

HUMAN RIGHTS-BASED

# Social and Behaviour Change (SBC)



# AN INTRO GUIDE

# CONTENTS

Foreword	2
Introduction and principles	3

## **SECTION ONE: Social and Behaviour Change Approaches** 4

Human Centered Design (+ example from Nigeria)	5
Behavioural Insights (+ example from Ghana)	7
Positive Deviance (+ example from The Gambia)	9
Collective Change (+ example from Togo)	11
Gamification (+ example from Burkina Faso)	13
Community Engagement (+ example from Niger)	15
Digital Engagement (+ example from Democratic Republic of Congo)	17
Entertainment Education (+ example from Côte d'Ivoire)	19
Social Marketing (+ example from Senegal)	21
Risk Communication (+ example from Cameroon)	23

## **SECTION TWO: Models and Tools** 25

Action Planning Template	26
The Ladder of Participation	27
Pyramid of Needs	28
Spheres of Influence	29
Barriers to Service Guide	30

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Invitations	31
Annex	31



# FOREWORD

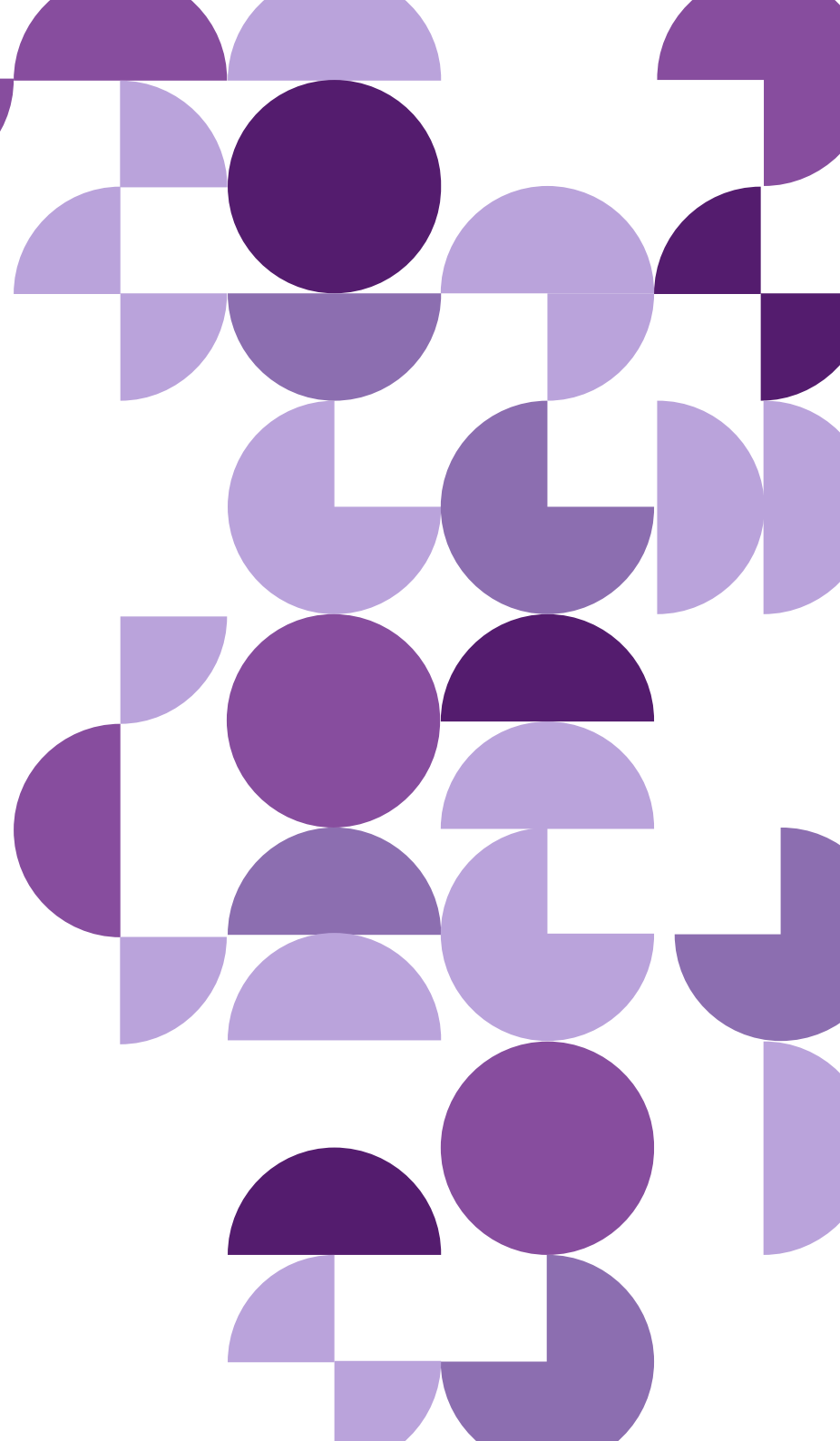
I am pleased to introduce this short technical resource presenting ten Social and Behaviour Change approaches, co-created with UNICEF country teams and government counterparts. In the West and Central Africa Region, we recognize the importance of having resources of various sizes and languages, which are designed to be both useful and usable for a wide range of audiences. We are proud of the contributions from country office colleagues, who are working alongside their government partners and civil society leaders to promote social change efforts that are community-led, infused with local know-how and experience, and strengthened by duty-bearer investments in quality services.

When we describe our work in communities, we use the phrase “Nothing about us without us,” which we have borrowed from global disability rights movements. These words are more than inspiration for us, they are a firm commitment to human rights-based approaches. As we promote and defend child rights, and work towards achieving **Key Results for Children**, we work with and for communities. They are partners, not beneficiaries. They are creative problem-solvers, not passive recipients.

Our UNICEF colleagues and their technical counterparts in ten countries have contributed to this publication with their experiences in using Social and Behaviour Change approaches for a range of complex challenges. We look forward to seeing this digital tool sparking discussions and shared lessons learned among colleagues and partners in the region and beyond. Our hope is that these resources will serve to inform and inspire human rights based approaches to Social and Behaviour Change to accelerate Key Results for Children in West and Central Africa.



Marie-Pierre Poirier  
UNICEF Regional Director for West and Central Africa



# INTRODUCTION AND PRINCIPLES

Social and Behaviour Change (SBC) is a term that emerged in the past decade to capture a range of approaches contributing to positive change. Many organizations in the development and humanitarian arena have adopted the term “Social and Behavior Change” to describe their work, which in recent years has grown beyond communication and community engagement. Human rights-based approaches to Social and Behaviour Change position community members as part of the solutions, but not bearing the full responsibility, or accountability, for positive change. For social and/or behaviour change to happen, it may be necessary to invest in improving services, to increase their accessibility and acceptability. Government policies can also contribute to positive social change, as we have seen with mandates for iodizing salt to help reduce stunting, or requiring seat-belts to reduce injury and death from car accidents.

This resource shares several “classic” Communication for Development (C4D) approaches, including community engagement, digital engagement, and entertainment education. We have included some approaches that complement C4D and go beyond communication, like Human Centered Design and Behavioural Insights, among others. The added value of these “beyond communication” approaches is that they can help to “change the environment, not the person.” The ten approaches included in this Intro Guide were selected because there are multiple additional resources already available for each. At the end of each chapter describing an SBC approach we include a link to online “resource pages” where readers can dig deeper if they are interested in learning more.

And now, an invitation: We are proposing some principles for human rights-based approaches to social and behaviour change. We would be grateful to hear your ideas to add to or improve this list.

## **PRINCIPLE NO. 1: Speaking and acting with respect.**

Our human rights orientation means that respect comes first. The way we speak about communities, the way we speak with communities, and the types of interventions we design, reflect our conceptions of community capacity. Community members are rights holders and potential change agents, not targets or beneficiaries.

## **PRINCIPLE NO. 2: Designing for the contributions of others.**

We might find successful practices within communities, or strong approaches used already by government counterparts and partners. We can invite others to contribute by creating opportunities for sharing experience and ideas. Contributions can be given at specific events, and through online and offline spaces.

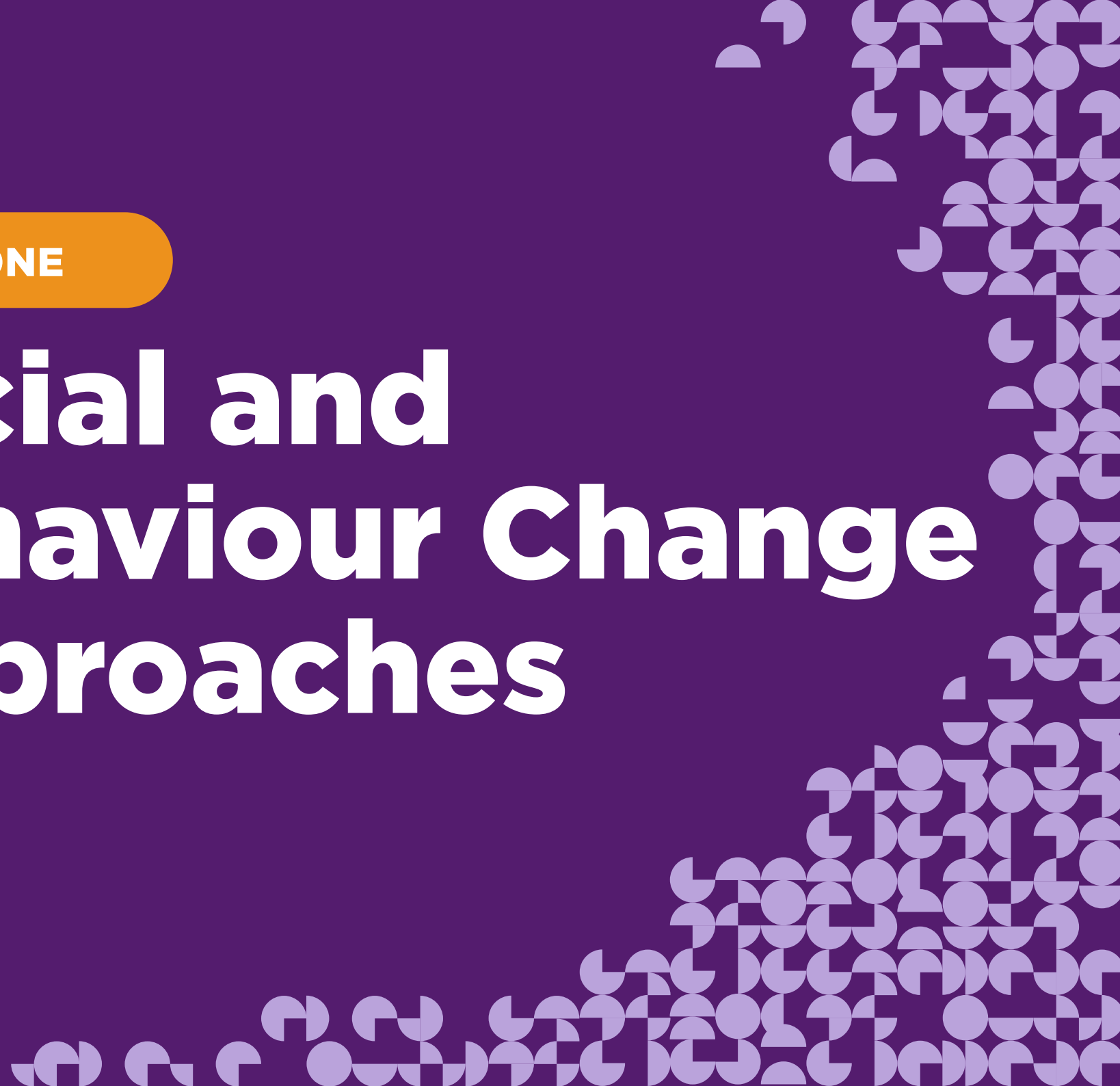
## **PRINCIPLE NO. 3: Co-creating resources that are useful and usable.**

We live in an era of abundant information that borders on overload. To offset this, we can co-create short and light resources, in multiple languages and formats, and prototype them to see if and how they are used. Our theory of change: Resources will be used if they are both useful and usable. (This is also true about data: It will be used only if and when they are both useful and usable).

We welcome contributions for the next edition of this guide: **Click to give suggestions**, or any type of feedback you might want to offer.

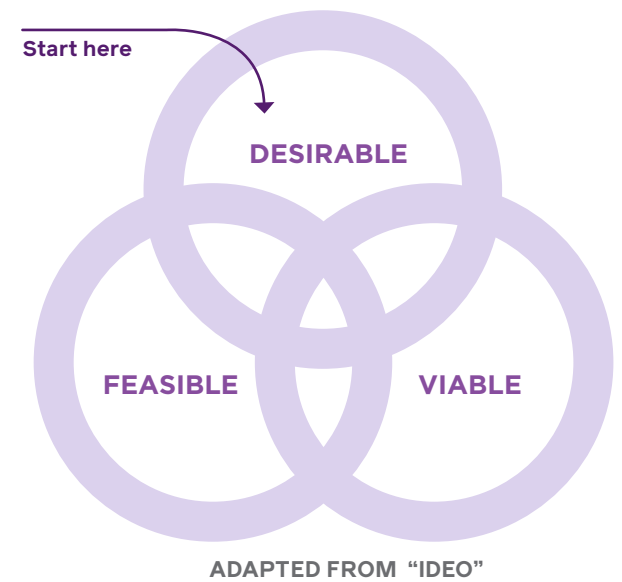
**SECTION ONE**

# **Social and Behaviour Change Approaches**



**GOOD FOR:** CO-CREATING AND TESTING SOLUTIONS THAT ARE DESIRABLE, FEASIBLE AND VIABLE

Human centered design is a creative approach to problem solving that starts with people and ends with solutions that are tailor-made to suit their needs. It is an approach that emerged first in the private sector, which has now been adapted for use in humanitarian and development contexts. When we use the Human Centered Design approach, we start with what is desirable from the point of view of the community. The goal is to understand the people that will be the main “users” of an intervention, product or service, and then design with them and from their perspective to produce ideas that they will embrace.



Whether you are designing physical or digital solutions the process is the same:

**PHASE 1: Gathering insights.** The first phase is about understanding what people need and deeply care about. People might have physical or emotional needs, like a need to belong or to contribute. Observing and conducting rapid interviews are two ways to gather insights. (Note: The “resources” link on the next page will lead you to more tools).

**PHASE 2: Generating ideas.** Based on what you learn in the insights phase, you start brainstorming ideas you want to refine and prepare for testing, or “rapid prototyping” as they say in design lingo.

**PHASE 3: Rapid prototyping. Build, Share, Reflect** - In this phase, you are going to quickly build a rough and scrappy prototypes that emerged from insights and brainstorming. A prototype is a live test with end-users. This phase is about testing to learn, rather than testing to validate. In other words, this phase is not about if “something works” (first ideas rarely do), it is about learning so that you can improve for the next test.

**PHASE 4: Adapting and improving.** Once you get feedback from participants (or “end users”), keep adapting and improving: continue to brainstorm, prototype, reflect and incorporate additional feedback until you have fine-tuned your solution enough for implementation.

The Human Centered Design approach encourages “failing faster to succeed sooner.” ([D. Kelley, IDEO](#)). If we can embrace the idea of testing quickly, failing (and learning), adapting, improving, and testing again, we can leverage key features of the Human Centered Design approach. We must choose wisely for the right moment and context for testing and failing. We can do it when there is room to improve and when risk and expectations are still low.

UNICEF Nigeria and the National Emergency Routine Immunization Center (NERICC) are using Human Centered Design to promote routine immunization and primary health care services in underserved communities.

**Research conducted in Nigeria** (2021) show that local factors strongly influence the use of health services, including security conditions, poverty, and health system barriers (supplies and/or services not available). These districts had expressed a willingness to find solutions to reduce the practice in their communities.

A primary focus of the Human Centered Design process has been increasing access to services for children under the age of one year old who have never accessed any health service and therefore remain unvaccinated. The Nigerian government and technical partners (including UNICEF) use the term “zero-dose” children to describe this group of underserved children, and a multi-organization, multi-country **Community of Practice** has been created to address this issue of inequitable access to immunization services.

Teams in Northwest Nigeria, in Borno state, have used co-creation and rapid prototyping as two Human Centered Design approaches to develop new ways of promoting and improving access to vaccination in local communities. Formative research in four “Local Government Areas” (LGAs) yielded

several ideas for improving vaccination rates, proposed by local community members and leaders, including promotion of vaccination prior to “naming ceremonies” and the development of an integrated child health card, where routine immunization and prenatal health visits are included in one document. **Co-creation sessions** with community members in Maiduguri (Northeast Nigeria) held in April 2022 yielded several additional ideas, currently being prototyped, including a song about potential light side effects from vaccination and a “scorecard” to rate availability and accessibility of immunization services. Colleagues working on co-creation and rapid prototyping in communities have received additional support through “training of trainer” HCD workshops. Fifty-six UNICEF Nigeria colleagues and government counterparts participated in the April 2022 workshops and contributed to the adaptation of practical tools included in the workshop package **[More info here]**

In addition to community-based Human Centered Design exercises, the UNICEF Nigeria country office has also used the approach internally, to generate new ideas for collaboration to defend and promote child rights. Some of the initiatives “incubated” using HCD include Nigeria’s **Youth Agency Marketplace** (YOMA), digital birth registration workshops

with government stakeholders and UNICEF’s Child Protection team, and a “Pathway to Scale” initiative for **U-Report Nigeria**, a youth civic action platform that has 4.8 million members, including **more than 200,000 members** living in or near camps for internally displaced people (IDPs) (Data as of July 2022).

For this Human Centered Design example, we are grateful for the contributions from the UNICEF Nigeria Social and Behaviour Change and Innovation teams, and Nigeria’s National Emergency Routine Immunization Center (NERICC).

Click for more resources on **Human Centered Design**

### GOOD FOR: REDUCING OBSTACLES TO ACTION AT POLICY, SERVICE AND COMMUNITY LEVELS

Unlike communication approaches that might focus on providing information or attempting to influence attitudes or behaviours, Behavioural Insights most-often seeks to “change the context” rather than trying to influence or change the person.

Behavioural Insights is founded on the belief that removing obstacles, making specific actions easy to do, can be an effective way to facilitate action at the policy, service and community levels. The Behavioural Insights approach takes into account the fact that human behaviour is not always driven by knowledge or rational decision making. Behavioural Insights is founded on a large body of research from multiple disciplines, including: psychology, anthropology, sociology, and economics. (Note: We do not have space to discuss differences in terminology, but we can share that some use the terms “Behavioural Science” and/or “Behavioural Economics” to describe approaches that are nearly identical to Behavioural Insights, and are influenced by the different disciplinary backgrounds of those writing about the approaches - Economists use the term “Behavioural Economics,” for example)

One tool widely- used by practitioners of Behavioural Insights is “**nudging**.” Nudges are small design elements that point people towards decisions that can help them lead healthier and happier lives. Nudges can influence people's choices

without forcing their decision or eliminating other options.[2] For example, a nudge can be a form of “choice architecture,” putting resources in a place where they are easy to access. For instance, we might “nudge” school children towards healthier food choices by putting the salad at the front of the food choices, and french fries far away at the end. To encourage hand-washing, we can nudge for action by putting hand sanitizer at a visible spot in multiple public places, next to all main doors for example. Forcing people to use hand sanitizers via a policy or through sanction is not a nudge. In addition to nudges, there are other principles from Behavioural Insights that can be applied to Social and Behaviour Change interventions. **The EAST framework** is one example: It provides four ways to improving the design of interventions: Make it **Easy**. Make it **Attractive**. Make it **Social**. Make it **Timely (EAST)**.

For policy makers in particular, the Behavioural Insights approach has been instrumental for generating evidence of impact (or lack of impact) of specific interventions. Since the approach is based on experimentation, the interventions are designed

Easy  
Attractive  
Social  
Timely

ADAPTED FROM  
“THE BEHAVIOURAL INSIGHTS  
TEAM EAST FRAMEWORK”

to be tested and measured and then scaled up if/when there are promising results achieved in the testing phase. Many organizations and governments are using the Behavioural Insights approach, including the UK Government, who set up the first “Behavioural Insights Team” within government and the World Bank, via their “**Mind, Behaviour and Development**” unit. Within the United Nations, a “**Behavioral Science Group**” has been established within the UN Innovation Network. UNICEF has developed the “Behavioural Insights, Research and Design Lab” (**BIRD Lab**) to foster learning, exchange and documentation of the approach.



## Behavioural insights to strengthen community-led promotion of COVID-19 vaccination in Ghana

Behavioural insights can be applied in different ways. Some entail introducing simple changes in service design. It can also be applied to develop behaviourally informed communication content. UNICEF Ghana prepared a short practical manual to help community leaders to communicate effectively around COVID-19 prevention and vaccination that draws on lessons from Behavioural Insights.

People often take satisfying rather than maximizing decisions, thus a substantial proportion of behaviour comes from feel-good emotions. If there is too much negativity around an issue, people at some point will “bury their heads in sand”. An excess of information on COVID-19 or other health threats could induce cognitive load and fatigue that will result in ignoring anything that has to do with the topic. In this complex information environment, the [short guide](#) developed by UNICEF Ghana and the Ghana Health Service was designed to help community leaders to communicate using calls to action, with principles from Behavioural Insights being used to reduce perceived barriers to action.

The small communication guide was based on evidence suggesting that the right messenger, the use of social norms visibility, as well as visibility of commitments amongst community members may

be effective features to strengthen communication that encourages Covid-19 prevention measures. For this reason, the manual highlights positive social norms such as “Most people in our community are ready to get vaccinated” (and are even [willing to promote vaccination](#)) instead of focusing on those who are hesitant. It also uses the power of messengers: “Doctors and scientists spent a lot of time researching the Covid-19 pandemic, and as a result strongly recommend that we should get vaccinated against COVID-19.” Positive modelling was also encouraged: “As a community leader, I strongly recommend the vaccination. My family and I have already received our COVID-19 vaccination.” UNICEF Ghana and counterparts from the Ghana Health Service continue adapting and improving several ongoing interventions, including those presented at the “United Nations Behavioural Science Week” in June 2022. ([See presentation here](#)) The UNICEF Ghana Social and Behaviour Change team plans to expand their collaboration with the Ghana Health Service to explore how Behavioural Insights can be used to improve access to health services for adolescent girls. We are looking forward to continued learning alongside the Ghana team as they continue to build

skills in Behavioural Insights and apply experience and lessons learned to new child rights contexts.

For this Behavioural Insights example, we appreciate the contributions from UNICEF Ghana and their counterparts at the Ghana Health Service

Click for more resources on [Behavioural Insights](#)

### GOOD FOR: BUILDING ON EXISTING SOLUTIONS WITHIN A COMMUNITY

Positive Deviance is a wonderful approach with a challenging name. Why “deviant”? Isn’t being a “deviant” a bad thing? Not always. This term has been used in the field of nutrition for more than 30 years. It is an approach that promotes solutions that are already implemented by community members who manage to “deviate from the norm” in a positive way. A key characteristic of “positive deviants” is that they don’t have any extra resources and share the same characteristics of others in their community who are not managing to find solutions to the problems they face.

Imagine a village of 100 families where 95 of them have malnourished children. The first step in a positive deviance inquiry would be to discuss with the five families who have well-nourished children and determine if anyone has access to extra resources, like a fishing boat or an extra source of income. Once their “deviating” practices are identified, ideally with the participation of engaged community groups, it is the families without extra resources who become the models for others.

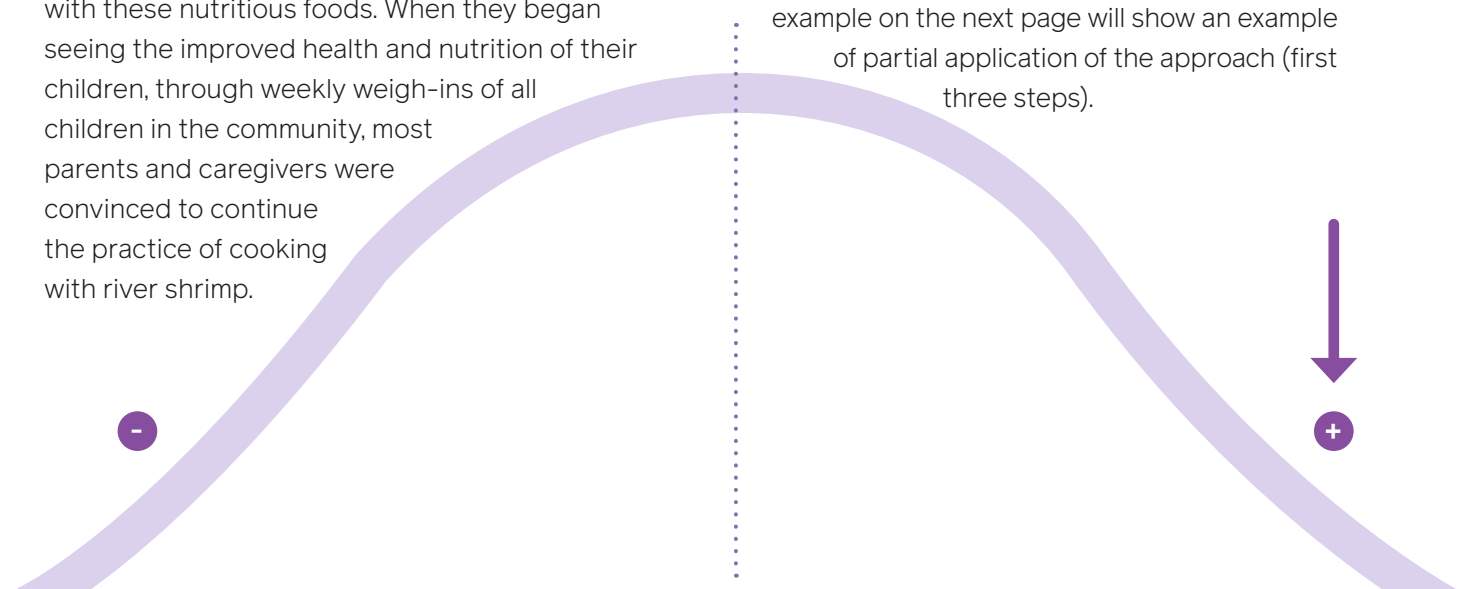
But the approach does not stop with the act of identifying “model families.” There are subsequent important steps that involve creating an opportunity for other community members to practice the same actions that these families are doing to ensure good nutrition for their children.

For instance, there is a documented case in Vietnam where families with well-nourished children were adding river shrimp to the rice

bowls for every meal. Everyone in the village had access to river shrimp, but not everyone had the habit of cooking with them. Once this key practice was identified, the “positive deviants” invited other community members to a cooking class in the village, and all families practiced cooking with these nutritious foods. When they began seeing the improved health and nutrition of their children, through weekly weigh-ins of all children in the community, most parents and caregivers were convinced to continue the practice of cooking with river shrimp.

The positive deviance approach prioritizes opportunities to practice new actions over sharing information about what works. Community members are encouraged to “act their way into a new way of thinking” rather than the other way around.

Note: It is possible to use components of the Positive Deviance approach if you do not have time or capacity to implement the approach fully. The four recommended steps are 1) Define (Focus area); 2) Determine (If people are succeeding where others fail); 3) Discover (Key practices, that don't require extra resources); 4) Develop (Opportunities for DOING, i.e., practising new actions/skills). The “resources” link will bring you to more information and examples, including an example of a Positive Deviance approach to rapid research. The Gambia example on the next page will show an example of partial application of the approach (first three steps).



## Positive role models lead the fight against female genital cutting in The Gambia

The UNICEF Gambia office, together with government Regional Health Directorate counterparts, has adapted the Positive Deviance approach to address female genital cutting/FGC, a practice highly influenced by social norms, in collaboration with community members in three districts. These districts had expressed a willingness to find solutions to reduce the practice in their communities.

In this case, the “positive deviants” were those who refused the practice and were willing to collaborate with government community workers called multi-disciplinary facilitation teams (MDFT). Volunteer families, identified and supported by community leaders, have worked alongside the facilitation teams to learn strategies for engaging with their neighbors and create opportunities for dialogue through household visits. The volunteer families, were just called “volunteers” rather than “Positive Deviant” families, to avoid any confusion from the technical language. Volunteer families received guidance on interpersonal communication skills for them to effectively share their own knowledge and experiences in resisting FGC, and be ready to answer any questions that might be raised. After a series of household visits, the facilitation teams helped volunteer families get feedback from neighbors about the dialogue process and gather information about any change following the visits.

Although it is still early to tell what influence household visits may have had, partners have noted the progress made towards increased discussion on the sensitive topic of FGC. Shifting entrenched and long-standing social norms rarely happens in a short period of time. The willingness of “Positive Deviants” to share experiences and answer questions from neighbors sets the path for “inside out” change within communities where the practice still continues. UNICEF The Gambia colleagues are now collaborating with the Regional Health Directorate to create opportunities for community members to commit to action, in the form of a decision to abandon the practice of FGC in their family. The next step in the process will be to create opportunities for practicing the new actions and skills. There has been some success thus far with public events for community discussion and commitments, led by local leaders. Stay tuned for the next chapter in this story!

For this Positive Deviance example, we are grateful for the contributions from UNICEF The Gambia colleagues and their counterparts in the Regional Health Directorate.

Click for more resources on [Positive Deviance](#)



**GOOD FOR:** PROMOTING POSITIVE SOCIAL CHANGE WHEN INDIVIDUAL BEHAVIOUR CHANGE IS NOT ENOUGH, OR POSSIBLY HARMFUL

Collective change is an approach for dealing with social norms and collective practices. This approach is most useful when there are social norms that are too deeply rooted to be affected by individual-level behaviour change, and when there is a risk of stigmatization if individuals do go “against the norm”. It is also recommended in circumstances where the interests of the entire community are better served through coordinated, group action. Let’s look at two contexts where the collective change approach can be helpful.

**Norms context:** Imagine a community where people believe that girls getting married between the age of 13-15 is common and expected. Some parents are considering resisting the practice, but they fear they will be judged negatively if they do so. In this case, only focusing on individual change will not reduce child marriage. A Collective Change approach reduces the potential for stigma or negative judgment in reaction to the change.

**Collective practice context:** Imagine you invest in a latrine, but your neighbor continues to defecate in the field behind his house. Flies from that field may still come and land on your child’s breakfast, which may make her ill. That is why Community Led Total Sanitation focuses on Collective Change, because sanitation can only be improved when open defecation is abandoned by all members of the community.

Here are four key components of a Collective Change approach:

1. Using a “spark” moment for group discussion about a proposed change.
2. Identifying a core community group to lead action, focusing on beliefs, feelings and values of community members.
3. Creating opportunities for community members to commit to action. Public commitment affirms and reinforces the new intentions people within the community and helps build towards the “critical mass” necessary for Collective Change.
4. Making commitments and actions visible, to publicly recognize progress and ideally inspire commitments and actions from a broader group of people. The “making progress visible” component serves to document commitments and actions over time.

When human rights-based approaches are used, the community’s right for autonomy and self-determination are respected. Respect for self-determination means that an intervention might ultimately be “unsuccessful” from the perspective of an external agent. Collective Change requires ownership, which is a level of commitment that goes beyond “buy-in” and superficial forms of participation. Collective Change is an “inside out” approach: It will succeed, or fail, depending on the levels of local ownership and community contribution.

11  
**Spark moment**

**Forming core group**

**Opportunities for commitment and action**

**Progress is made visible, critical mass builds**

## Uniting tradition and child rights in Togo

A Collective Change approach was used in Togo to address socio-cultural constraints to Exclusive Breastfeeding (EBF). The approach was used in pilot communities where women faced barriers to Exclusive Breastfeeding because of cultural norms that discouraged mothers from seeing their newborns until a special naming ceremony could be held, two weeks after birth. In these communities, UNICEF Social and Behaviour Change and nutrition teams began the Collective Change process with a group dialogue with parents and local leaders about the health and nutrition benefits of Exclusive Breastfeeding. The “spark moment” inspiring these discussions was a wave of diarrheal illness among children, related to the rainy season and the unclean water being given to infants.

Local community health workers were brought in for a second round of discussions, together with women from local mothers clubs. Community leaders, as “guardians” of the community’s habits and customs, solicited ideas from health workers and parents, for protecting infants from diarrhea through Exclusive Breastfeeding. This group of committed community members formed the “core group” who volunteered to serve as change promoters in the community.

After multiple idea generation discussions, the core group proposed a creative solution for promoting Exclusive Breastfeeding that still respected local cultural norms. As mothers were not meant to see their children prior to the ceremony, a band of fabric was used to hide the mother’s sight when breastfeeding her child. As a way to promote this new practice, a public ceremony was organized to present this solution to the community, and to ancestors, and to show local leader support and validation of the new practice. This ceremony was the first of many “public commitment” events organized by the core group. During each subsequent ceremony, women who engaged in the new practice shared their stories, talking about the good health of their children, and how they no longer feared being stigmatized or punished by ancestors when breastfeeding their newborn. These personal stories helped to make the practice more visible, and showed that it was publicly acceptable. Members of the UNICEF Social and Behaviour Change and nutrition teams are currently documenting this example of a successful Collective Change process, and are including proposals for other potential uses, to go beyond individual behaviour change.

For this Collective Change example, we are grateful for the contributions from UNICEF Togo colleagues and the community leaders and other “core group” members who led the Collective Change process.

Click for more resources on [Collective Change](#)

### GOOD FOR: INSPIRING AND RECOGNIZING ACTION WITHOUT USING MONEY OR GIFTS

Gamification is an approach borrowed from the commercial sector, which is used for motivating customers and recognizing loyalty. The approach is built on the logic of video game design, where players start at the lowest and easiest level and progress over time, with more effort rewarded by visible recognition (points, increased levels, special badges).

In the airline sector, for example, Air Senegal will give you “miles” for every flight you purchase. When you gain a certain number of miles, you increase your status and recognition. In the field of human rights, Gamification can be used to recognize the efforts of community members who are willing to volunteer. For example, those willing to help promote birth registration might be given special recognition. Imagine a community leader who helps register ten births in one week in their neighborhood. Congratulations! She now receives a digital certificate via WhatsApp: “Level Silver – Great job. Are you ready to aim for Gold level?” She carries on, and two weeks later, with 20 more registrations, she reaches gold level. She is proud of her achievement and decides to continue her efforts.

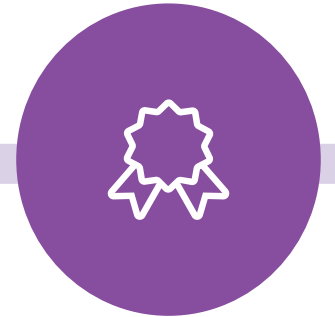
A strong recommendation for using Gamification as a tactic for motivation is to avoid giving money or gifts as a reward. Appealing to people’s desire to contribute and their willingness to help others is a more sustainable way to motivate community-level action. When money or prizes are the main motivation, there is a risk that action will stop as soon as there are no more gifts or

funds. This is consistent with the theory that intrinsic motivation contributes to sustain an intervention rather than extrinsic (external) motivation.



Once the money ends, the action ends. Gamification is an artful technique for motivating without money.

Gamification is also good for sustaining action over time. Rather than having one contest, where there is a winner and then the contest stops, practitioners can consider creating a “champions league” of volunteers (or other form of longer-term volunteering), where there is monthly recognition and a celebration of volunteer efforts (whether Silver, Gold or Platinum). The best way to learn about Gamification is through practice. To get started, you need only time and effort - no money required. Why not give it a try?



It is easy to promote action by paying for it, but that action is unlikely to be sustainable.

## Burkina Faso: Learning Gamification and the Gamification of learning

In Burkina Faso, the UNICEF team collaborated with Government colleagues at district level to organize a series of capacity strengthening workshops on Social and Behaviour Change approaches. Given that gamification was one of the topics to be covered, the organizers decided to gamify the workshops themselves by adding a system of points and certificates.

Participants were given points for each session they attended, and for each time they made suggestions on the content or format of the workshop. Participants could earn additional points for sharing the workshop content with other people, and then more extra points when they received suggestions for improving it. This way, organizers were able to enhance the workshop's content and format by incentivizing the act of sharing suggestions, using public recognition of effort as the key motivator. Giving additional points to workshop participants who gathered feedback from non-participants enabled organizers to amplify the number of people exposed and providing inputs.

To practice what they were learning in the workshop, participants co-created a prototype for combining gamification with Community Led Total Sanitation, adding an extra layer of public recognition to an approach that already includes a certification component once a community is open defecation free.

At the conclusion of the workshop, every participant had the chance to be recognized for their efforts and received a certificate. The more actions completed within the workshop, the more points received and the higher the level of certification. The different levels of certification was a short-term use of gamification principles, which gave participants another example of how they might use the motivation tactic in their own work.

For this Gamification example, we are thankful for the insights from UNICEF Burkina Faso colleagues and the Government counterparts, civil society leaders and technical partners who contributed to this initiative.

Click for more resources on [Gamification](#)



### GOOD FOR: INSPIRING ACTION FOR POSITIVE CHANGE WITH BOTH “DUTY BEARERS” AND “RIGHTS HOLDERS”

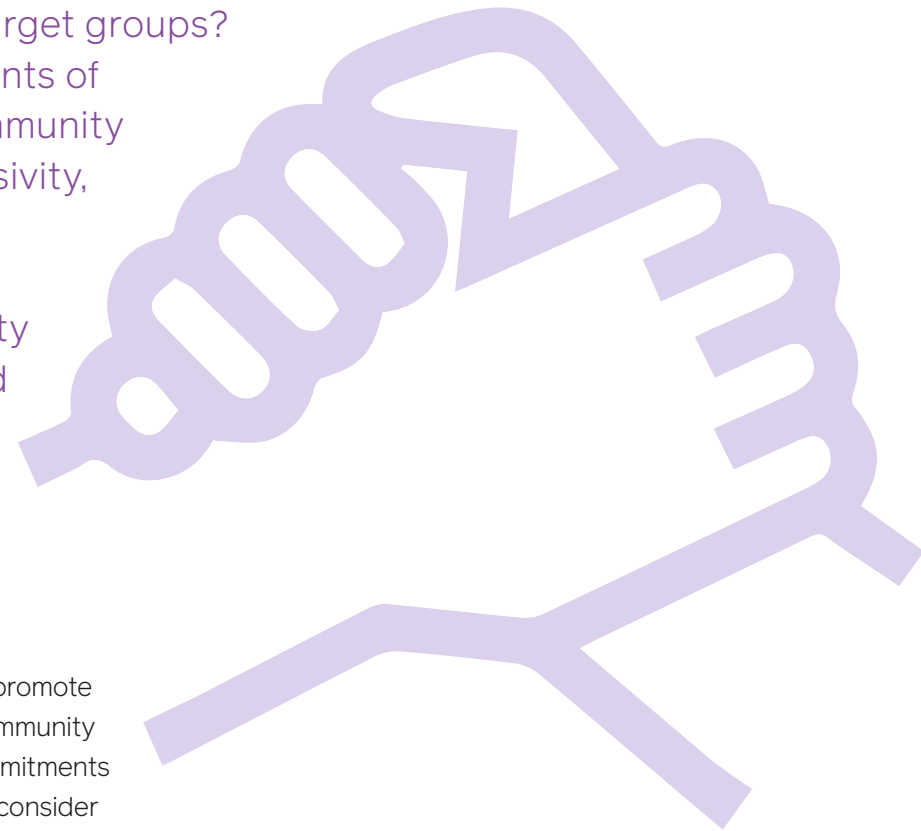
What do we call the people we work with at the community level: Target groups? Audience? Beneficiaries? Stakeholders? Participants? Actors? Agents of change? The words we use to describe our collaborations with community members are not trivial. While the first three terms above imply passivity, the terms that follow suggest ownership and action. They describe individuals, groups and organizations as bearers of solutions in the transformation of their own communities. The concept of “community engagement” can refer to a wide range of levels of participation and contribution, which are perhaps best-illustrated with a continuum, from weak engagement (tokenistic and potentially manipulative) to progressively stronger and more-substantial levels of leadership and ownership.

Community engagement can be rapid, light and spontaneous or can develop over a long enough period of time to change power and social relations within a community. One way to support community engagement is by equipping community members with the tools and skills to take action on issues that concern them, for the benefit of their families, neighborhoods and communities. In other instances, public recognition may be what is useful.



Communities may be already working to promote positive social change, and part of the community engagement process can be making commitments and actions visible to others, so they can consider adding their contributions to the social change process. (You will note that both the Gamification and Collective Change approaches also feature public recognition as a key component in promoting action).

Action sponsorship is a key approach to community engagement. Instead of just raising awareness and passing “key messages,” we can promote



action, and create opportunities for community leadership. For example, when parents vaccinate their children on time and completely, this is a great first action. What is even better is when these same parents also promote vaccination among their friends, neighbors and families. This invitation-to-action approach is also valid for digital engagement, which we will see in the following chapter.



As seen on the previous page, “community engagement” is an approach that is often reduced to its weakest form, engaging communities only to provide information or attempt to “raise awareness.” But when communities decide to engage, when they commit to action, there is a far greater range of possibilities and opportunities. This example from Niger demonstrates that opportunities for community action can come at any time in an intervention cycle: at the beginning (formative research and design), at the implementation phase, and also during monitoring and evaluation phases. In Niger, young people from the Maradi region contributed to two phases of a project on community-led solutions for climate action and emergency response (a resilience project). The young volunteers contributed at the formative research stage, including rapid prototyping of a monitoring and evaluation tool to be used throughout the life-cycle of the project.

UNICEF Niger colleagues and government counterparts were seeking a monitoring tool that could be used to document the solutions used by communities to respond to various shocks such as floods, disease outbreaks and crop failures. The first contribution from youth was to make suggestions for improve the initial monitoring questions proposed by UNICEF and government counterparts. Then, the young people used the adapted questionnaires to visit households in

their village and conducted short interviews, allowing them to further adapt and improve the survey questions. Young people also helped with a rapid prototyping process involving adults with limited capacity to read and write. The rapid prototype evolved into a monitoring system using WhatsApp audio memos to capture and share information related to community responses to the shocks (floods, disease outbreaks, crop failure, security threats, etc.)

There is now broader testing ongoing of the WhatsApp audio monitoring tool, as part of the multi-sectoral « Niyya da Alkawali » resilience initiative. (« Niyya da Alkawali » means self-determination in Hausa). After contributing their time and ideas, the Maradi volunteers received certificates for having completed a field practicum in rapid prototyping, one of the key approaches used in Human Centered Design. The UNICEF Niger team and government counterparts had chosen to create opportunities for youth action - in this case formative research and rapid prototyping - rather than “teaching youth” about research and Human Centered Design in a workshop or webinar. The result was a successful case of meaningful community engagement, with the resilience project reaping the benefits of the ideas and efforts of young volunteers in Maradi.

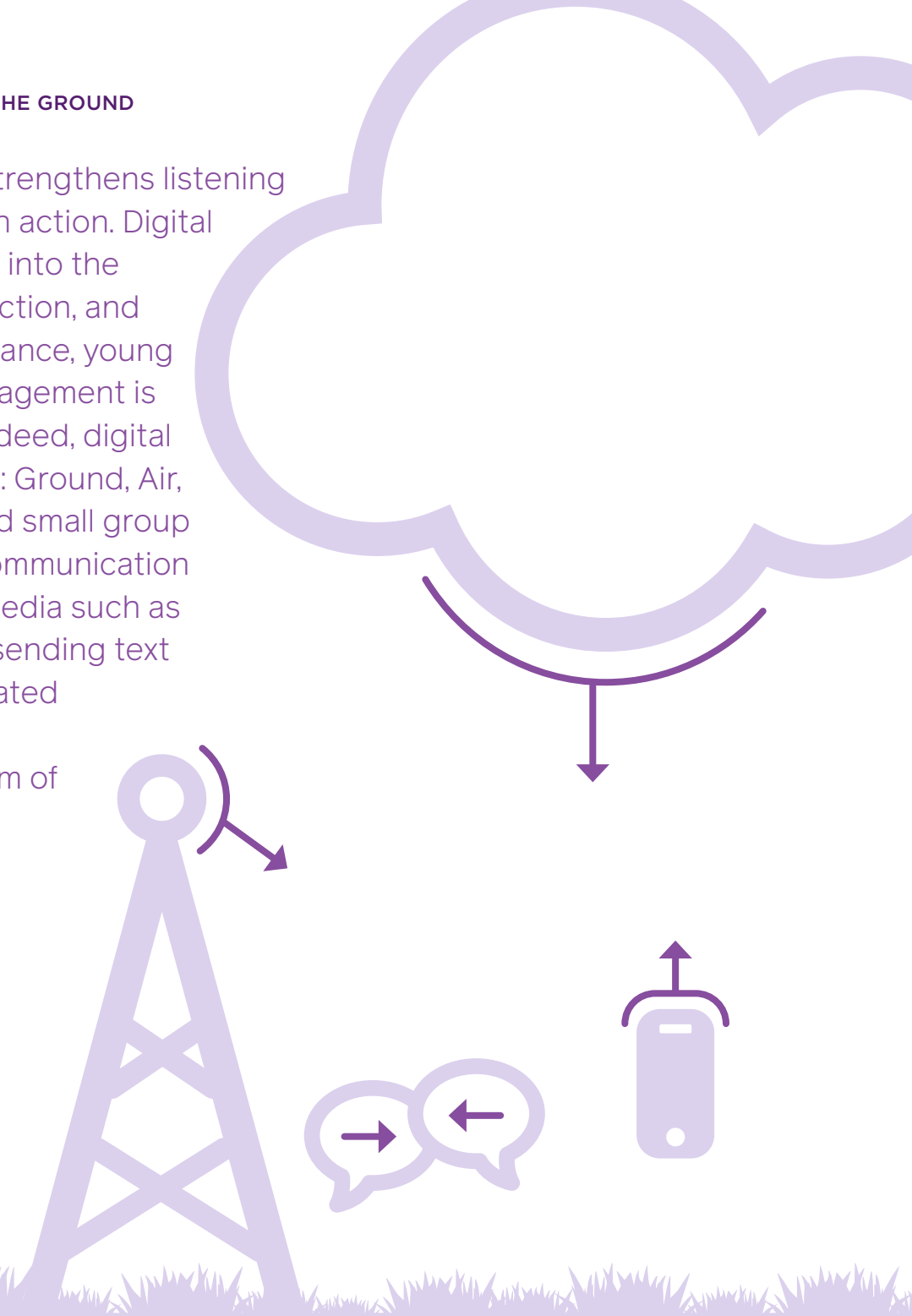
For this example of Community Engagement, we recognize thoughtful contributions from UNICEF Niger and their counterparts from the Niger Ministère de l'Aménagement du Territoire et du Développement Communautaire (MAT/DC).

Click for more resources on [Community Engagement](#)

**GOOD FOR: USING VIRTUAL PLATFORMS IN THE CLOUD TO INSPIRE ACTION ON THE GROUND**

Digital engagement serves to inspire community action and strengthens listening to, learning from and giving recognition to participants of such action. Digital engagement can happen entirely in online spaces, by tapping into the power of social media to amplify youth voices, inspire online action, and advocate for change with policy and decision makers. For instance, young bloggers can fight misinformation online. However, digital engagement is not limited to the social media sphere but goes far beyond. Indeed, digital engagement is built from the interaction between three areas: Ground, Air, and Cloud. By “ground” we mean any form of interpersonal and small group activities where people interact face-to-face. “Air” refers to communication that travels across airwaves and cell towers, including mass media such as television and radio, as well as the use of mobile phones (e.g. sending text messages/SMS). Finally, the “cloud” is linked to everything related to the utilization of the Internet, such as participation in social networks. In this sense, mobile phones can also enter the realm of the “cloud” if connected to the Internet.

An illustration of the interaction between the three areas is as follows: using Facebook to encourage young people to conduct neighborhood clean-up, or to plant trees, which then leads to concrete actions on the ground. Then, these actions can be made visible on Facebook and on other social networks to learn about it and recognize the commitment of young people – or (why not?) radio can be used as well to recognize their civic action. Whether using traditional community engagement approaches or seeking to harness the power of digital resources and platforms (or both), we can design for active community members as potential change agents in their communities.



## **DRC: Digital engagement with U-Report members inspires civic action**

In the Democratic Republic of the Congo (DRC), U-Report is available via SMS, Facebook messenger and WhatsApp, with a reach of over 2 million young people. The platform gives them an opportunity to receive accurate information and to be heard through polls, chatbots and live chats, amongst other tools. But in DRC U-Report is more than that! Young people decided to bring their digital engagement to life to make a difference in the real world. They created U-Communities, groups of young people at community level, completely decentralized and independent, who identify problems they face in their community, try to better understand them, find solutions, mobilize support, take action and inspire others to do the same. U-Report communities are initiated and created by young people who connect on the digital U-Report space. Members are provided with a guide on how to setup these groups in their communities and supported to take action for positive change.

There are currently 42 “U-Communities” that have been created across DRC and have engaged in over 35,000 positive actions related to farming, environment and climate action. In M’Bandaka, for example, the high cost of food items was a huge concern of the community. In June 2021, the U-Report community embarked on farming as

an income generating activity that would benefit both its members and the community. They were offered land by the community leader and supported with equipment from UNICEF. The team advocated from house to house for support (financial, physical and material), including the request for biodegradable materials from households for fertilizers. They organized an activity to plant crops which attracted a number of community members offering their support to the activity.

Click for more resources on [Digital Engagement](#)



**GOOD FOR: SPARKING DIALOGUE (ESPECIALLY FOR SENSITIVE TOPICS), AND MODELING POSITIVE ACTIONS**

Entertainment Education (also called “edutainment”) is a communication approach that combines educational and entertainment contents in one same product or activity. In order to effectively promote positive social change at individual, community, and societal levels, it is important to strike the right balance that ensures that learning is enjoyable and interesting.

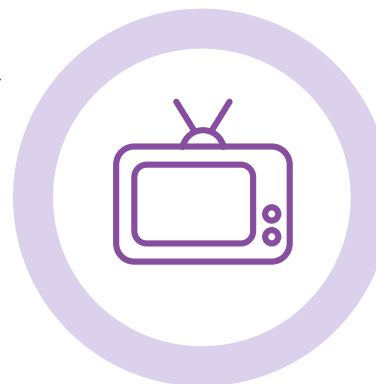
Entertainment Education (EE) is a useful way to captivate large audiences by appealing to their emotional senses.

Depending on the form (radio, tv, theater, comic, etc. ), it brings the audience to listen, read or watch with an excitement and willingness to hear all parts of the story, even the ones that may be challenging existing social norms or practices. One of the strengths of the entertainment Education approach is its ability to generate discussion and reflection. Rather than telling people what to do or what to think, the entertainment format invites people to consider different scenarios, and potential solutions to a range of challenges. EE can be used to promote one-time actions, like voting, or repeated actions, like exclusive breastfeeding. Entertainment Education has also been used to



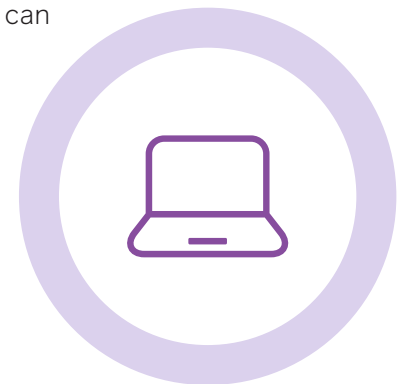
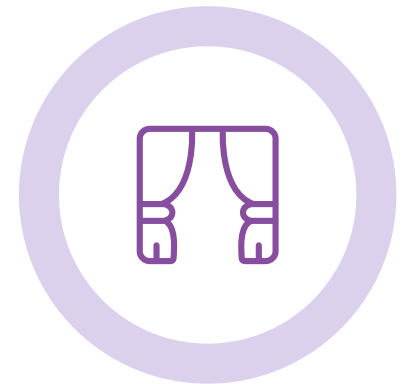
promote household and community dialogue on social norms, and the mediated formats (TV, radio and/or web broadcasts) are often paired with live community events, like call-in shows or community-based “town-hall” type discussions.

One same EE product or activity may be used to address multiple, interconnected issues related to key results for children (immunization, prevention of stunting, equitable and sustainable access to education, protection from violence, ending child marriage, birth registration, ending open defecation) and to other areas such as emergency. For instance, “Le Cinema Numerique



Ambulant” (mobile cinema) has been used in Central African Republic to promote immunization, inspire discussion and promote action on child protection issues. In DRC, the radio show Vivra Verra (“Time Will Tell”) addresses maternal and infant health, gender equality and family planning. The series “Oranges sucrées” in Côte d’Ivoire focuses on ending violence against children.

EE is an approach that can reach a large audiences and can be coupled with additional online and community-based activities to promote reflection, dialogue and community-led action.



## UNICEF COTE D'Ivoire and the Ivorian Government say STOP to violence against young girls with the TV series “Oranges Sucrées”

In Côte d'Ivoire, violence (physical, sexual, emotional) against children an unfortunate phenomenon in many communities. UNICEF Côte d'Ivoire in partnership with the Ministry of Women, Family and Children developed the television series “ Oranges Sucrées “ to spark public dialogue and and commitments for action to prevent violence against children.

Inspired by true stories, the series highlights the violence experienced on a daily basis by children behind the walls of homes and schools. In six 26-minute episodes, “Oranges Sucrées” tells the stories of Mina, an orange seller, and Yoyo, a rising music star. The stories follow the main characters in their home and work lives, demonstrating the challenges they face and how they rely on family and community to get through hard times. As is typical with an Entertainment Education intervention, the series features positive, transition and negative role models in a series of intersecting storylines. While many people expect that the “positive models” will be the focus during the episodes, it is in fact that “transitional” character of Mina who is the center of the story. Mina, like many of us, is imperfect - she is juggling a job and family pressures, and doesn't always make the right decision. The audience is meant to identify with Mina, to relate to her troubles,

and to discuss with others while watching the show about what Mina should do, or not do. Like other Entertainment Education series supported by UNICEF (click here for one example from India), the content is not designed to directly “change behaviour” (as is quite difficult, with 26-minute episodes), but rather to generate reflection and discussion, and to model possible choices and consequences.

The ‘Oranges sucrées’ series is an integral part of UNICEF Côte d'Ivoire and the Ivorian Government's new strategy against gender-based violence. Using Oranges Sucrées” to spark community-level discussions, UNICEF is supporting the Government for a series of community-based events, where community members discuss and commit to actions to prevent violence against children.

For this example of Entertainment Education, we are grateful for the contributions from UNICEF Côte d'Ivoire and Government technical partners.

Click for more resources on [Entertainment Education](#) and links for Orange Sucrées on social media (Facebook, Instagram, Twitter)

**GOOD FOR: PROMOTING PRODUCTS, SERVICES, AND COMMUNITY-LEVEL ACTION**

Social marketing is an approach to promote product and service uptake, and sometimes actions. Pragmatic, it builds on social science research, and more particularly on psychology. Interventions focus on the behaviour itself, instead of modifying knowledge or attitudes.

The approach is inspired by commercial 'marketing' tactics by using the "4 Ps":

- 1. Product** – What do we want to promote?
- 2. Price** – If available in the market, what is the price for it to be affordable for most people?
- 3. Positioning** – Where will we have to place the product or service so that it is easy to find and obtain by the members of the community who we want as "customers"?
- 4. Promotion** – How can we direct people to the product or service and its location?

In the 90's, social marketing was frequently used, mainly for the promotion of water treatment and for HIV/AIDS prevention.

### **Beyond social marketing: Community-based social marketing**

A more recent variant, community-based social marketing, appears as an alternative to intensive information dissemination campaigns and goes beyond the "4 Ps". It adds a fifth "P" (Participation) at the center of the approach.

In community-based social marketing, practitioners and communities partner together to identify the behavioural barriers and explore the benefits of the promoted behaviour as defined by the community members themselves.

Building on the findings, they develop a strategy that uses social marketing approaches to address these barriers and build on the benefits. The strategy is piloted with a segment of the community, and the impact of the programme is assessed once scaled up.

Although this approach has been widely used in the environmental field, it applies equally well to other areas of Public Health.

**PRODUCT**

**PRICE**

**POSITIONING**

**PROMOTION**

In the past two decades, Senegal has developed a solid market for condoms mainly driven by economic operators in the private sector. The application of social marketing techniques for the promotion of the use of male condoms in the context of the fight against the spread of HIV/AIDS has greatly contributed to this.

Based on a good understanding of the behavioural profile of the concerned population through studies and market surveys on local knowledge, attitudes and practices, a mix of social marketing approaches was used to generate demand for condoms. Key components included: 1) The product brand, which was developed with community inputs; 2) The price (50 francs per unit, with 3 units per pack, subsidized through partnerships with private sector companies); 3) Diverse points of sale including pharmacies, supermarkets, cafes, bars, restaurants, neighborhood shops; and 4) Promotional communication. The promotional communication components included mass media, online social media, broadcasting of celebrity endorsements. Promotional communication also included neighborhood dialogues led by community-based organizations, designed to answer questions and provide guidance about the products being promoted and their potential for reducing the transmission of sexually transmitted infections (STIs).

The strong investments in social marketing efforts over two decades in Senegal helped to make male condoms more visible, affordable and accessible. This was achieved through the application of the same strategies used to market commercial products: ensuring a good product, identifying the right price, ensuring broad distribution and investing in branding and marketing.

For this example of Social Marketing, we are grateful for contributions from UNICEF Senegal and technical partners who collaborated with the Non-Governmental Organization ADEMAS (Agence pour le Développement du Marketing Social)

Click for more resources on [Social Marketing](#)



**GOOD FOR: BUILDING TRUST AND KEEPING THE PUBLIC INFORMED AND REASSURED IN A CRISIS**

“Risk communication” refers to the exchange of information and advice between experts and/or government officials and community members facing a threat to their survival, health or economic well-being. Risk communication is usually done by government spokespersons, or technical experts authorized by the government to address the public, paired with online and community-based communication that is routinely updated based on the concerns and questions of the population.

Imagine a televised press conference. The Minister of Health is addressing the press and the nation: “We are prolonging the mandate to wear masks,” she explains, and proceeds to explain reasons for this decision. The number of COVID cases and related deaths is announced. Vaccination sites are announced. Questions are fielded and answered in a transparent way. Common risk communication formats include public information broadcasts (TV, radio, web, Facebook Live, etc.), town hall-style public discussions, press releases and press conferences.

The ultimate goal of risk communication is for policy makers and community members to be able to make informed decisions to mitigate the effects of the threat and to take preventive and protective measures. Risk Communication is an essential component of public health emergency preparedness and response, and is also used during other types of emergencies, such as natural disasters or high-risk security and conflict situations. An essential components of risk communication is building and maintaining trust between public spokespersons and populations.

Engaging with the public in a way that creates trust, or aims to restore it when trust is already lost, is a key purpose of the risk communication function (also sometimes called the “public information function”). In their guide on crisis and risk communication\* the US Centers for Disease Control and Prevention propose six key principles when addressing the general public:

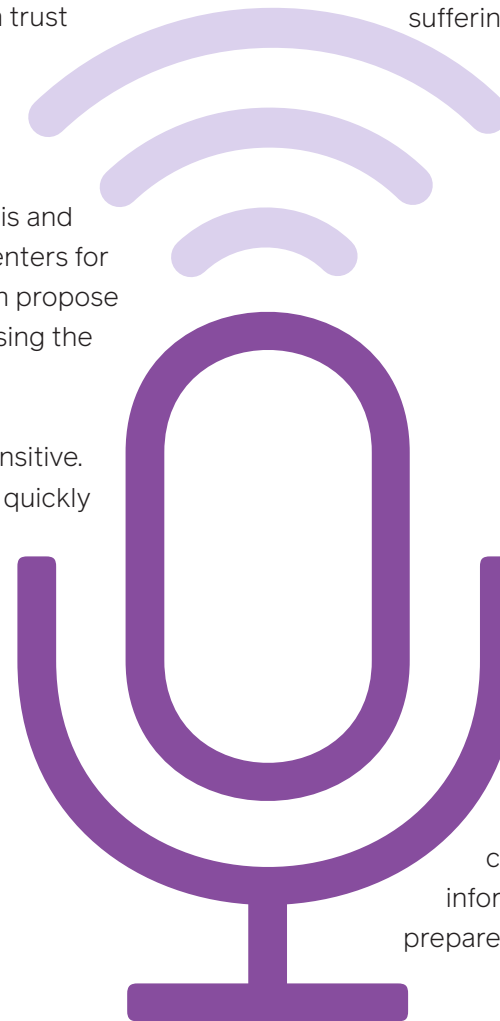
- 1. Be First:** Crises are time-sensitive. Communicating information quickly is crucial.
- 2. Be Right:** Accuracy establishes credibility. Information can include what is known, what is not known, and what is being done to fill in the gaps.
- 3. Be Credible:** Honesty and truthfulness should not be compromised during crises.

**4. Express Empathy:** Crises create harm, and the suffering should be acknowledged in words

**5. Promote Action:** Giving people meaningful things to do calms anxiety, helps restore order, and promotes some sense of control.

**6. Show Respect:** Respectful communication is particularly important when people feel vulnerable. (\*Source: [US CDC Crisis/Risk Comm manual, p. 3](#))

It should be noted that effective risk communication requires planning and investment before an emergency occurs. Technical experts and government officials who are chosen to address the general public need to be prepared, credible and trusted. The resources at the end of this chapter (next page) provide more information on how to invest in and prepare for effective Risk Communication.





## Cameroon: Trust between Government and communities at the center of the pandemic response

In Cameroon, the emergence and rapid development of COVID-19 necessitated the establishment of a risk communication and community engagement mechanism in order to build and maintain trust. This was possible through the creation of an incident management system under the leadership of the Ministry of Health and supported by the various development partners.

In order to build capacity and promote larger national ownership, several cascade trainings were conducted for health personnel in large hospitals and for trusted influencers at the community level. Training sessions focused on the importance of coordinating all public communications and of transparent and prompt communication with the public on the benefits of practicing barrier measures, on the daily evolution of the epidemiological situation and even on the uncertainties of the incident managers.

Community feedback mechanisms and exchanges with community leaders allowed government officials supporting COVID response teams to take into account the public's concerns and to promptly provide answers through existing communication channels already used by the government (Twitter, Facebook, national radio and TV). The Minister of Health and supporting spokespeople were in daily

contact with health personnel and community leaders to continually adapt and improve the public information function, with key information adjusted based on questions and suggestions from the community. This approach helped to build and maintain community trust throughout the first and second waves of the pandemic.

For this example of Risk Communication, we appreciate the contributions from UNICEF Cameroon colleagues in the Social and Behaviour Change and Health teams, and their technical counterparts at the Ministry of Communication and Ministry of Health.

Click for more resources on [Risk Communication](#)



**SECTION TWO**

# **Models and Tools**



### Why should we use this template?

Action planning helps you to make your basic intervention design visible, so it can be discussed and improved in collaboration with colleagues and technical partners. By putting in writing the rationale of the change process, you can **assess how realistic** it is. This also helps to **manage expectations** from a certain intervention. Hence, action planning can be used as an **effective collaboration and design tool** when discussing upcoming activities with stakeholders. In the context of this book, action planning can help to **choose the right SBC approach** for you proposed results and objectives. For example, Human Centered Design (HCD) can be a useful approach if we wish to improve service delivery, but might be less adapted for other change processes, like influencing social norms. The same goes for the other nine approaches presented in this book.

### When should we use it?

- As a **planning tool**: Use action planning when defining your interventions to assess the rationale of the change process.
- As a **monitoring tool**: While you implement, monitor if the change process follows the rationale developed beforehand. If it does not, adapt your action planning (and subsequent activities as needed) as it is supposed to be a dynamic tool.
- As an **evaluation tool**: After implementation, compare the results with your action planning. Are they similar? If not, what are the reasons? What are the lessons learned?

### How should we use it?

Use the template to spell out your rationale (**click to access the template**) and discuss it with stakeholders: Does this plan of action make sense? Is it realistic? For more clarity, the second slide of the template provides an example of how action planning could look like. Click for more info and a completed example of the **“Action Planning” template**.

### Action Planning

<b>If we</b>	
<b>Then</b>	
<b>Because</b>	

**2 Tips:** 1) Use the words on the left as cues to **phrase your rationale in one sentence**;  
 2) When developing your rationale, consider **time and budget available** for your intervention.

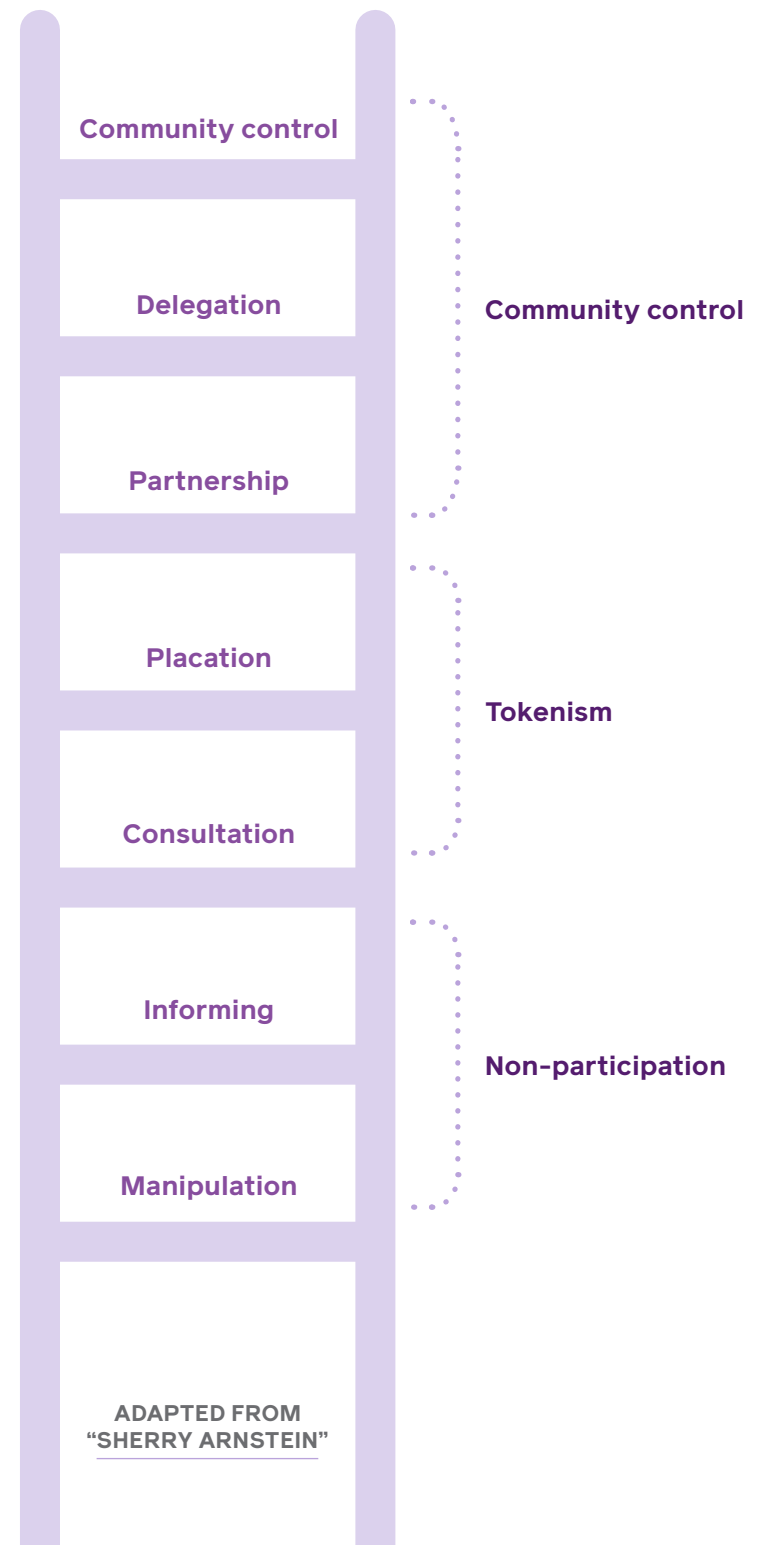
The word “participation” has multiple meanings. Show up at a meeting: you’re participating. Vote on your town’s budget allocation: you’re participating. Forward a virtual petition to a friend...are you “participating”? A classic essay by Sherry Arnstein puts levels of participation on a “ladder,” from lower “symbolic” levels to contributions at the decision-making and “community control” levels. Arnstein explains that what we call participation, when done superficially, can be tokenistic or even manipulative. Welcome to our meeting! Let us now inform you about what we’ve already decided in your absence.

To generate meaningful forms of participation we can think about invitations and the act of “designing opportunities.” We invite you to participate, to contribute, and you are free to do so (or not). When the invitation is not compelling, or timely, people may pass on participating altogether. To design opportunities for meaningful participation we must be willing to give up some control.

Key questions to guide the design of opportunities for participation in a given project or process relate to the timing, frequency and level of that participation:

- 1. How early can we get contributions from others?**
- 2. How often can we seek contributions from others?**
- 3. What level of participation or contribution are we seeking?**

When you are designing opportunities for contributions from community members, you can use this “ladder of participation” (see right) to guide you in the process.



We make decisions every day about our priorities and our actions. How will we spend our time? What do we sacrifice to ensure we have the “basic needs” covered: food, shelter, safety and security? People working in social change can sometimes forget that the priorities of community members where we are working might be different from our own (whether in Baltimore or Bangui).

If people are struggling to put food on the table they probably don't think about or care if the Polio virus is eradicated from the planet. Getting tested for HIV is also likely not a priority if they are working two jobs, or spend their days walking between rows of cars in traffic selling phone credit.

The “pyramid of needs” is a resource that many people use when wanting to think about people's needs as they design a social change intervention. The formal term is the “**Hierarchy of Needs**,” which is based on Abraham Maslow's “**Theory of Human Motivation**” from 1943.

The 15-second version of the theory is that it is difficult for people to seek to fulfill “higher order needs” like accomplishment and creativity, or even love, when the basic survival needs are not met.

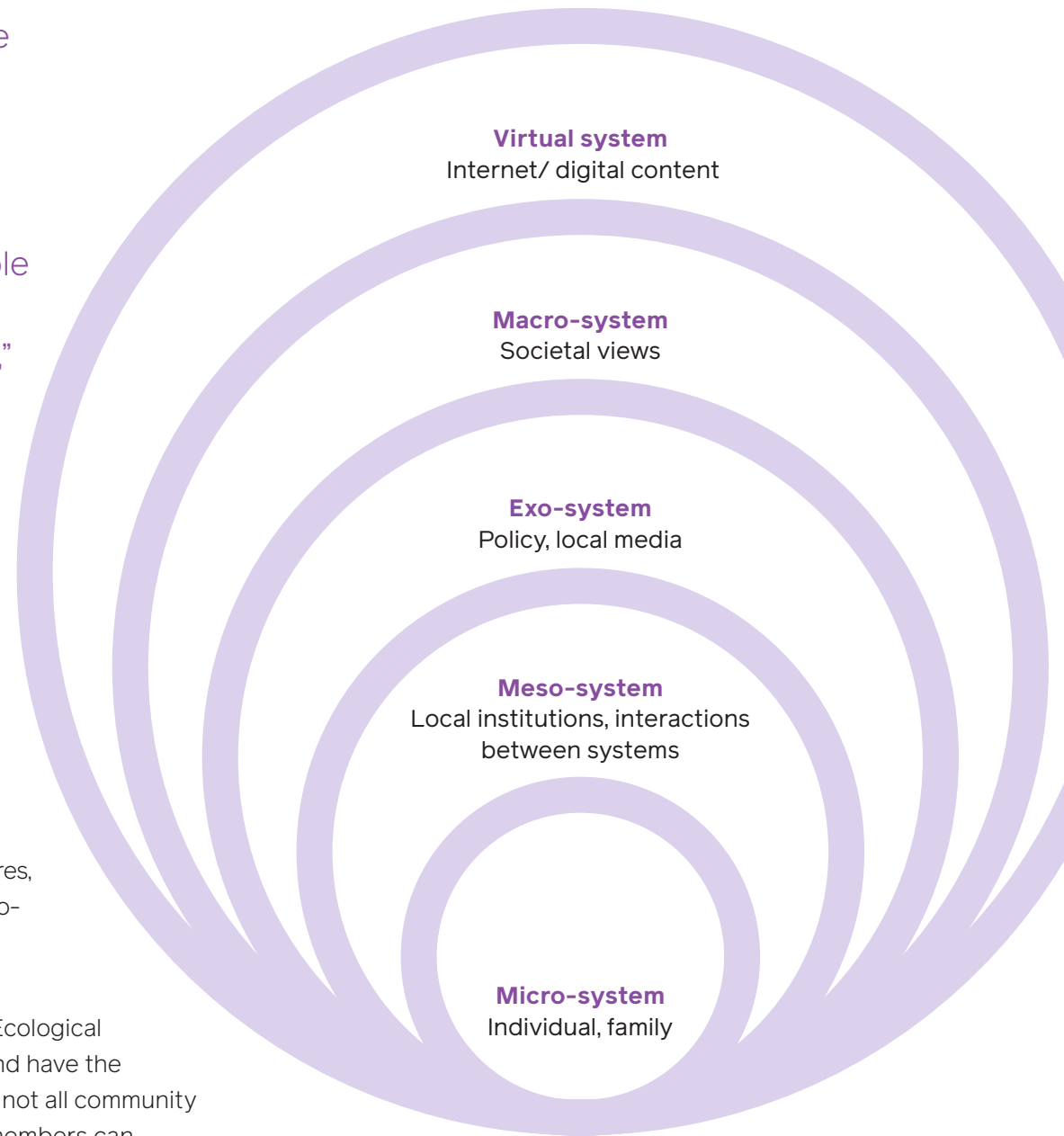


ADAPTED FROM “ANGGITA PRAMESWARA PUTRI'S ESSAY ON DESIGN THINKING”

We are using the term “spheres of influence” to describe Urie Bronfenbrenner’s “Socio-Ecological Model” (SEM), which has been widely cited in the past five decades. The model describes a set of systems and settings where people interact with one another. Some people say the broader system looks like an “onion,” with multiple embedded circles, or “spheres” as we are calling them. The graphic below adds the internet, “the cloud sphere,” to Bronfenbrenner’s original model, which included four systems:

- **A micro-system**, with interactions that happen between individuals in an immediate setting (within a family, a workplace, a school, etc.);
- **A meso-system**, which includes interactions between members of different micro-systems. For example, if a child’s family members interacts with people at her school.
- **An exo-system**, is an extension of the meso-system, and includes institutions that may not directly influence an individual, but can affect what happens in a specific context. Consider how local media or local and state governments can influence in environment.
- **A macro-system**, includes the overarching patterns of cultures and subcultures, and multiple systems (economic, social, educational, legal, and political) A macro-system is a system of systems,

In this essay, we’re adding the online “**virtual system**” to the original Socio-Ecological Model. In the virtual system ideas from all over the globe can be accessed, and have the potential to influence both individuals and social systems. We recognize that not all community members can access the virtual system, in the same way not all community members can access schools, health centers and other public infrastructure (roads, water systems, etc.)



ADAPTED FROM URIE BRONFENBRENNER’S  
“ECOLOGICAL SYSTEMS THEORY”

For this “Barriers to Service” Guide, we are hoping to (re)introduce people to the key ideas presented by T. Tanahashi in his article on “[Service Coverage](#)” appearing in a 1978 World Health Organization Bulletin.

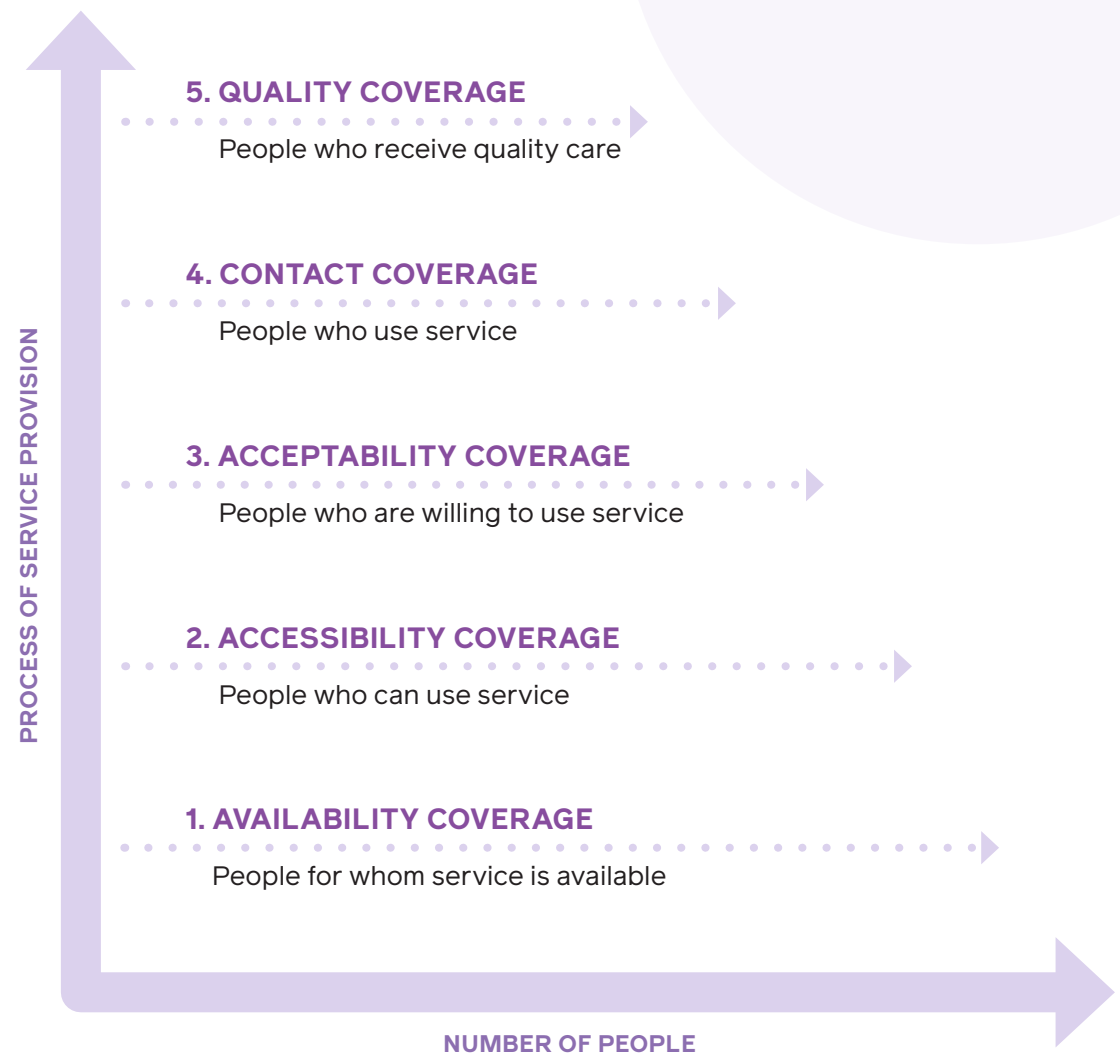
The key components in Tanahashi’s model for increasing health service coverage are:

- **Availability of service**
- **Accessibility of service**
- **Acceptability of service**
- **Contact at service-point**
- **Effectiveness of the service**

We summarize the above by saying that if people want to access a health-related service (or any service), one needs to first think about two things:

1. how many people can be served (the capacity) and
2. how many people are able to access the service. The “Service barrier guide” is here to help us think about ALL of the potential obstacles keeping underserved community members from reaching services.

**A note on language:** Recently, a colleague of ours suggested that we stop referring to community members as “hard-to-reach” as it is often the **service** that is hard-to-reach. We are now using the term “**underserved**” to align our language with our human rights-based approaches to Social and Behavior Change.



ADAPTED FROM TANAHASHI (1978) HEALTH COVERAGE DIAGRAM  
AND [THIS SHORT ESSAY](#)

## INVITATIONS

### Feedback, suggestions and contributions

This SBC Intro Guide guide was made possible by the contributions from ten UNICEF country offices, their government counterparts, and implementing partners. This Guide will be followed by versions in French, Spanish and Portuguese in 2023. We welcome any feedback or other suggestions you might care to offer.

#### [Click to share your thoughts](#)

We would also like to invite you to consider contributing as co-author or peer reviewer for a new technical resource we are developing on “Light and Fast Learning.” This short guide will include tools for conducting rapid research and will propose some light approaches for monitoring and evaluating Social and Behaviour Change interventions. Please feel free to use the link above, or write to: [wcarsochng@unicef.org](mailto:wcarsochng@unicef.org), to signal your potential interest in contributing to this new Social and Behaviour Change resource in 2023. We look forward to continued collaboration and co-creation with colleagues and partners in the region.

*Version 2 [Dec 2022]: UNICEF West and Central Africa Regional Office, Social and Behaviour Change (SBC), in collaboration UNICEF offices in Burkina Faso, Cameroon, Côte d'Ivoire, Democratic Republic of Congo, Ghana, Niger, Nigeria, Senegal, The Gambia and Togo.*

Design: JT Quirk, [roygbiv.com](http://roygbiv.com)

## ANNEX

### Resource links

- [Human Centered Design](#)
- [Behavioural Insights](#)
- [Positive Deviance](#)
- [Collective Change](#)
- [Gamification](#)
- [Community Engagement](#)
- [Digital Engagement](#)
- [Entertainment Education](#)
- [Social Marketing](#)
- [Risk Communication](#)

### Resource links

