCES

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ⁱ (The Manoff Group 2021)

ⁱⁱ (Warren 2021)

ⁱⁱⁱ (Kimpact Development Initiative 2020)

^{iv} (Seliverstov 2020)

^v (International Republican Institute 2010)

^{vi} (National Democratic Institute 2017)

^{vii} (National Democratic Institute 2017)

^{viii} (Thorton 2011)