

Social and Behaviour Change (SBC) – Training of Trainers (ToT)

SN	Time	Session Title	Lead	Objective	Method
DAY 1 THEME: Why SBC? Foundations, Frameworks & Nepal Reality Build shared understanding of SBC concepts, models, and Nepal-specific behavioural challenges					
DAY 1	8:30–9:00 (30 min)	Registration, pretest and Welcome	UNICEF	Ensure smooth participant check-in and create a welcoming environment, pretest to establish a clear baseline of what participants know before.	Individual registration and pre test + informal networking
DAY 1	9:00–9:15 (15 min)	Opening Ceremony	UNICEF	Formally open the ToT and set the tone of collaboration	Formal opening with brief remarks
DAY 1	9:15–9:45 (30 min)	House Rules & Expectations	SKC	Co-create a safe, participatory learning environment; surface trainer expectations	Gallery Walk + Dot Voting
DAY 1	9:45–10:30 (45 min)	Introduction to SBC: Why SBC Matters	SKC	Participants articulate why information and service alone fails to change behaviour and why SBC is necessary .	Discussion on evidences

DAY 1	10:30–11:00 (30 min)	SBC in Nepal's 16th Plan: Synergy, SDGs, and Strategic Contributions	NPC		Presentation by NPC
<i>DAY 1</i>	<i>11:00–11:15</i>	<i>Tea Break</i>			
DAY 1	11:15–12:00 (45 min)	SBC Models: SEM, BDM and COM-B model	PR	Understand the Socio-Ecological Model and Behaviour Drivers Model as practical diagnostic tools, orient on COM-B model	Discussion
DAY 1	12:00–12:30 (30 min)	Social Norms Theory & Behavioural Inertia	PR	Distinguish between customs, legal norms, and social norms; understand why social norms are hardest to shift	Role Play + Discussion
	<i>12:30–13:30</i>	<i>Lunch Break</i>			
DAY 1	13:30–13:45 (15 min)	Energiser: 'Behaviour Change in 60 Seconds'	SKC	Re-energise after lunch; reinforce morning concepts playfully	Competitive quick-fire activity
DAY 1	13:45–14:15 (30 min)	Nepal's Key Behavioural Challenges and UNICEF's Interventions	UNICEF	Map specific behavioural and social Challenges in Nepal	Presentation slides
DAY 1	14:15–14:45 (30 min)	Planning & Implementing SBC Programmes (includes Adaptive management and learning)	SKC/PR	Understand C-Change 12-step model to design a basic SBC programme structure	Brainstorm, + Presentation

DAY 1	14:45 -15:30 (45min)	Barriers & Enablers Analysis: Doer vs Non-Doer	PR	Use the Doer/Non-Doer diagnostic tool to identify the specific barrier driving a behaviour gap	Participatory Analysis Tool Practice
	15:30–15:45	<i>Tea Break</i>			
DAY 1	15:45- 16:30 (45 min)	SBC Palika Package: Connecting to Local Governments	SKC	Link the SBC Palika Package to provincial and local government planning cycles and budget processes	Group Work: Palika Integration Planning
DAY 1	16:30–17:00 (30 min)	Day 1 Reflection & Close	SKC	Consolidate learning; surface questions; set expectations for Day 2	3-2-1 Reflection + Parking Lot review
DAY 2 THEME: Designing & Implementing SBC Interventions at National, Provincial & Local Levels Participants design contextualised SBC interventions and connect frameworks to government systems					
DAY 2	8:30–9:00 (30 min)	Review & Setting the Tone	SKC	Recap Day 1 key concepts; address Parking Lot questions; energise the group for Day 2	Quiz Show warm-up
DAY 2	9:30–10:00 (30 min)	Role of Government Systems in SBC Delivery	SKC	Map federal, provincial, and local government roles in addressing behavioural drivers and delivering SBC at scale	Systems Mapping Discussion
DAY 2	10:00- 10:45 (45 min)	Integrating SBC into Sectoral Programmes	PR	Develop concrete SBC integration strategies for health, education, child protection, WASH, SPGE, and climate resilience	Sector Working Groups + Cross-pollination

DAY 2	10:45–11:00 (15 min)	SBC in Emergencies & Humanitarian Response	PR	Understand how SBC principles adapt in crisis contexts (flood, earthquake, disease outbreak)	experience sharing and discussion
	<i>11:00–11:15</i>	<i>Tea Break</i>			
DAY 2	11:15-12:00 (30 min)	Cont.....SBC in Emergencies & Humanitarian Response	PR		
DAY 2	12:00–12:00 (30 min.)	Behavioural Drivers Model: Deep Dive for Nepal	UNICEF	Participants can unpack BDM dimensions for specific Nepal behavioural contexts and link SEM + BDM + Social Norms Theory into one diagnostic flow	Game, Structured Discussion
	<i>12:30–13:30</i>	<i>Lunch Break</i>			
DAY 2	13:30–14:00 (15 min)	cont... Behavioural Drivers Model: Deep Dive for Nepal	PR	Participants can unpack BDM dimensions for specific Nepal behavioural contexts and link SEM + BDM + Social Norms Theory into one diagnostic flow	Layered Case Analysis + Structured Discussion
DAY 2	14:00–14:45 (45 min)	Using the BDM in Practice: Unpacking Behavioural Factors	PR	Participants practise identifying and categorising behavioural drivers using real community scenarios	Role Play: Community Assessment Simulation
DAY 2	14:45- 15:30 (45 min)	Capacity Strengthening & System Support for Local Partners	SKC	Design a capacity strengthening approach for municipalities and local NGOs to collect, report, and use SBC data	Group Work: Capacity Mapping & Support Planning

	15:30–15:45	<i>Tea Break</i>			
DAY 2	15:45–16:00 (15 min)	Energiser: 'SBC Telephone'	SKC	Re-energise after lunch; illustrate how messages distort through communication chains	Adapted telephone game with SBC message
DAY 2	16:00–17:00 (60 min)	Micro-Teaching Prep: Group Division & Topic Allocation	SKC/PR	Participants form micro-teaching teams, receive topics, and begin structuring their 10-minute training sessions	Facilitated Group Formation + Structured Planning Time
DAY 2	17:00–17:15 (15 min)	Day 2 Reflection & Close	PR	Consolidate Day 2 learning; surface preparation needs for Day 3 micro-teaching	One Word + Pair Share
DAY 3 THEME: Demonstrating Trainer Readiness — Micro-Teaching, Planning & Institutionalisation 					
DAY 3	8:30–9:00 (30 min)	Review, Energiser & Micro-Teaching Briefing	SKC	Recap Day 2, and clarify micro-teaching expectations and evaluation criteria	Shake-out energiser + Q&A briefing
	9:00–9:45 (45 min)	Micro-Teaching preparation: Groups	Participant groups		
DAY 3	9:45–10:45 (1 hr 45 min)	Micro-Teaching	Participant groups	Participants demonstrate ability to facilitate SBC training sessions using participatory methods	Structured Micro-Teaching with Peer Feedback

	10:45–11:00	Tea Break			
DAY 3	11:00–12:45 (1 hr 45 min)	cont.....Micro-Teaching	Participant groups	Remaining participants demonstrate facilitation skills across remaining SBC topics	Structured Micro-Teaching with Peer Feedback
	12:45–13:45	Lunch Break			
DAY 3	13:45–14:30 (45 min)	cont.....Micro-Teaching	Participant groups	Remaining participants demonstrate facilitation skills across remaining SBC topics	Structured Micro-Teaching with Peer Feedback
DAY 3	14:30–15:45 (1hr 45 min)	Provincial & Federal SBC Implementation Planning	Participant groups	Participants develop practical, time-bound SBC implementation plans for their own provinces/levels	Structured Group Work: Annual SBC Plan Development
	15:45–16:00	Tea Break			
DAY 3	16:00–16:15 (15 min)	Post test	SKC	Post evaluation of the participants learnings	Individual Work
DAY 3	16:15–17:00 (45 min)	Closing Ceremony, Evaluation & Certification	UNICEF	Formally close the ToT; collect evaluation data; celebrate trainer readiness	ToT Evaluation + Certification Ceremony

ToT)	
Materials Needed	Expected output
folder, pen. Copy. Attendance sheet. Pre test form, progra schedule	Completed attendance list and pre test form; participants seated
	ToT formally opened; participants motivated and contextualised
4 flipchart sheets, markers (multiple colours), sticky dots for voting	Co-created house rules posted; facilitator has a live map of participant expectations
Presentation slides	Participants can explain SBC vs. IEC/ services only (importance of SBC in program)

Presentation slides	
	Each group has a completed SEM/BDM map for their scenario; key drivers identified, understand COM-B Model
Role play script cards (printed), flip chart for debrief notes	Participants can identify whether a behaviour is a custom, legal norm, or social norm; can name the reference group in a given scenario
flip chart, Markers	Room energy restored; morning content reinforced through playful recall
PPTx	participants have awareness on Nepal's key behavioural challenges and role to address them
Presentation slides	Each group has a rough but logical SBC programme framework; facilitators can articulate the 12-step logic (includes using feedback to refine interventions in real-time)

Doer/Non-Doer question cards (printed), comparison analysis sheet, pens	Participants have practised the Doer/Non-Doer tool; can explain what it reveals vs. a standard survey
Palikka pagkage copy for each participants.flip chart, markers	Province-specific SBC Palika integration briefs (5 total); ready to use as advocacy tools
Index cards, markers, blu-tack, Parking Lot flipchart sheet	Written Day 1 reflections collected; unanswered questions documented in Parking Lot
Index card with Questions. Parking Lot flipchart sheet	Key Day 1 concepts refreshed; Parking Lot questions addressed; group energised
Nepal federal structure visual (printed or projected), role-mapping worksheet, markers	Completed government SBC role-mapping; key gaps and entry points identified
	6 sector SBC integration maps; cross-sectoral connections identified and documented

Presentation, flip chart, Markers	Groups have an emergency SBC mini-plan; participants understand RCCE principles
(card game)	Groups produce a complete integrated BDM/SEM diagnostic for stunting case; can articulate the 'why' behind the behaviour
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Scenario cards with character briefs, BDM observer checklist,	Participants experience the difference between assessment and messaging; BDM observer checklists completed
A written original message card	Capacity gap analysis per province; draft 3-step support plans for Palika-level SBC capacity

A written original message card	Room re-energised; powerful insight into why message fidelity matters in IPC
Micro-Teaching Prep Sheet (printed, 1 per group), topic allocation list, markers	10 micro-teaching groups formed with topics and prep sheets; groups have started planning
No materials needed	Day 2 learning consolidated; micro-teaching preparation gaps identified
Observer/Evaluator Checklist (printed, 1 per participant),	All participants clear on micro-teaching format; observer checklists distributed; energy high
	4 micro-teaching sessions completed; written peer feedback forms collected

	All 10 micro-teaching sessions complete; peer feedback forms collected for all groups
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	5 provincial/national SBC implementation plans (draft); ready for further refinement post-ToT
post test form	each person leaves with a post test
	Completed evaluation forms; participants leave with public commitment statements and deployable session plans