

“सिकाइ, सहकार्य र कार्यान्वयन मार्फत परिवर्तनलाई सशक्त बनाउँदै”



सामाजिक तथा व्यवहार परिवर्तनसम्बन्धी प्रशिक्षक प्रशिक्षण तालिम

२०-२२ जेठ २०८३
यूएन हाउस, पुल्चोक, ललितपुर



नेपाल सरकार
भूमि व्यवस्था, सहकारी, सङ्घीय मामिला तथा
सामान्य प्रशासन मन्त्रालय



नेपाल सरकार
राष्ट्रिय योजना आयोग

Opening



Prevention from Sexual Exploitation, Abuse and Harassment (PSEAH)



UNITED NATIONS
NEPAL



यौन शोषण, दुर्व्यहार तथा उत्पीडनबाट संरक्षण

Prevention from Sexual
Exploitation, Abuse and
Harassment (PSEAH)





यौन शोषण, दुर्व्यहार तथा उत्पीडनबाट संरक्षण

<https://www.youtube.com/watch?v=48MCG22FqrE>

भिडियो पुनरावलोकन छलफल: १० मिनेट



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- भिडियोमा के अवलोकन गर्नुभयो ?
- यसमा तपाईंको कुनै आश्चर्य जनक प्रतिक्रिया छ ?
- भिडियोमा मुख्य मुद्दाहरू के के हुन् ?
- के हामीले हाम्रो सन्दर्भमा यस्ता घटनाहरू भएको देखेका छौं ?
- हामीले भिडियोबाट निकाल्न सक्ने मुख्य निष्कर्षहरू के हुन् ?

भिडियोमा उल्लेखित मुख्य मुद्दाहरू



- सहायता कर्मीको रूपमा, हामी पद र शक्तिको पहुँचमा हुन्छौं । हामीले आफ्नो शक्ति प्रयोग गर्ने तरिकामा सतर्क हुनुपर्छ ।
- सामुदायिक सदस्यहरूले हामीलाई शक्ति धारकको रूपमा बुझ्छन् । उनीहरूले हामीलाई स्रोत र सेवाहरूमा पहुँच नियन्त्रण गर्ने व्यक्तिका रूपमा सोच्छन् ।
- हामीले सेवा गर्ने समुदायका सदस्यहरूको जोखिमको स्थितिको फाइदा उठाउनु हुँदैन ।
- सामुदायिक सदस्यहरूले हाम्रा मागहरूलाई अस्वीकार गर्न सक्दैनन् । हामीले उनीहरूमाथि बदलाको भावना राख्लान् कि भनी डराउँछन् । उनीहरूलाई हामीले प्रदान गरेका सहयोग गुम्ने डर हुन्छ ।
- हामीले सधैं समुदायका सदस्यहरूप्रति सम्मानपूर्वक व्यवहार गर्नुपर्छ ।



PSEAH को अर्थ यौन शोषण, दुर्व्यवहार तथा उत्पीडनबाट संरक्षण हो, जसमा रोकथाम, रिपोर्टिंग र प्रतिक्रिया समावेश छ ।

सेवा प्रदायक निकाय वा संस्थामा कार्यरत कर्मचारी र सम्बद्ध व्यक्तिहरूबाट सेवा प्राप्त गर्ने सेवाग्राही समुदायका मानिसहरूमाथि कुनै पनि प्रकारको यौन शोषण, दुर्व्यवहार र उत्पीडनबाट सुरक्षित गर्नुका साथै कुनै प्रकारका यौन दुराचार भएमा उचित र पर्याप्त प्रतिक्रिया (सम्बोधन) सुनिश्चित गर्नु संस्थाको दायित्व हो ।



यौन दुराचार लैङ्गिक हिंसाको एक विशेष रूप हो जुन असमान शक्ति सम्बन्धका आधारमा गरिन्छ ।

यो राष्ट्रिय र अन्तर्राष्ट्रिय मानव अधिकार कानूनको उल्लङ्घन हो र कानूनतः यो जघन्य अपराध हो ।

पद र शक्तिको दुरुपयोग

Nepal's Law on Sexual Exploitation, Abuse and Harassment

यौन शोषण, दुर्व्यवहार र उत्पीडन सम्बन्धी नेपालको कानून

Constitution of Nepal

नेपालको संविधान

Part-3
Fundamental
Rights and
Duties

Article 38: Rights of
women

Article 39: Rights of
the child

Criminal Code 2074

मुलुकी अपराध संहिता
२०७४

section 18 sexual
offences "*Karani
Sambandhi Kasur*"
from article 219 to 228

The Sexual
Harassment at
Workplace
(Prevention) Act,
2014

कार्यस्थलमा हुने
यौन दुर्व्यवहार

(निवारण) ऐन, २०७९
Last amended on 3rd
March 2019

“यौन शोषण

यौनजन्य प्रयोजनका लागि जोखिम, भिन्न शक्ति वा विश्वासको स्थितिको वास्तविक दुरुपयोग वा त्यसको प्रयास गरिएको अवस्था । सहमतिमा गरिने यौन गतिविधिहरू पनि यौन शोषणमा पर्नसक्छन् । पद तथा शक्तिमा भएको व्यक्तिले कमजोर व्यक्तिलाई आवश्यक पर्ने कुनै पनि वस्तु, सामान, सेवा, रोजगारी आदिको सट्टामा यौन सम्बन्ध राख्नु वा राख्न खोज्नु ।

▪ संयुक्त राष्ट्रसङ्घ

यौन दुरव्यवहार

बलजफ्ती वा असमान वा दवाबमूलक अवस्थाहरूमा हुने यौनजन्य प्रकृतिको वास्तविक वा धम्कीपूर्ण शारीरिक भेदन् वा क्रियाकलाप ।

पद तथा सत्तामा रहेको व्यक्तिले कमजोर व्यक्तिबाट सहमतिबिनाको यौन सम्बन्ध माग गर्न, यौन सम्बन्धका लागि विवस पार्नु, वा जबरजस्ती गर्नु । ”

यौन दुर्व्यवहार

कसैले आफ्नो पद, शक्ति र अधिकारको दुरुपयोग गरी, कुनै किसिमको दबाव प्रभाव वा प्रलोभनमा पारी वा हतोत्साहित गरी कुनै कर्मचारी वा सेवाग्राहीलाई कार्यस्थलमा देहायका कुनै कार्य गरे वा गराएमा यौनजन्य दुर्व्यवहार गरेको मानिनेछ

क) यौनजन्य आशयले शरीरको कुनै अंगमा छोएमा वा छुने प्रयास गरेमा,

ख) अशिल्ल तथा यौनजन्य क्रियाकलापसँग सम्बन्धित शब्द, चित्र, पत्रपत्रिका, श्रव्य दृश्य, अन्य सूचना प्रविधि, साधन, वस्तु वा सामग्री प्रयोग वा प्रदर्शन गरेमा,

ग) लेखेर, बोलेर वा इशाराले अश्लील तथा यौनजन्य आशय प्रदर्शन वा प्रकट गरेमा,

घ) यौनजन्य क्रियाकलापको लागि प्रस्ताव गरेमा,

ङ) यौनजन्य आशयले जिस्काएमा वा हैरानी दिएमा

- कार्यस्थलमा हुने यौनजन्य दुर्व्यवहार (निवारण) ऐन, २०७१

यौन शोषण, दुर्व्यवहार र उत्पीडनको रोकथाम र संरक्षणका लागि पालना गर्नुपर्ने मुख्य सिद्धान्तहरू

- मानवीय सहायतामा संलग्न जो कसैबाट हुने यौन शोषण र यौन दुर्व्यवहार जघन्य अपराध हो । अपराधीलाई कानून बमोजिम कारवाही हुन्छ ।
- बालबालिका १९ वर्षभन्दा कम उमेरका व्यक्तिहरूसँग यौन गतिविधि कानून त निषेधित छ । बालबालिकाको स्वीकृतिलाई सहमति मानिन्न । उमेर बारेको गलत बुझाई प्रतिरक्षाको आधार हुन सक्दैन ।
- यौन सम्पर्कका लागि दिइने प्रलोभन, अन्य अपमानजनक वा शोषणजन्य व्यवहार निषेधित छ ।
- सेवाग्राही अथवा लाभग्राहीसँग यौन सम्बन्ध राख्न बर्जित छ । यस्ता कार्यले सहयोगी संस्था तथा सहायताकर्मी प्रतिको विश्वसनीयता र निष्ठा धुमिल बनाउँछ ।
- कोहीकसैमाथि यौन शोषण र दुर्व्यवहार भएको जानकारी पाउनुभएमा सो विरुद्ध उजुरी दिनु तपाइको कर्तव्य हो ।
- समुदायमा यौन शोषण र दुर्व्यवहारबाट मुक्त वातावरणको सुनिश्चितता गर्नु तपाईं हामी सहायताकर्मीको दायित्व हो र यस्तो वातावरणलाई कायम राख्ने प्रणालीहरूको विकास गर्नु र सो प्रणालीलाई निरन्तरता दिनु तपाईं हामी सबैको जिम्मेवारी हो ।

यौन शोषण र दुर्व्यवहार प्रति शून्य सहनशीलता हाम्रो नीति

होसियार !
विवशको अवस्थामा यौन शोषण वा दुर्व्यवहार गर्न कोसिस गर्नु गलत हो । यो यौन शोषण र दुर्व्यवहारको रूपमा लिइनेछ ।

बहाना चल्दैन !
कसैलाई पनि यौन शोषण र दुर्व्यवहार गर्नको लागि बहाना चलाउन हुँदैन । यो यौन शोषण र दुर्व्यवहारको रूपमा लिइनेछ ।

बर्जित !
सेवाग्राही वा लाभग्राहीसँग यौन सम्बन्ध राख्न बर्जित छ । यस्ता कार्यले सहयोगी संस्था तथा सहायताकर्मी प्रतिको विश्वसनीयता र निष्ठा धुमिल बनाउँछ ।

निषेधित !
यौन सम्पर्कका लागि दिइने प्रलोभन, अन्य अपमानजनक वा शोषणजन्य व्यवहार निषेधित छ ।

उजुरी गरौ !
कोहीकसैमाथि यौन शोषण र दुर्व्यवहार भएको जानकारी पाउनुभएमा सो विरुद्ध उजुरी दिनु तपाइको कर्तव्य हो ।

जिम्मेवार बनौ !
समुदायमा यौन शोषण र दुर्व्यवहारबाट मुक्त वातावरणको सुनिश्चितता गर्नु तपाईं हामी सहायताकर्मीको दायित्व हो र यस्तो वातावरणलाई कायम राख्ने प्रणालीहरूको विकास गर्नु र सो प्रणालीलाई निरन्तरता दिनु तपाईं हामी सबैको जिम्मेवारी हो ।

यौन शोषण र दुर्व्यवहार तपाईंमाथि भएमा
अथवा
अरु माथि भएको देख्नुभएमा, सुन्नुभएमा,
कृपया उल्लेखित नम्बरमा सम्पर्क गरेर तुरुन्तै उजुरी गर्नुहोस् ।

१००
११५५
१०५८

नेपाल प्रहरी
असुरा बर्ग ईन्फोएन्स
आल इन्फोएन्स

नैतिक आचरणको उच्चतम स्तर कायम राख्न प्रतिबद्धता

मानवीयकार्य वा विकासका क्षेत्रमा कार्यरत कर्मचारी वा स्वयंसेवक वा परामर्शदाताले यो सिद्धान्तलाई कुनै पनि कार्यालय वा संस्थामा कार्यरत भएको वा प्रतिनिधित्व गर्ने अवधिभरि सधैं यसलाई पालना गर्नु पर्दछ ।



व्यावसायिक र व्यक्तिगत आचरणको उच्चतम कायम राख्न प्रतिबद्ध भइकन यौन शोषण, दुर्यवहार र उत्पिडनबाट संरक्षणकालागि निर्मित आचार संहिता कार्यक्षेत्रमा रहदा, बाहिर हुँदा, वा बिदाहुँदा लगायतको अवधिभर लागू हुन्छ ।

यौन शोषण, दुर्व्यवहार र उत्पीडनसँग सम्बन्धित घटनाको उजुरी गर्नु हाम्रो जिम्मेवारी हो

यौन शोषण, दुर्व्यवहार र उत्पीडनबाट संरक्षणका लागि निर्मित आचार संहिताको उल्लङ्घन गरेमा घटनाहरूको रिपोर्टिङ गर्न सम्पर्क गर्न सकिने संयन्त्रहरू



नेपाल प्रहरी



खबर गरौं हेल्पलाईन



बाल हेल्पलाईन



संयुक्त
राष्ट्रसङ्घद्वारा
सञ्चालित

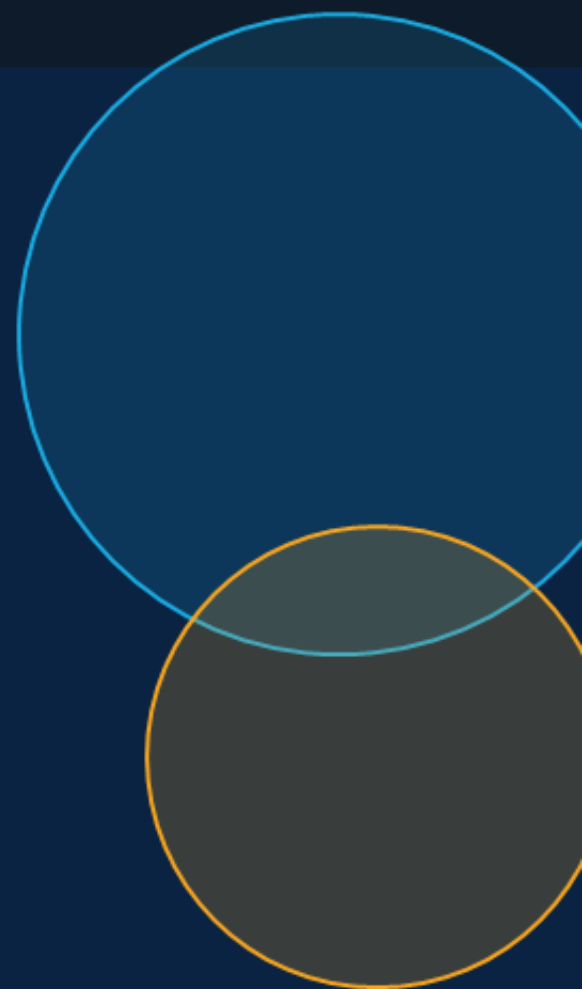


SBC in Nepal's 16th Plan: Synergy, SDGs, and Strategic Contributions in Relation with MSNP-III

SBC in Nepal's 16th Plan

Synergy, SDGs, and Strategic Contributions
in Relation with MSNP-III

National Planning Commission
June 2025



Session Agenda

01 Nepal's 16th Plan – Overview & Vision 2100 Alignment

02 What is SBC and Why it Matters in Development Planning

03 SBC Mainstreaming in the 16th Plan Framework

04 MSNP-III: Multisector Nutrition Plan – SBC Linkages

05 SDG Synergies – SBC as a Cross-cutting Enabler

06 Strategic Contributions & Institutional Roles

07 Way Forward & Call to Action

Nepal's 16th Plan (2024–2029)

Vision: Good Governance, Social Justice and Prosperity — aligned with Vision 2100 and SDG commitments

सुशासन, सामाजिक न्याय र समृद्धि

Goals

- 1) To promote good governance in political, administrative, judicial, private and non-governmental sectors;
- 2) To establish social justice in health, education, employment, settlement, security and public service delivery;
- 3) To achieve prosperity in human life and national economy.

Economic Transformation

- Inclusive growth
- Employment generation
- Poverty reduction

Human Capital Development

- Health for all
- Quality education
- Social protection

Governance & Institutions

- Federalism
- Accountability
- Local capacity

Environment & Resilience

- Climate adaptation
- SDG integration
- Sustainable livelihoods

 SBC is embedded as an enabling strategy across all four pillars — particularly in Human Capital Development

What is SBC?

Social and Behaviour Change (SBC)

A systematic approach to understanding and addressing the determinants of human behaviour — individual, social, structural and environmental — to achieve positive development outcomes.

SBC vs. IEC: An Evolution

IEC / BCC	SBC
One-way communication	Participatory & community-led
Individual focus	Systems & social norms focus
Message delivery	Meaning-making & dialogue
Awareness raising	Sustained behaviour change

SBC Key Components

-  Community Engagement
-  Social Norms Change
-  Behaviour Design
-  Communication for Dev.
-  Advocacy & Mobilization

SBC Mainstreaming in the 16th Plan

NATIONAL VISION 2100 / 16th Plan Goals

Good Governance, Social Justice and Prosperous Nepal

SECTORAL STRATEGIES

Health · Education · WASH · Nutrition · Social Protection

Chapter 5: Healthy, Educated and Skilled Human Capital Formation

Chapter 8: Gender Equality, Social Justice and Inclusive Society

SBC FRAMEWORK

Enabling behaviour & social norm change for sectoral goals

COMMUNITY & LOCAL GOVT

Implementation & co-ownership at provincial/local levels

HOUSEHOLDS & INDIVIDUALS

Sustained behaviour change & improved outcomes

MSNP-III & SBC: Strategic Linkages

MSNP-III (2023-2030)

Multi-Sector Nutrition Plan — III

- Addresses stunting, wasting, anaemia & micronutrient deficiency
- Targets 1000 days window (pregnancy to age 2)
- Involves sectoral Ministries (MoHP, MoE, MoALD, MoFAGA, MoWCSC, MoWS)
- Provincial & local government implementation
- Integrates GEDSI, and equity dimensions
- Monitoring via federal nutrition dashboard

SBC Contributions to MSNP-III

Demand Creation

SBC drives demand for nutrition services, ANC, and supplementation

Social Norm Change

Addressing harmful feeding practices, early marriage, gender roles

SBCC Materials

Localised, linguistically appropriate materials for diverse communities

Community Mobilizers

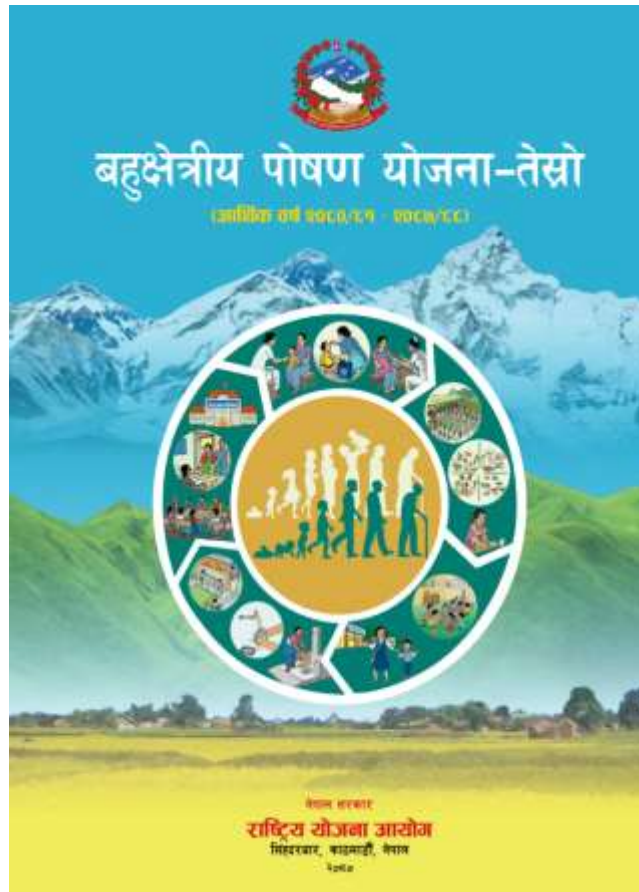
FCHVs & community groups trained in SBC approaches

Inter-ministerial SBC

Coordinated SBC messaging across all 11 MSNP sectors

Multi-Sector Nutrition Plan – III

(2023-2030)



Guiding Principle



Values and Beliefs



Existing Government Policies and Plans



Global commitments



Gender Equity and Social Inclusion (GESI)



Affirmative Action



Accountability and Transparency



Integrated efforts of Multi-Stakeholders

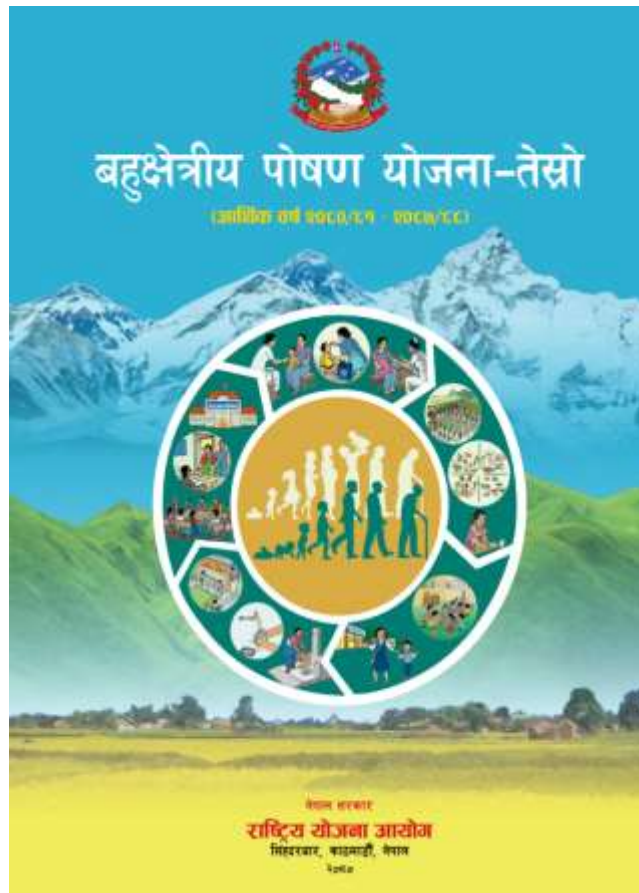


Adoption of Context-Specific Plan

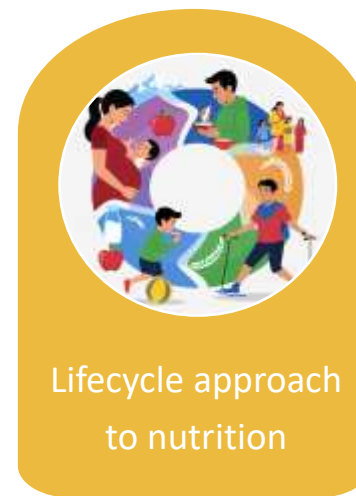
Multi-Sector Nutrition Plan – III

(2023-2030)

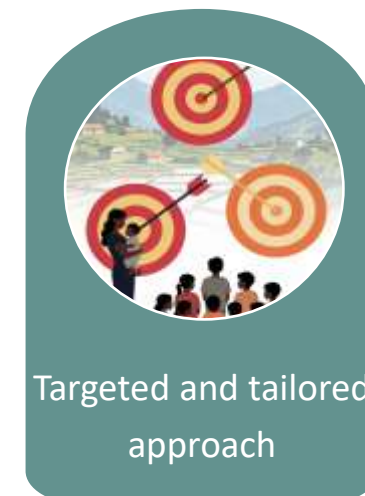
Transformative Approach



System Approach



Lifecycle approach
to nutrition



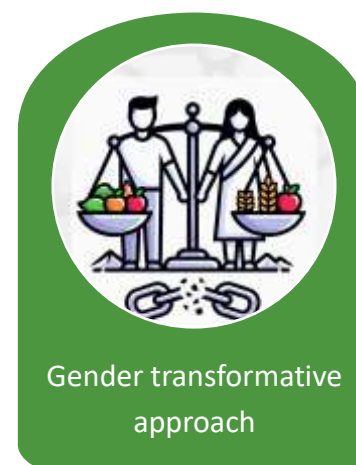
Targeted and tailored
approach



Social and behavior
change
communication



Integrated and one-
door approach



Gender transformative
approach



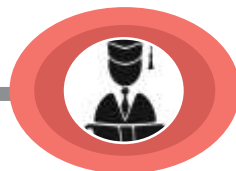
Inter-linkages between
nutrition governance
structures

System Approach



Food system

उत्पादनदेखि उपभोगसम्म सुरक्षित, पोषणयुक्त र दिगो खाद्य उपलब्धता सुनिश्चित



Education system

विद्यालय र समुदायमार्फत पोषण व्यवहार सुधार र भोकमरी न्यूनीकरण



Health system

कुपोषणको रोकथाम, उपचार र पोषण सेवाको प्रभावकारी प्रवाह



Water, Sanitation and Hygiene system

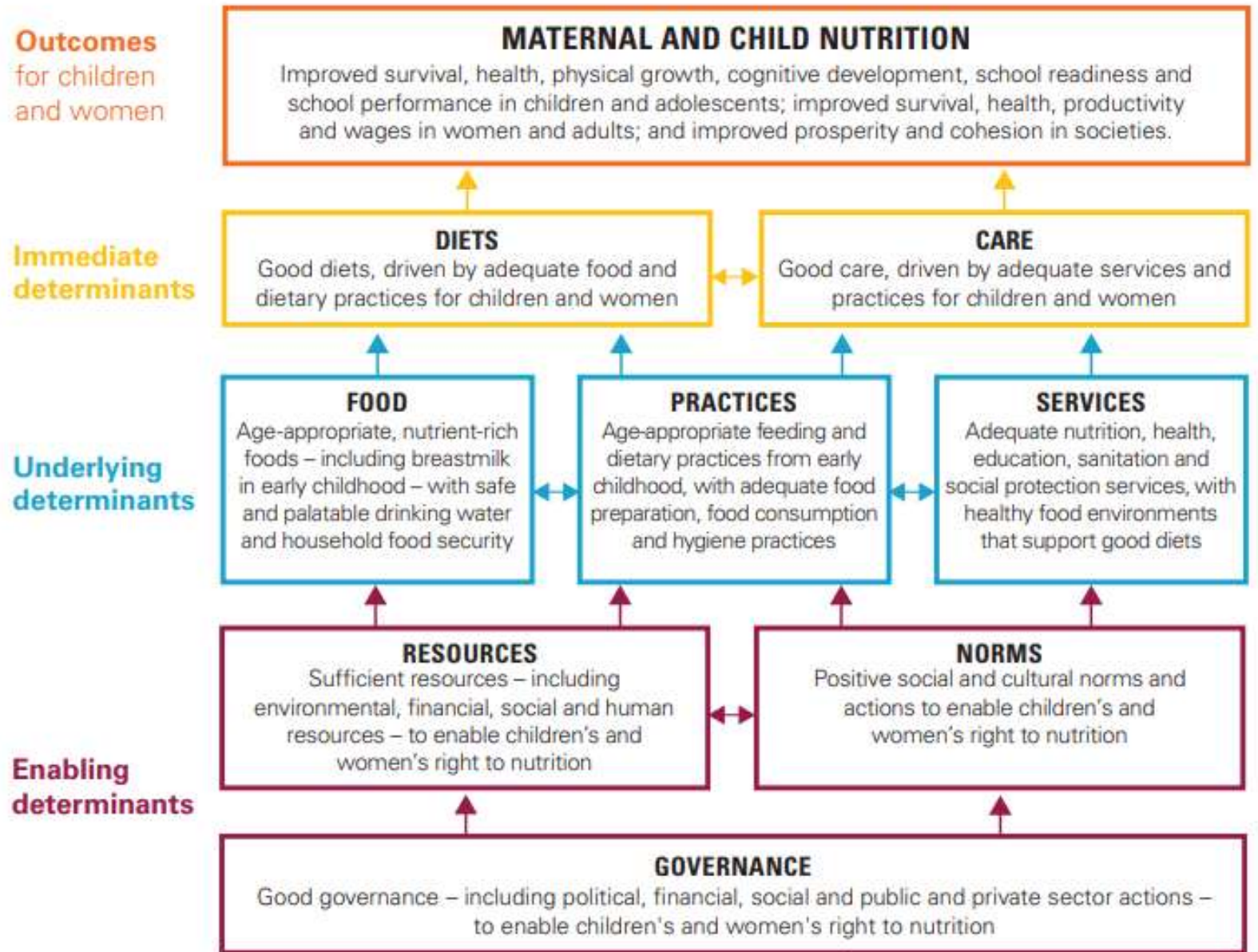
सुरक्षित पानी, सरसफाई र स्वच्छतामार्फत कुपोषण न्यूनीकरण



Social Protection System

विपन्न समूहका लागि सहयोगमार्फत पोषण र खाद्य पहुँच सुनिश्चित

Conceptual Framework for Nutrition



SBC as SDG Enabler — Key Synergies

SDG 1 No Poverty	SBC addresses financial exclusion, social norms limiting access to safety nets & livelihoods	SDG 5 Gender Equality	Tackling harmful gender norms, child marriage, GBV; empowering women in decision-making
SDG 2 Zero Hunger	MSNP-III SBC for optimal infant & young child feeding (IYCF), dietary diversity & nutrition practices	SDG 6 Clean Water & WASH	ODF campaigns, handwashing behaviour, menstrual hygiene management at scale
SDG 3 Good Health	Demand generation for health services, immunization, maternal health-seeking, WASH behaviours	SDG 10 Reduced Inequalities	GESI-sensitive SBC for marginalised groups: Dalit, Janajati, persons with disabilities
SDG 4 Quality Education	Norms change on gender, disability & enrolment; school WASH & hygiene behaviour	SDG 17 Partnerships	Multi-stakeholder SBC platforms, GoN-UN-CSO coordination for integrated messaging

Strategic Contributions of SBC

01 Bridging Policy to Practice

SBC translates 16th Plan policies into community-level action — converting intentions into sustainable behavioural outcomes.

02 Demand-Side Strengthening

Complements supply-side investments by building awareness, motivation, and capacity to utilise services in health, education & WASH.

03 GESI Integration

SBC addresses underlying social norms driving inequity — reaching last-mile populations with culturally appropriate messaging.

04 Cost-Effectiveness

Evidence shows SBC interventions yield high returns — behaviour change sustains outcomes beyond project cycles.

05 Federal-Local Alignment

SBC empowers Palika-level planning — enabling locally-led communication strategies within national frameworks.

06 Crisis & Climate Resilience

SBC builds community preparedness for climate shocks, disasters & disease outbreaks — critical for Nepal's vulnerability context.

Institutional Roles & Coordination Mechanisms

National Planning Commission

- SBC policy coordination & M&E
- Integration in 16th Plan targets
- Inter-ministerial SBC guidance
- Resource mobilization for SBC

Line Ministries (MoHP, MoE, MoFAGA...)

- Sector-specific SBC plans
- Technical oversight
- MSNP-III SBC implementation
- Sub-national capacity building

Provincial & Local Govts

- Palika-level SBC plans
- Community mobilization
- FCHV / local champions
- Participatory M&E

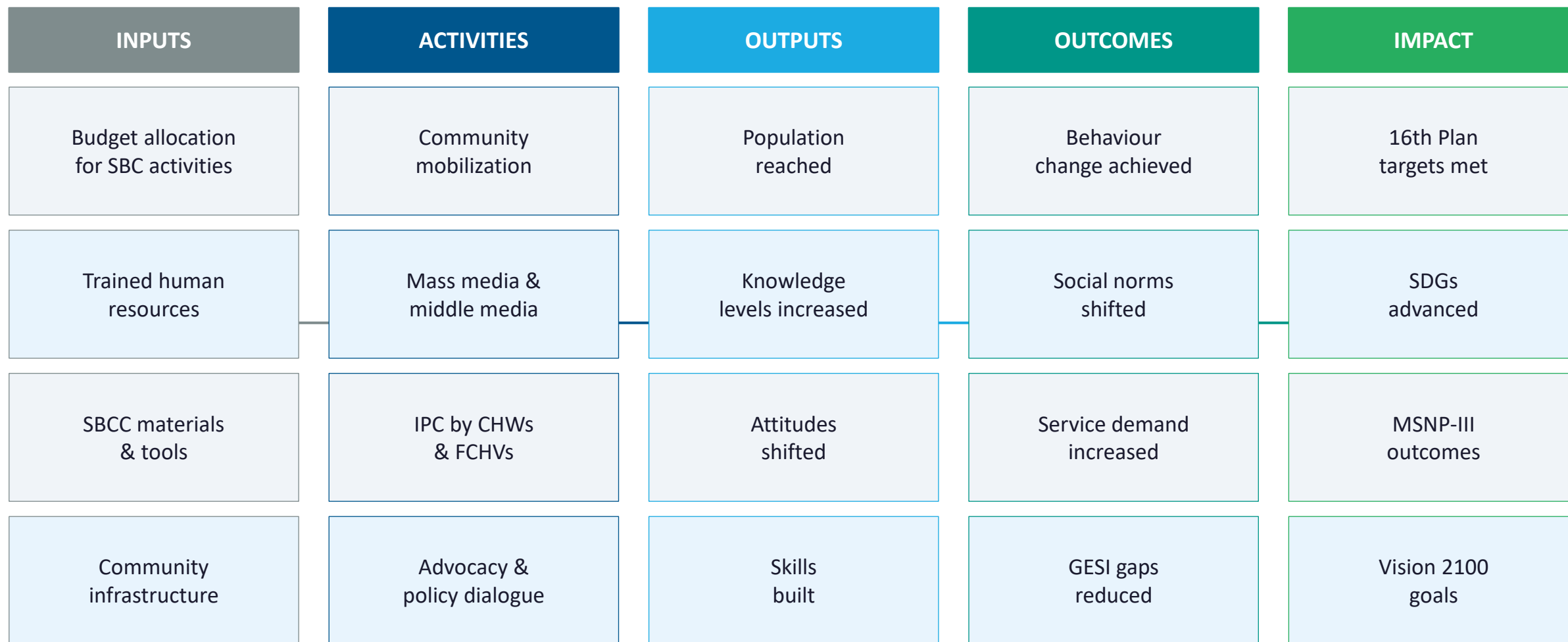
UNICEF & UN Agencies

- Technical assistance & capacity building
- Evidence generation & knowledge management
- Funding & resource support
- Global best practices adaptation

Civil Society & NGOs

- Community-level SBC delivery
- Reaching marginalised groups
- Advocacy for SBC budgets
- Accountability mechanisms

SBC Results Framework — 16th Plan Alignment



Key Challenges & Gaps

Fragmented SBC Coordination

Multiple actors, siloed messaging, lack of unified national SBC framework across all MSNP sectors.

Geographic & Social Diversity

Nepal's diverse geography, languages and caste/ethnicity require deeply localised SBC approaches — often missed.

Accountability Mechanisms

SBC outcome monitoring is weak — attribution of behaviour change to specific interventions remains challenging.

Limited SBC Budget & Data

SBC often underfunded relative to supply-side investments; limited local evidence base for behaviour drivers.

Capacity at Sub-national Level

Provincial and local governments lack SBC technical capacity and trained personnel for quality implementation.

Digital Divide & Misinformation

Growing digital media landscape creates risks of misinformation, while digital SBC opportunities remain underutilised.

Way Forward — Strategic Recommendations

1

Develop a National SBC Framework

NPC to lead development of a unified SBC policy/strategy framework integrated into the 16th Plan's implementation architecture.

2

Strengthen Inter-ministerial SBC Coordination

Establish a high-level SBC inter-ministerial coordination mechanism co-chaired by NPC and MoHP for MSNP-III delivery.

3

Build Sub-national SBC Capacity

Invest in SBC training for provincial/local governments; integrate SBC into annual planning and budgeting cycles at Palika level.

4

Increase & Track SBC Investment

Establish a dedicated SBC budget line; develop SBC expenditure tracking and cost-effectiveness documentation systems.

5

Leverage Digital & Community Channels

Scale up digital SBC platforms while strengthening community-led channels (FCHVs, community radio, local leaders).

6

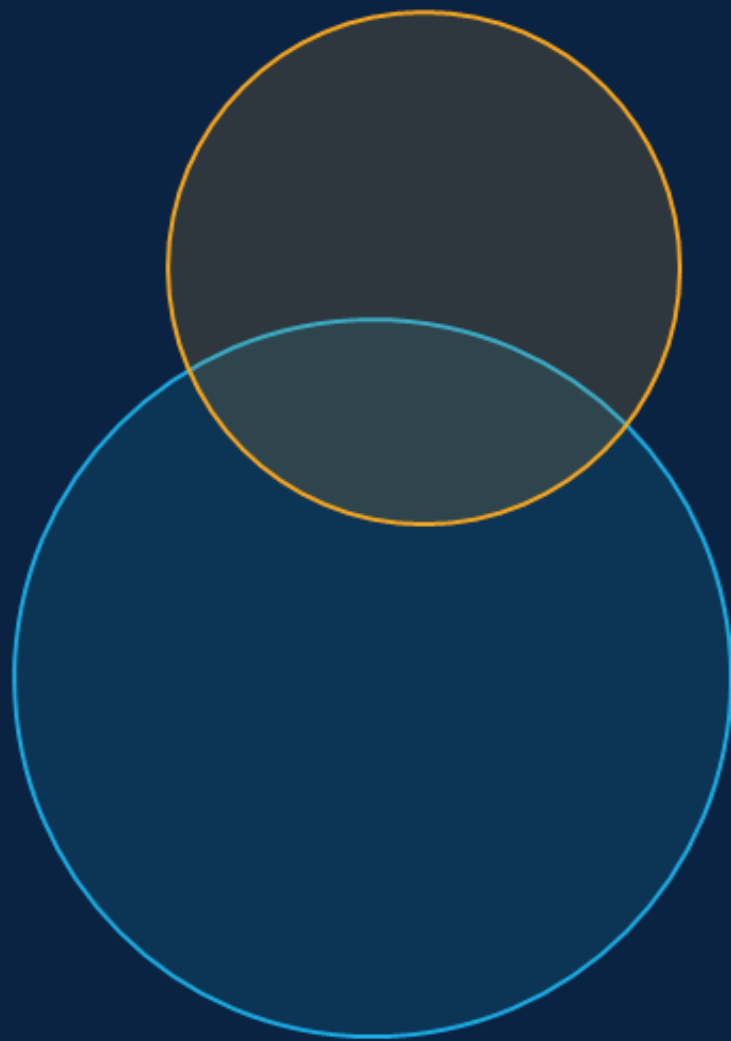
Evidence-Based SBC Planning

Commission formative research on behavioural drivers; build M&E systems to track SBC outcomes aligned to SDG indicators.

***"SBC is not a project activity —
it is a development imperative."***

Key Takeaways

- SBC is central — not peripheral — to Nepal's 16th Plan success
- MSNP-III demands robust, coordinated, multi-sectoral SBC
- SDG acceleration requires addressing social norms, not just services
- NPC has a leadership role in SBC mainstreaming across all sectors
- Investment in SBC pays dividends across the entire development agenda



Thank You

National Planning Commission | Government of Nepal

Social and Behaviour Change (SBC)
Training of Trainers(ToT):
3-5 June 2026, UNICEF, Lalitpur

Technical Session Opening

Training Objective

Strengthen the capacity to design, implement, and institutionalize SBC interventions across sectors and governance levels.

Training agenda overview

Day 1 Why SBC? How SBC?	Day 2 Moving SBC to action	Day 3 Action/preparation for SBC knowledge sharing
• Why SBC matters • SBC models • Challenges • SBC Steps • Barriers, Enablers • SBC Palika Package	• SBC government roles • SBC in sectors • SBC in emergencies • Unpacking BDM for practice • Strengthening SBC local capacity	• Converting Learning to Practice • Planning

House Rules and Expectations

Chart

1. “One thing I hope we avoid.....”

2. I expect to learn.....”



“I know”
“I know”



How can we listen well ?

Only if we are open to learn



Introduction to SBC: Why SBC Matters

What is 'social and behavioural change'?



Example

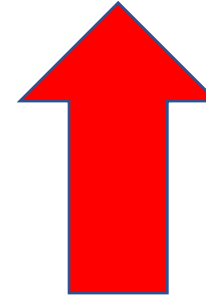
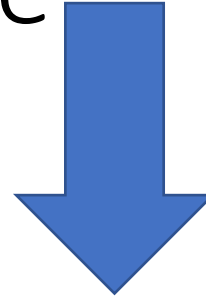
Child marriage in Nepal

What are the Services provided
to reduce Child marriage?

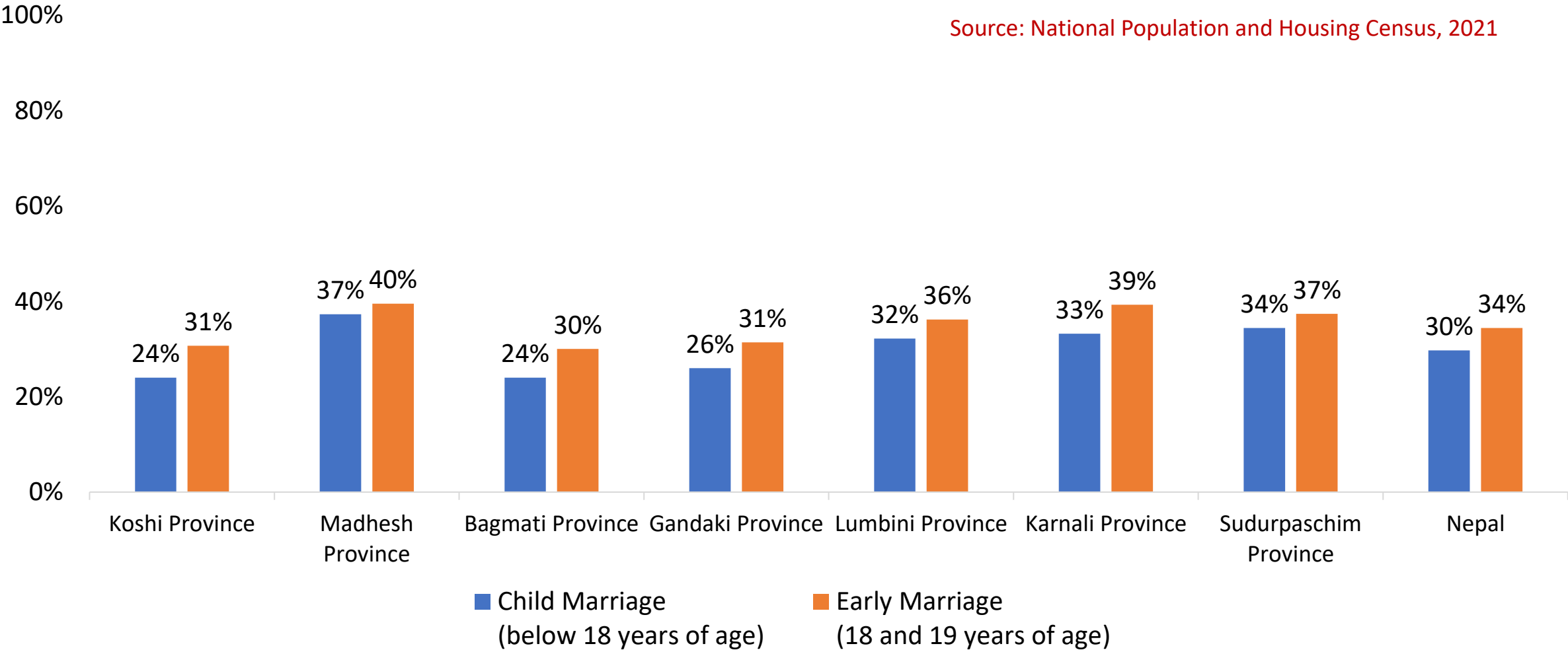
Services provided to reduce Child marriage

- Free school education program
- Scholarship facilities for Dalit and Indigenous (Janajati) communities
- Girl-friendly programs, mid-day meal programs, and sanitary pad distribution
- Child-Friendly Local Governance (CFLG) program
- Case Management & Referral Mechanisms
- Child marriage-free area declaration program
- Awareness and protection programs conducted in collaboration with various organizations
- National Strategy to End Child Marriage
- Legal Protections

Child marriage

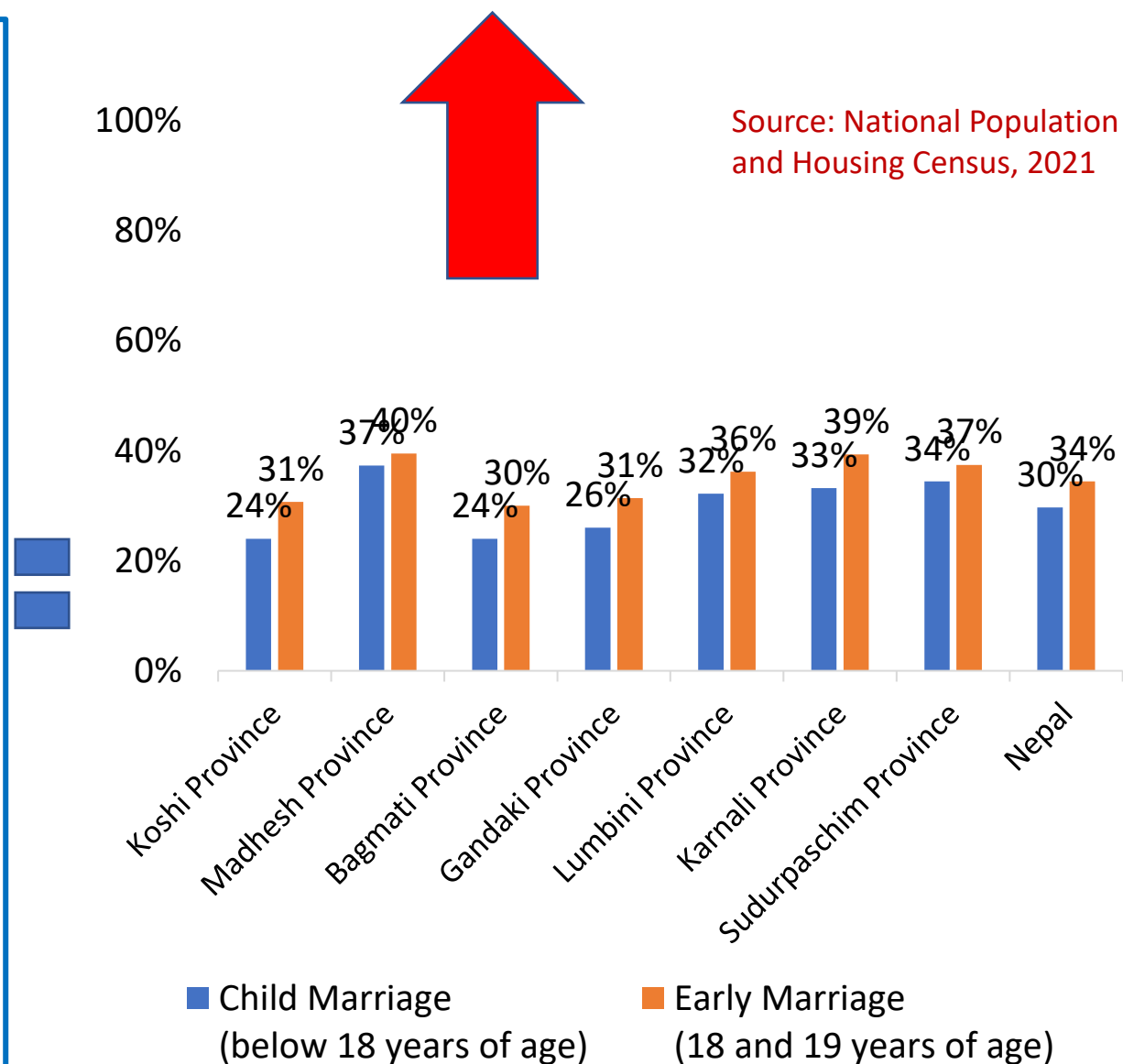


Child Marriage: Age at First Marriage



Why does child marriage still exist?

- Free school education program
- Scholarship facilities for Dalit and Indigenous (Janajati) communities
- Girl-friendly programs, mid-day meal programs, and sanitary pad distribution
- Child-Friendly Local Governance (CFLG) program
- Case Management & Referral Mechanisms
- Child marriage-free area declaration program
- Awareness and protection programs conducted in collaboration with various organizations
- National Strategy to End Child Marriage
- Legal Protections:



Missing ?



Missing ?



Missing ?



Why child marriage is happening?

Example /Madhesh province

1. Stakeholders do not acknowledge or **internalize the presence of CEFM in all groups** regardless of religion, class, education, or place of residence.
2. **People** who are willing to work against CEFM have **not been able to come together**.
3. Parents whose daughters wait until age 20 to marry are concerned about the **threat to the reputation of the family** because the daughter might face allegations related to her character before her marriage.
4. **Affluent and influential leaders** in society are **not proactive in reducing CEFM**.
5. **Parents do not give priority to their daughters' education**. Daughters then falter in their studies. They are then married by parents to fulfill their responsibility and save money.



Services

**Social behaviors
change**

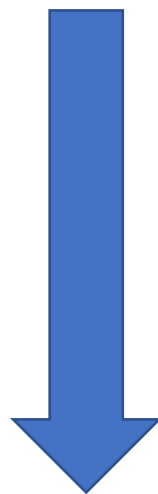
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social & behaviors

Social & Behavior
Change



100%

Source: National Population and
Housing Census, 2021

80%

60%

40%

20%

0%

Koshi Province

Madhesh Province

Bagmati Province

Gandaki Province

Lumbini Province

Karnali Province

Sudurpaschim Province

Nepal

Child Marriage
(below 18 years of age)

Early Marriage
(18 and 19 years of age)

24%

31%

37%

40%

24%

30%

26%

31%

32%

36%

33%

39%

34%

37%

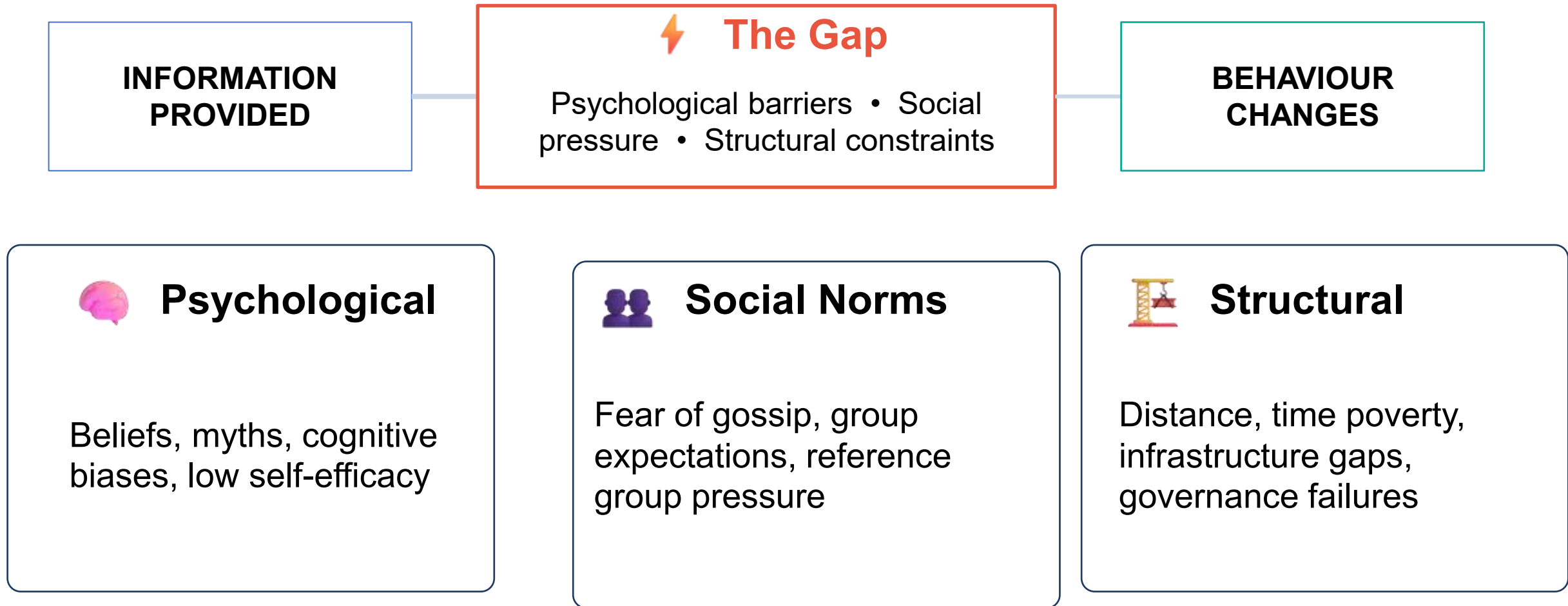
30%

34%

What is 'social and behavioural change'?



Information ≠ Behaviour Change



SBC: A discipline. Not a campaign

SBC shifts the focus from delivering information to understanding and addressing the full ecosystem of forces that shape what people actually do.

01 Ecosystem-Level Work

Individual, family, community, and system- all layers must be addressed simultaneously.

02 Social Norms Are Primary

What others do and expect shapes behaviour more powerfully than personal knowledge.

03 Sustainable Change

The goal is to make the new behaviour the community default- not to maintain it through external pressure.

‘Social and Behavioural Change’

- **Person-centred approach used in social and economic development contexts to diagnose problems and to influence the attitudes, behaviours, norms, and practices of individuals and communities**
- **Empowers people to take action and make positive changes in their lives**
- **Blending scientific knowledge with community insights, to design and implement interventions that are tailored to the specific needs and context of the target population.**
- **Used to create sustainable and long-term change by addressing the underlying social, economic, cultural and political factors that influence well-being, and make societies equitable, inclusive, cohesive and peaceful**

Is Social and Behavioural Change Important?

Why is SBC important in a social and economic development context?

- Understands the **perspectives and influences** of the people and communities involved
- Fosters **better relationships** between organizations and the people they support
- Helps us design **more impactful and context-appropriate humanitarian interventions**
- Helps us **implement humanitarian interventions more effectively and sustainably**



सुन्नको लागि सिकौं
सुनेर सिकौं

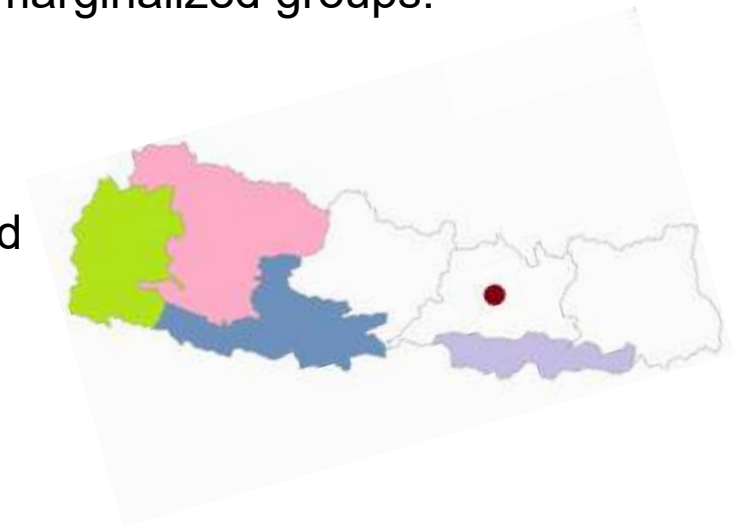
Accelerating Social Change

Behavioural Challenges and the 8 High-Impact SBC Approaches



8 Main Behavioral Challenges in Nepal

- **Harmful social norms/practices** around child marriage, child labor, GBV, corporal punishment etc.
- **Low uptake of essential services/practices** like immunization, nutrition and WASH behaviours etc.
- **Misinformation, and mistrust** in health institutions/systems impeding life-saving behaviors.
- **Limited knowledge/skills among parents/caregivers**, on positive parenting, health & hygiene.
- **Exclusion and discrimination** against children with disabilities, ethnic or marginalized groups.
- **Limited participation and empowerment** of children, youth and communities in decision making.
- **Unsafe environment and violence** against children in homes, schools and community.
- **Resistant to climate-friendly behaviors** due to inertia, lack of urgency or economic barriers



[*Breaking barriers: VSO, 2025.](#) [Nepal MICS 2024, UNICEF](#) [GSHS Nepal, UNICEF](#)

[*LDC Graduation - Smooth Transition Strategy" for Nepal, National Planning Commission/ UNDP, 2024.](#)

[* OECD data](#) [*Human Development, Youth and Risk Indexes](#) [*SBC Global Operational Guidance](#)

1. Harmful Social Norms and Practices

28
%

Women aged
20 –24 were
**married
before 18**

79
%

Children aged
1–14 years
experience
**violent
discipline**

21
%

Men & women
agree wife
beating is
justified

[Nepal Multi Indicators Cluster Survey 2024,CBS and](#)

[UNICEF](#)



Potential Solutions

Transform harmful **social and cultural norms** and practices



High-Impact Approach Intervention

Understanding and transforming these norms by engaging communities, promoting positive social norms, **empowering women and girls, and supporting relevant laws and policies.**

Good Practice

Through the national Rupantaran Life Skills Programme implemented between 2018–2023 in Madhesh and Karnali, participating girls were **33% less likely to marry before age 18** compared to non-participants.

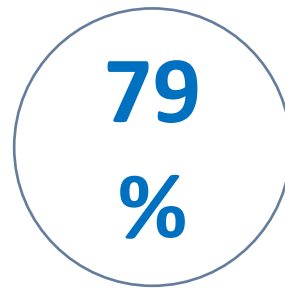
- [UNICEF Nepal – Rupantaran Programme](#)



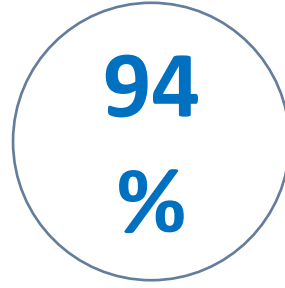
2. Low Uptake of Essential Services



Under five
birth registration
in Nepal



Children
registered at
birth before
age one



Net enrolment
in ECED/pre-
primary

[NMIS 2024/25, CBS and UNICEF](#)
[UNICEF Nepal Education Brief](#)



Potential Solutions

Increase uptake of essential services using behaviourally informed approaches - (EAST)



High-Impact Approach Intervention

Interventions needed to make the Desired actions **easier, more attractive, social, and timely** including community engagement, improving service delivery, and **addressing logistical and perceptual barriers**

Good Practice

Behavioural nudges, reminder systems, and community mobilization implemented nationwide from 2019–2023 helped **increase full immunization coverage** to 90% among children aged 12–23 months.

- [UNICEF Nepal Health](#)



3. Misinformation and Mistrust



Caregiver mistrust -
key drivers of
under-
vaccination



Low RI
Coverage -
Low confidence in
vaccines



Limited fact
checking
capacity –
increased
misinformation



Potential Solutions

Build trust and address
misinformation through credible
engagement



High-Impact Approach Intervention

Interventions needed to make the
**Strategic communication, social
listening, digital engagement,**
and working with trusted
community leaders to counter
misinformation and build trust.

[NMIS 2024/25, CBS and UNICEF](#)

[UNICEF Nepal Education Brief](#)

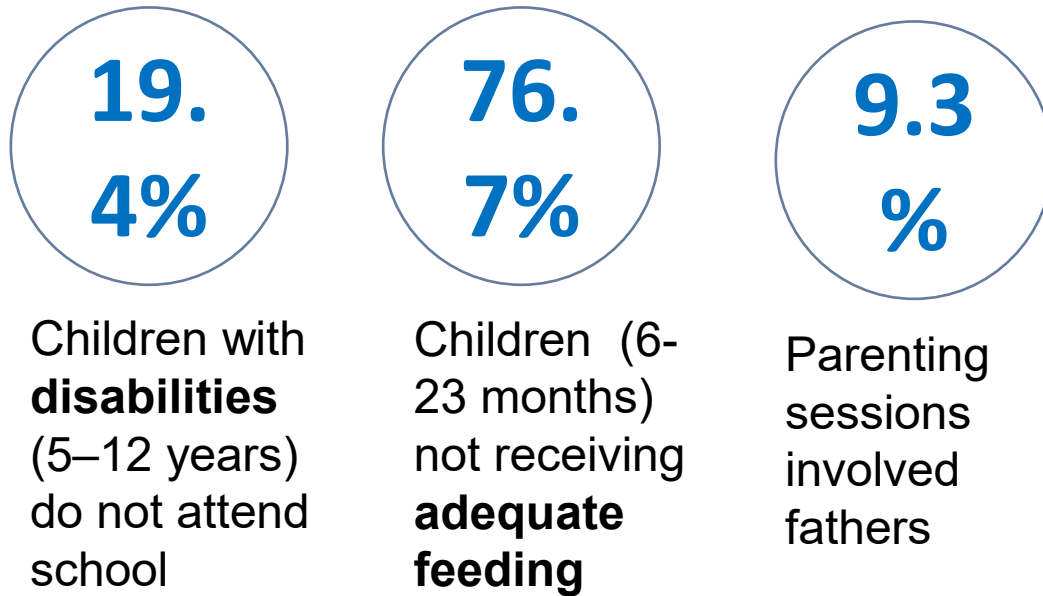
Good Practice

Nationwide **RCCE** interventions with social listening and rumor tracking during 2021–2022 contributed to 88% of adults receiving at least one dose of **COVID-19** vaccine.

– [Ministry of Health & Population \(MoHP\), UNICEF](#)



4. Exclusion and Discrimination



Potential Solutions

Strengthen caregiver **capabilities and skills**



High-Impact Approach Intervention

Strengthen **parenting programs, train frontline workers, and deliver targeted communication** to support parents and caregivers

[NMIS 2024/25, CBS and UNICEF](#)

[Parental education study](#)

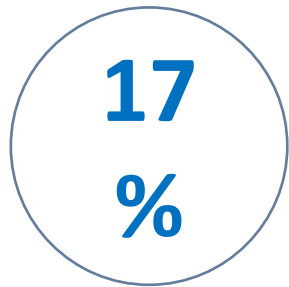
Good Practice

The **Parenting Education Package** delivered in all provinces from 2019–2024 resulted in 78% of exposed caregivers demonstrating **improved positive parenting practices**.

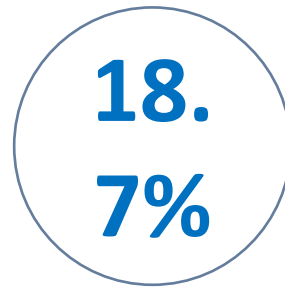
- [UNICEF Nepal ECD Programme Review](#)



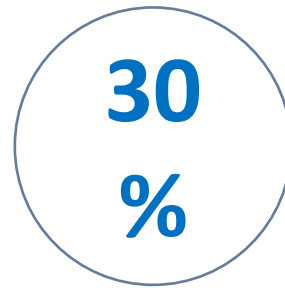
5. Limited Parent/Caregiver Knowledge and Skills



Lack birth certificate due to caregiver awareness



Gap in service access between Dalit children (68.5%) and advantaged groups (87.2%)



Ethnic minorities feel difficulty accessing justice



Potential Solutions

Promote **inclusion and equity in access to services**



High-Impact Approach Intervention

Adopting an **intersectional approach to inequality**, transforming structures and norms that continue discrimination, and ensuring **inclusive and barrier-free services**.

NMIS 2024/25, CBS and UNICEF

Good Practice

**Inclusive Education Resource
Classes and assistive device
support** implemented in 60+
districts between 2018–2023
enabled over 25,000 children with
disabilities to enroll in inclusive
schools

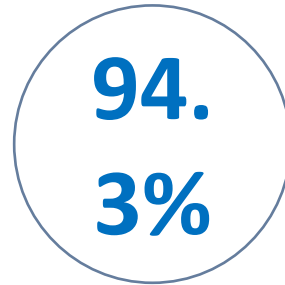
- [UNICEF Nepal Education Annual
Report](#)



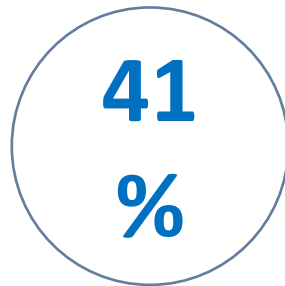
6. Limited Participation and Empowerment



Unheard voices of Children in local decision-making



ECED Net Enrolment Rate (NER) of 4-year-old children



Women in local govt with **limited participation** in decision making



Potential Solutions

Enable participation, **voice**, and collective **action**



High-Impact Approach Intervention

Promoting **systemic, planned, and strategic engagement** of communities, girls, and boys, fostering youth participation, and empowering individuals to express and exercise their rights

[NMIS 2024/25, CBS and UNICEF JOURNAL OF NEPALESE STUDIES](#)

LOW ENROLMENT IN PRE-PRIMARY EDUCATION By UNICEF, UN Women Nepal.

Good Practice

Since 2015, nationwide **adolescent clubs and engagement platforms** have reached more than 1 million adolescents, strengthening youth participation and voice.

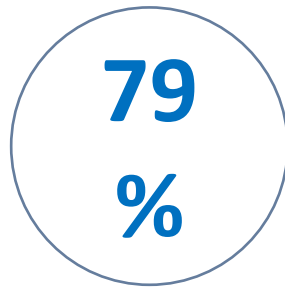
- [UNICEF Nepal Country Programme Document](#)



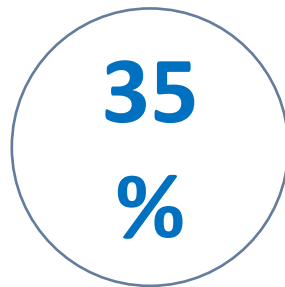
7. Unsafe Environments and Violence



Women
(15–49)
experienced
**sexual
violence** in
their lifetime



Children
experience
**violent
discipline**
at home



Adolescents
involved in
bullying and
physical
fighting



Potential Solutions

Prevent violence and create **safe, enabling environments**



High-Impact Approach Intervention

Shift norms that tolerate violence, **strengthen school–community links**, raise prevention awareness, and promote protective environments.

[Nepal MICS 2024, UNICEF](#)
[GSHS Nepal, UNICEF](#)

Good Practice

Scaling of the **Child-Friendly Schools approach**

nationwide from 2016–2023

helped **reduce corporal
punishment** from 61% in
2014 to 45% in 2022.

- [UNICEF Nepal Child Protection](#)



8. Resistance to Climate-Friendly Behaviours

76.8
%

Households
in Nepal have
experienced
droughts in
the last 25
years

11
%

Nepal prone to
multi-hazards
globally
(floods,
landslides, etc)

51.
3%

Households
in Nepal still
rely on solid
fuels for
cooking



Potential Solutions

Promote adoption of climate-friendly and resilient behaviours



High-Impact Approach Intervention

Understand and transform norms through community engagement, positive social change, empowering women and girls, and **supporting relevant laws and policies.**

[NMIS 2024/25, CBS and UNICEF
NDHS 2022](#)

Good Practice

**Youth-led climate action
and green skills
programmes** implemented
nationwide during 2021–2024
engaged over 200,000 young
people in climate awareness
and action activities.

- [UNICEF Nepal 2023](#)



SOCIAL AND BEHAVIOUR TRANSFORMATION

Sectoral Outcomes

Change the BEHAVIOR

Change the CONTEXT

Community
engagement

Strategic
Communications

SBC+ (Risk Communication and
Accountability to Affected Populations)

Community Engagement Ecosystem for
expression and participation

Service
improvements

Supportive
Policies

Systems Strengthening for supportive public
plans and policies

Applied Behavioural Science for Norms-shifting

System Strengthening

Strong evidence and data foundation

Social Movements

DEMAND

SUPPLY

CIAL +
HAVIOUR
ANGE

SBC Models

What is a behavioural model?

Diagnosis Tool: Behavioural frameworks (or models) help us understand why people do what they do!

Design Tool: They guide the design of interventions

Frameworks help **analyse an issue in a comprehensive way** and integrate findings into the design of the intervention.



Diagnostic behavior change models

- Used to help us examine behavior and diagnose behavior change problems:
 - Why are people behaving the way they do?
 - What are barriers in the way to behaviour change?
- Help us think through problems systematically through different lenses (e.g. psychological, sociological)
- Largely context free and can be applied to any setting

Socio Ecological Model (SEM)

Socio-Ecological Model

Policy/Enabling Environment

(national state, local laws)

Institutional & Societal

(organizations and social institutions)

Community

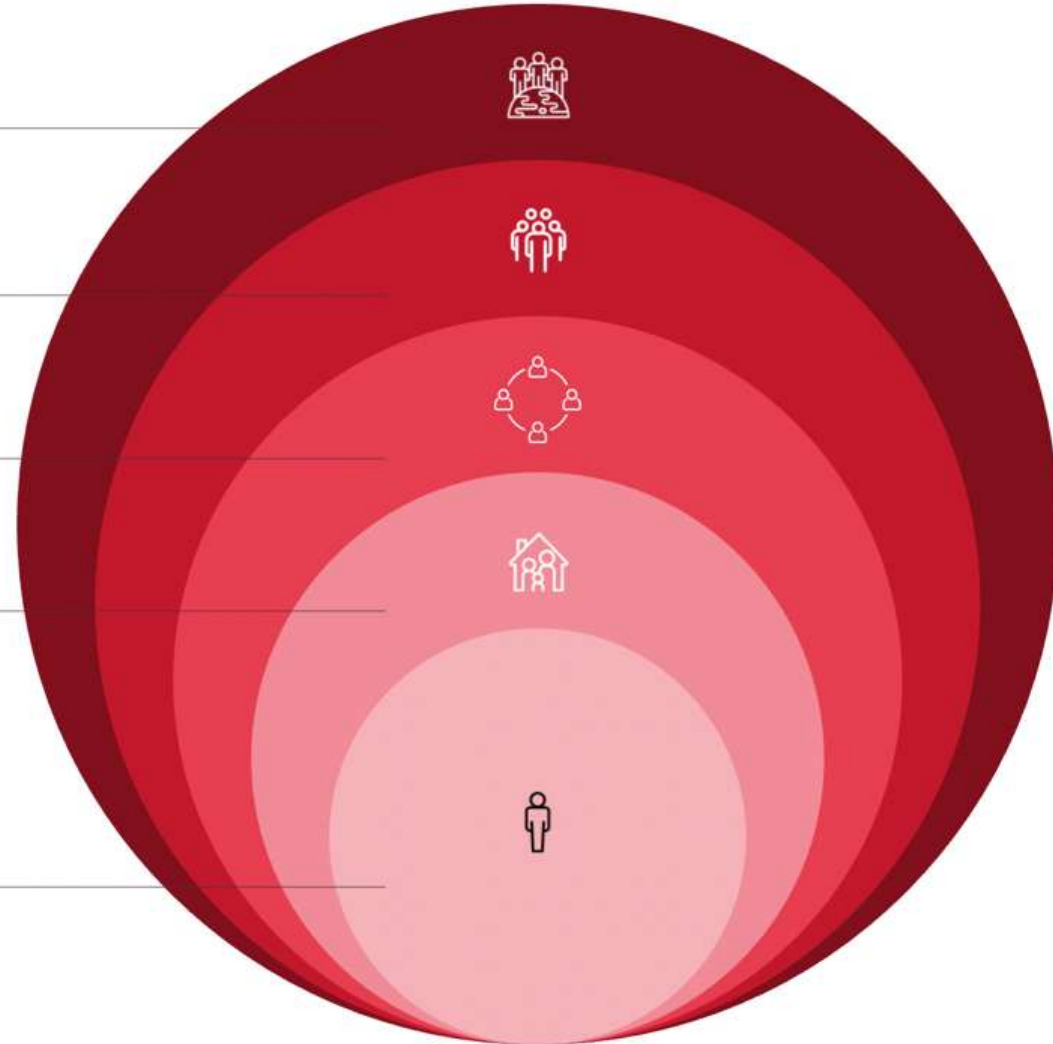
(relationships between organisations)

Interpersonal

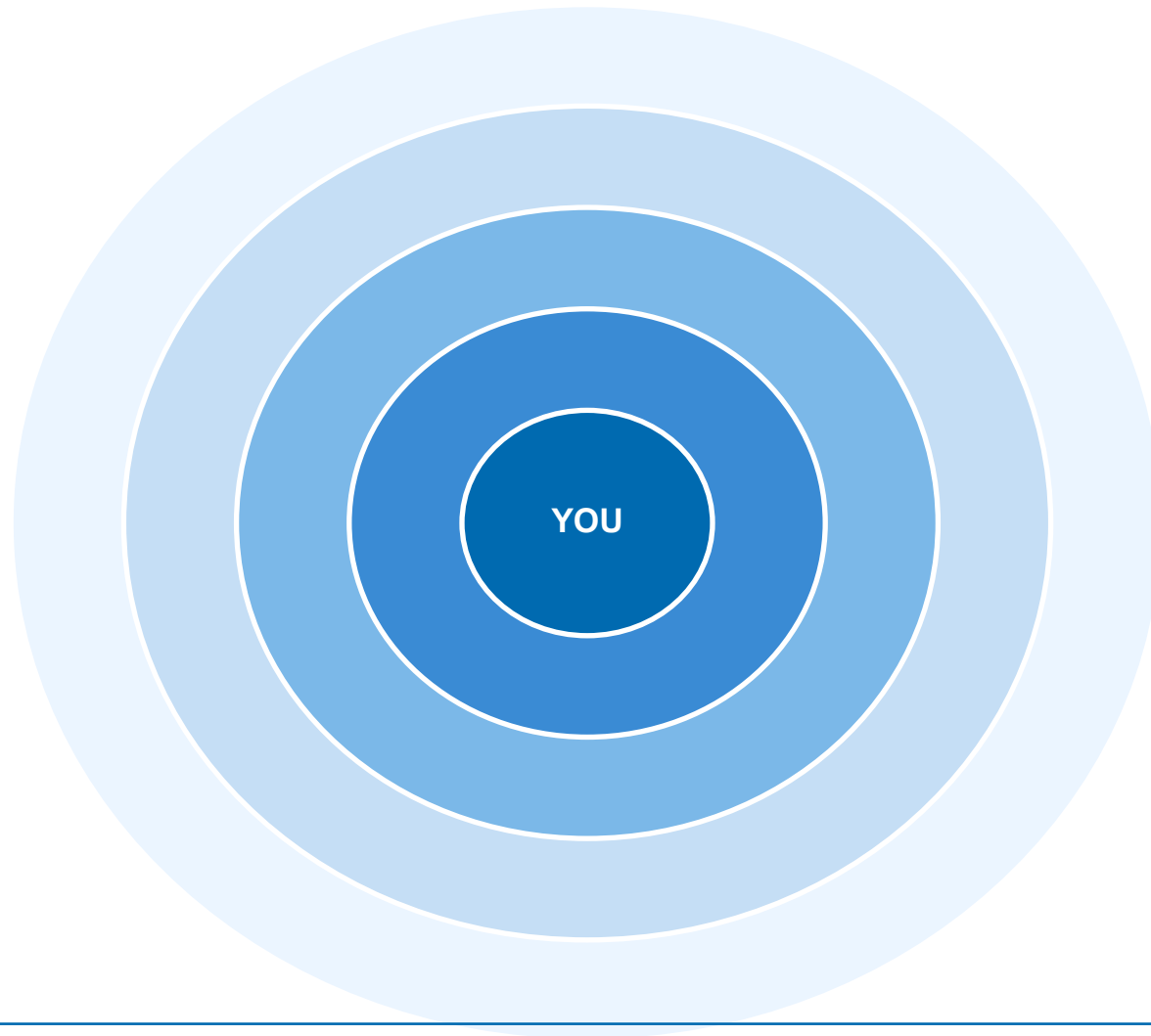
(families, friends, social networks)

Individual

(knowledge, attitudes, behaviours)



The Socio-Ecological Model (SEM)



CASE: Child Marriage in Nepal

Individual

Girl has low self-esteem, fears no life beyond marriage

Interpersonal

Peers already eloped; parents prioritise household labour

Organisational

No girls' toilets at school; health post opens during harvest

Community

Izzat norm: unmarried girls after puberty = family dishonour

Policy / System

Legal age is 20 but birth registration absent in Gaupalikas

Example		Socio Ecological Model (SEM)	
Who	Where	Nepal's Specific Challenge Addressed	The Targeted Intervention
Individual	Knowledge, attitudes, and personal beliefs.	Girls lacking financial agency and knowledge of health risks.	<i>Rupantaran</i> life-skills training and conditional cash/bank transfer programs for girls.
Interpersonal	Family, friends, and peer networks.	Family pressure and patriarchal household expectations.	Targeted outreach to fathers, and peer education engaging young men and boys.
Community	Cultural norms, local leaders, and organizations.	Cultural acceptance of early unions; deep-seated caste/religious practices.	Pledges by religious leaders to refuse underage ceremonies; village monitoring by Female Community Health Volunteers.
Structural	Laws, infrastructure, and physical environment.	Lack of strict enforcement and high drop-out rates for girls.	Raising the legal minimum age of marriage to 20; structural investments in girls' secondary school retention

Example

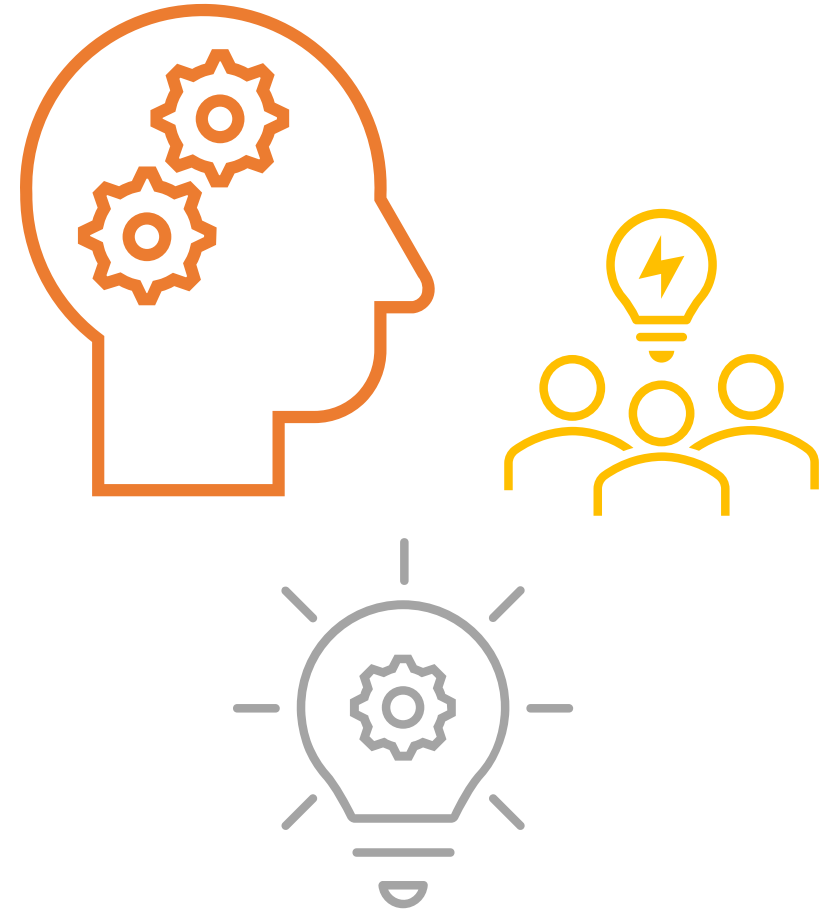
Socio Ecological Model (SEM)

Who	Where	Example (e.g., Increasing Seatbelt Use)
Individual	Person: Knowledge, attitudes, and personal beliefs.	Teaching a person why seatbelts save lives.
Interpersonal	Family, friends, and peer networks.	Changing the expectation so that friends refuse to drive until everyone buckles up.
Community	Cultural norms, local leaders, and organizations.	Schools and workplaces mandating seatbelt use on their property.
Structural	Laws, infrastructure, and physical environment.	Implementing strict seatbelt laws and cars that beep loudly if unbuckled.

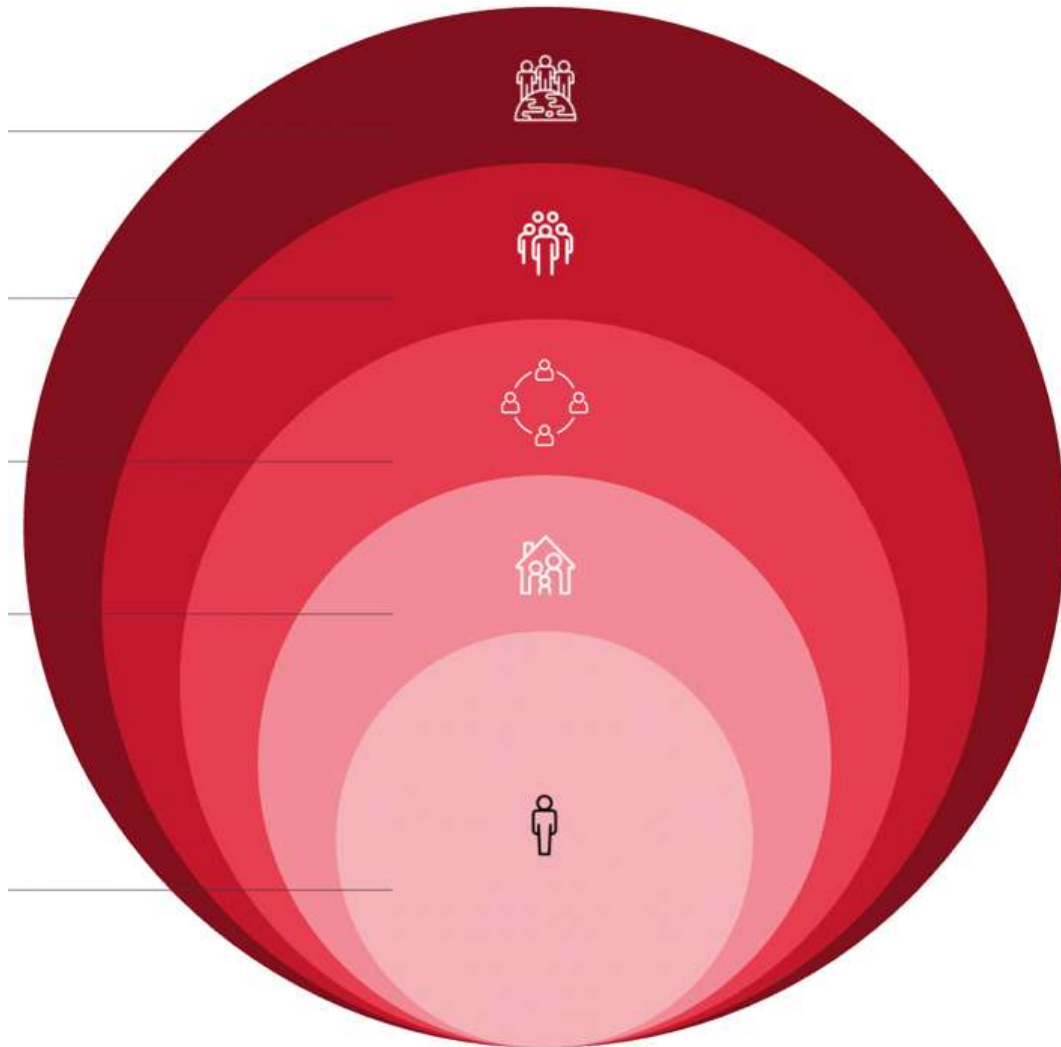
Behavior Drivers Model (BDM)

Behavioural Drivers Model

- The model considers behaviours as the complex result of the influence of multiple determinants, in a socio-ecological approach
- Why this model?
 - Thematic agnostic
 - Comprehensive
 - Built on evidence
 - A synthesis of 25 decision-making and behavioural theories and models

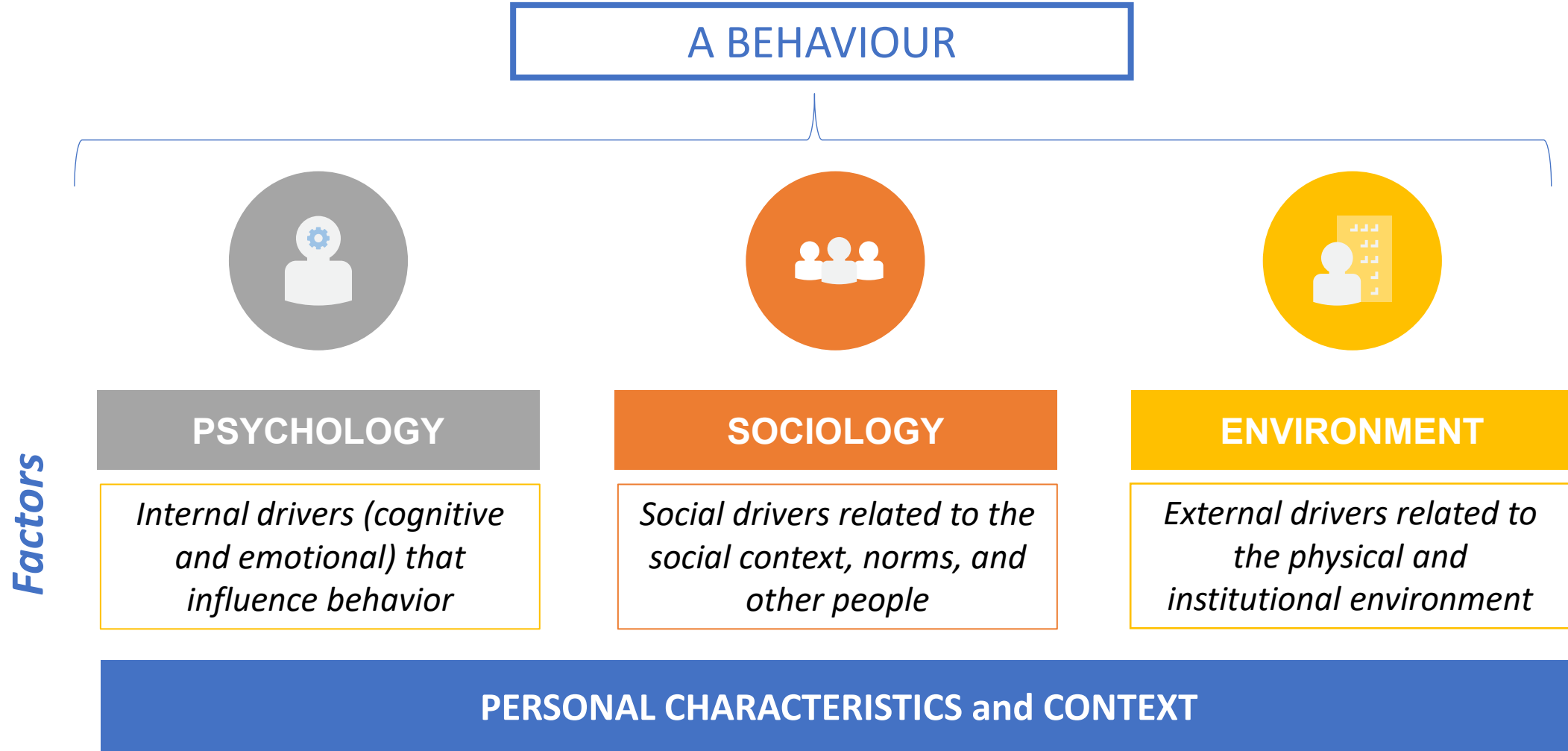


How?



How does
Behavior change
happen?

The Behavioural Drivers Model (BDM)



The Behaviour Drivers Model (BDM)

Why do people do what they do — even when they know better?



PSYCHOLOGICAL

- Beliefs & myths about risk
- Self-efficacy & personal agency
- Cognitive biases, normalisation

Nepal:

*Caregivers accept stunting as 'family genetics'
— not a problem they can fix*



SOCIAL

- Descriptive norms: what others do
- Injunctive norms: what others expect
- Gatekeeper & influencer power

Nepal:

*Fathers arrange early marriage because all
neighbours do — and fear gossip if they don't*



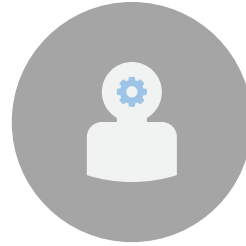
ENVIRONMENTAL

- Geographic access & distance
- Time poverty & infrastructure
- Policy enforcement gaps

Nepal:

*Women in Karnali understand ANC value but
face a 3-hour walk on monsoon roads*

Psychological factors



PSYCHOLOGICAL

COGNITIVE BIASES

The errors in judgment I may make



INTEREST

What I want; how appealing change is.



INTENT

*What I plan on doing;
what my aims are.*



SELF EFFICACY

What I think I can do.



ATTITUDE

My opinion about a behavior



LIMITED RATIONALITY

Mental shortcuts I may use



Sociological factors (what other expect)



SOCIOLOGICAL

SOCIAL INFLUENCE

How others affect what I think, feel and do.



COMMUNITY DYNAMICS

The group's collective capacity to change.

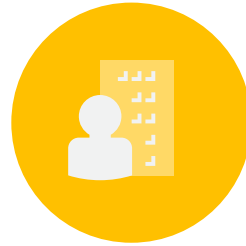


What defines and maintains the stratification, roles and power in a society.

META NORMS



Environmental factors (The structural reality)



ENVIRONMENTAL

COMMUNICATION ENVIRONMENT

The information and opinions I can be exposed to.



GOVERNING ENTITIES

How institutions influence what I do.



STRUCTURAL BARRIERS

Concrete things that prevent me from acting.



EMERGING ALTERNATIVES

Those who don't think or behave like the majority; new things out there.



Barriers and drivers

- Consider what is currently driving people's behaviour
- Consider what the barriers are in the way to people engaging in the promoted behaviour
- Design interventions that take account of the current drivers and **help overcome barriers**

WHY?



ENVIRONMENT

External drivers related to the physical and institutional environment



SOCIOLOGY

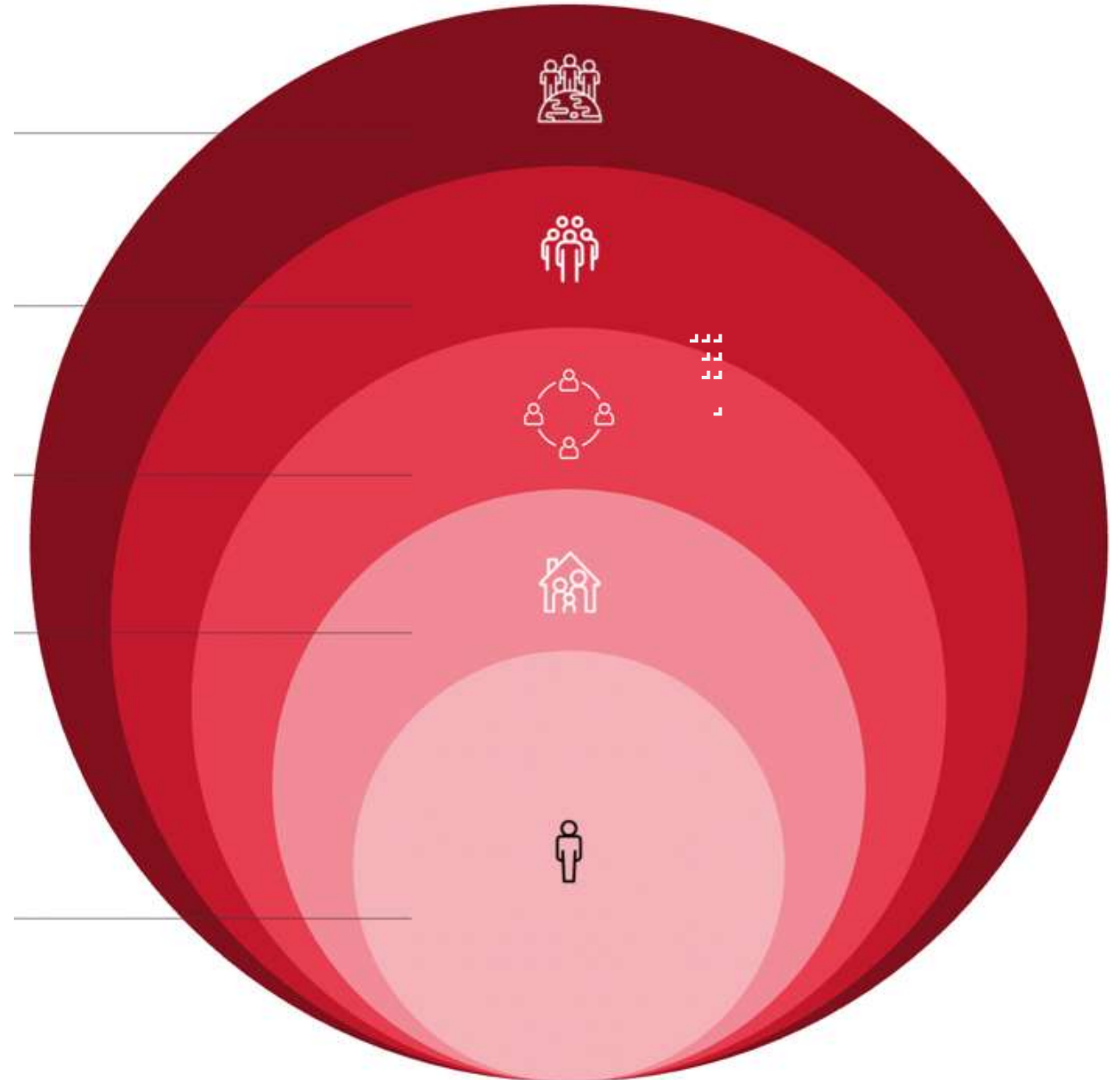
Social drivers related to the social context, norms, and other people



PSYCHOLOGY

Internal drivers (cognitive and emotional) that influence behavior

WHO, Where



Social Norms Theory (SNT)

Social Norms: The Rules Nobody Wrote

Empirical Expectations

What you believe others actually DO

"All my neighbours marry off their daughters at 18."



Normative Expectations

What you believe others EXPECT of you

"My relatives will gossip if my daughter is unmarried at 20."

"If a family in this community stopped this practice today — what would actually happen to them?"

Nothing = Habit | Fine or police = Legal norm | Gossip, shame, exclusion = Social norm → needs a social

Social Norm Architecture

The Reference Group: Norms do not belong to entire countries or random strangers; they are a **property of a specific reference group**. This is the exact circle of people whose approval you care about (e.g., your immediate family, your village elders, your school peers).

Empirical Expectations (What is typical): This is your perception of what other people *actually do*. It answers the question: "*Is this behavior widespread among my peers?*"

Normative Expectations (What is appropriate): This is your perception of what other people think you *should do*. It answers the question: "*Will my peers judge, mock, or praise me based on this choice?*"

A major usefulness of Social Norms Theory: ability to diagnose why people maintain specific habits

Type of Behavior	Why people do it	What happens if you stop?	Example
Custom / Habit	Out of personal convenience, efficiency, or independent preference.	Nothing. People might look at you curiously, but there is no anger.	Carrying an umbrella when it rains; boiling drinking water at home.
Legal Norm	Out of fear of institutional punishment or formal rule enforcement.	You face state-enforced legal penalties, fines, or police intervention.	Wearing a helmet while riding a motorcycle; paying taxes.
Social Norm	Out of a desire to fit in and avoid social rejection by your reference group.	You face social sanctions like gossip, public shaming, or exclusion.	Practicing expensive dowry traditions; arranging early marriages.

Types of Social norms

1. Descriptive Norms (What people see others do)
2. Injunctive Norms (What people think others expect them to do)

It explains why communities maintain harmful practices even when individuals privately question them.

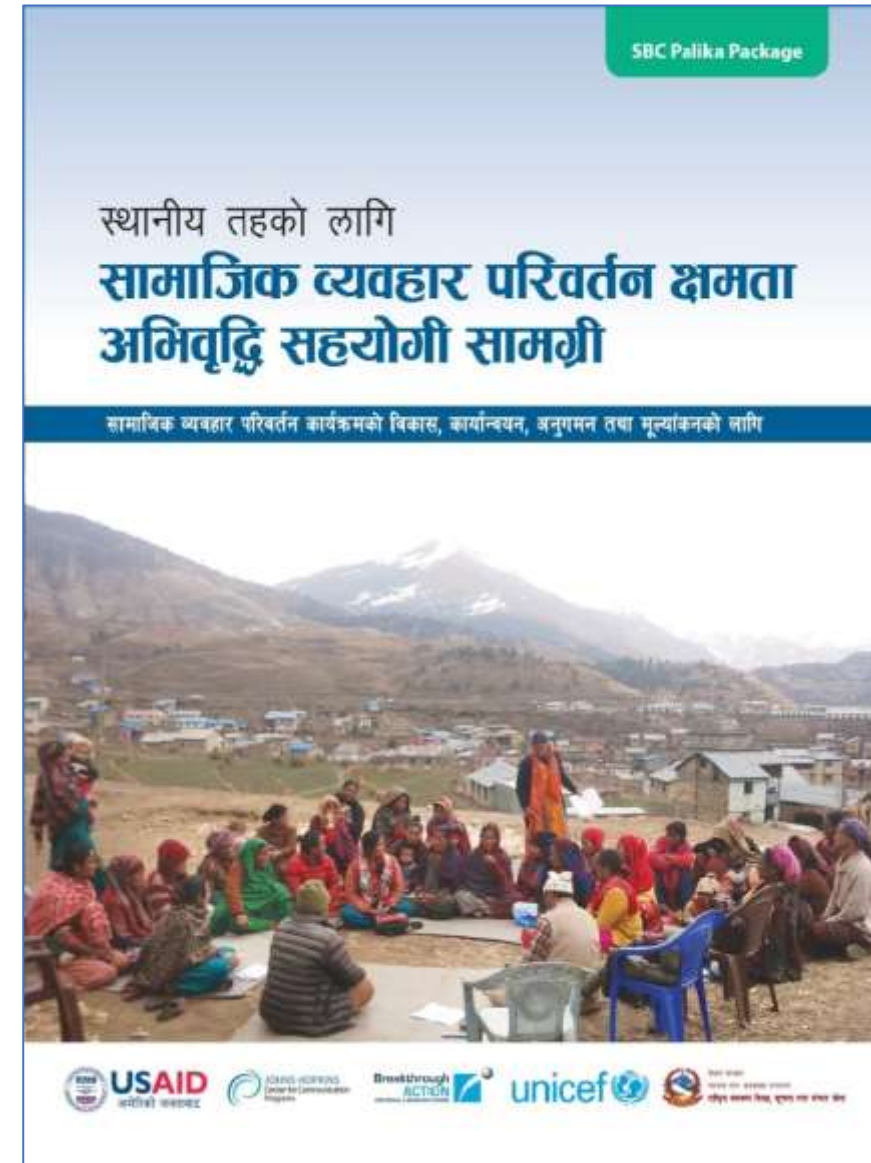
It identifies that human behaviour is governed not just by personal beliefs.

Behavioral inertia

Psychological tendency of humans to keep doing what they have always done because it is comfortable, familiar, and requires zero extra mental energy.

SBC Palika Package: Connecting to Local Governments

Introduction of the SBC Palika Package



SBC Palika Package

The connection between the **Behavioural Drivers Model (BDM)** and the **SBC Palika Package** represents the perfect marriage between **theory** and **governance**.

BDM diagnoses *why* people act the way they do

The Palika Package **provides** local (*Palika*) and Provincial governments with the **operational tools to program and fund interventions that directly address those drivers**.

How the Palika Package Resolves BDM Barriers ?

The SBC Palika Package translates the abstract dimensions of the BDM into a mandatory, formalized checklist used during the **Local Level Annual Planning and Budget Drafting Process**.

SBC Palika Package structures operations around three practical pillars:

1. Unified Local Budgeting (The 7-Step Planning Process)
2. Multi-Sectoral Workforce Mobilization
3. Data-Driven Accountability & Feedback Loops

SBC Palika Package

स्थानीय तहको लागि सामाजिक व्यवहार परिवर्तन क्षमता अभिवृद्धि सहयोगी सामग्री

सामाजिक व्यवहार परिवर्तन कार्यक्रमको विकास, कार्यान्वयन, अनुगमन तथा मूल्यांकनको लागि



संघीय सरकार
संघीय तहको लागि
सहयोगी सामग्री

सामग्रीको प्रयोगबाट हुने फाइदाहरू

- सम्पूर्ण स्वास्थ्यका लागि सामाजिक व्यवहार परिवर्तनका क्रियाकलापहरू तथ्यमा आधारित भई तर्जुमा हुनेछन् ।
- वार्षिक योजना तर्जुमा प्रक्रियामा गाउँ वा नगरपालिका सामाजिक विकास शाखाले गर्नुपर्ने भूमिका र जिम्मेवारीबारे प्रस्ट हुनेछन् ।
- स्वास्थ्यको विभिन्न कार्यक्रमहरूका लागि सामाजिक व्यवहार परिवर्तन सम्बन्धी क्रियाकलाप तयार गर्न सहजीकरण हुनेछन् ।
- स्थानीय तहमा स्वास्थ्यका सम्पूर्ण कार्यक्रमहरूमा सामाजिक व्यवहार परिवर्तनका क्रियाकलापहरूको तर्जुमा, कार्यान्वयन, अन्तर्गमन तथा मल्यांकन गर्ने क्षमता अभिवृद्धि र सीप विकास हुनेछन् ।



सहभागीहरु-

- स्वास्थ्य संस्था संयोजक
- स्वास्थ्य संस्था प्रमुख
- वडा अध्यक्षहरु (कुनै एक वडा अध्यक्ष सामाजिक विकास संयोजक)
- नगर वा गाउँपालिकाका प्रमुख
- नगर वा गाउँपालिकाका कार्यपालिका सदस्यहरु
- प्रमुख प्रसासकिय अधिकृत
- यस क्षेत्रमा काम गरिरहेका अन्य संस्थाका प्रतिनिधीहरु

विकास प्रक्रिया

- HCD process मा आधारित



NHEICC को प्रत्यक्ष सम्लग्नतामा

स्वास्थ्यकालागि सामाजिक व्यवहार परिवर्तन क्षमता स्व विश्लेषण कार्यशाला - प्रदेश तह, स्थानिय तह

सम्बन्धित कर्मचारीहरूसंग कार्यशालागोष्ठी

७ तै प्रदेशमा परामर्श तथा सुझाव संकलन

अन्य सरोकार वाला संस्थाहरूसंग परामर्श तथा सुझाव संकलन

वार्षिक योजना तर्जुमा
'स्थानीय तहको योजना तथा बजेट तर्जुमा
दिग्दर्शन, २०७४'

पूर्व तयारी :

वडास्तरीय वार्षिक कार्य योजना तथा बजेट तर्जुमा सुरु हुनुभन्दा अगाडि स्वास्थ्यको लागि सामाजिक व्यवहार परिवर्तन योजनाको तयारीमा स्वास्थ्य शाखाको भूमिका

स्थानीय जनसांख्यिक तथा स्वास्थ्य तथ्यांक संकलन तथा विश्लेषण

समुदायहरूबाट सामाजिक व्यवहारसम्बन्धी सूचना संकलन

स्वास्थ्य संस्था सञ्चालन तथा व्यवस्थापन समिति (HFOMC) को बैठकमा पेस

वडा समिति तथा स्वास्थ्य संस्थामा क्रियाकलाप तथा बजेट प्रस्तुत

- जनसांख्यिक तथा स्वास्थ्य तथ्यांकहरू संकलन गरी समीक्षा
- HMIS को प्रतिवेदन अनुसार लक्ष्य अनुसार प्रगति नभएका सूचकहरूको पहिचान

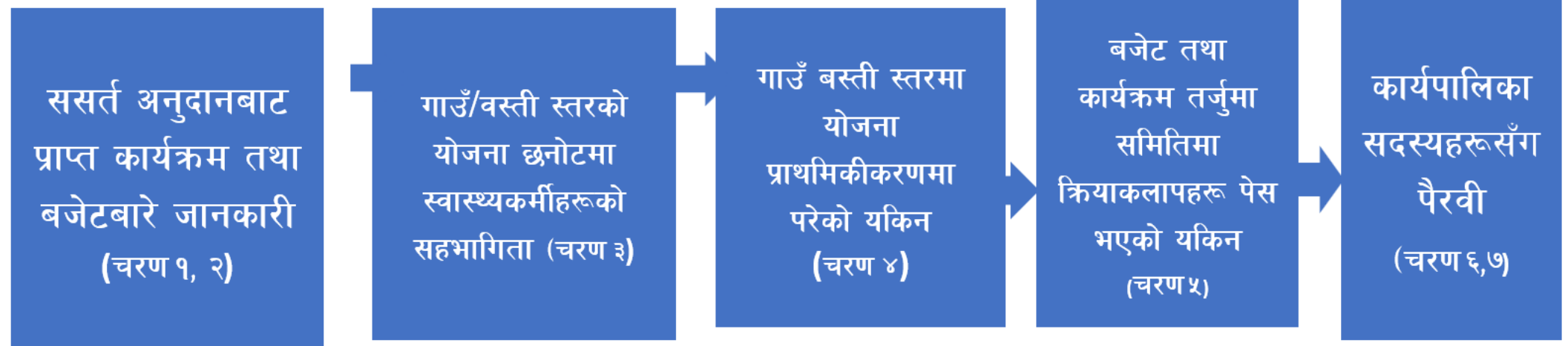
- स्थानीय स्तरका लक्ष्य अनुसार प्रगति नभएका सूचकहरूको सामाजिक व्यवहार (सामाजिक मूल्य मान्यता, संस्कार, रीति चालचलनहरूको) पहिचान तथा विश्लेषण

- स्वास्थ्य समस्या प्राथमिकीकरण, साभ्ना दृष्टिकोण, उद्देश्य, लक्षित समूह तथा कार्यक्रम तर्जुमा
- HFOMC बाट सामाजिक व्यवहार परिवर्तन कार्यक्रमका क्रियाकलाप तथा बजेट स्वीकृत

- वडा समितिमा बजेट तथा कार्यक्रम प्रस्तुत गरी स्वीकृतिको लागि पहल

पैरवी:

स्थानीय तहको वार्षिक कार्य योजना तथा बजेट तर्जुमा प्रक्रियामा स्वास्थ्य शाखाको भूमिका



- ससर्त अनुदानको कार्यक्रम तथा निर्देशिका बारे स्पष्ट
- निर्वाचित पदाधिकारीहरूलाई ससर्त वा नि.सर्त बजेटको बारेमा प्रस्ट्याउने

- गाउँ तथा बस्ती स्तरको भेलाहरूमा पूर्व तयारी गरिएको स्वास्थ्यको लागि सामाजिक व्यवहार परिवर्तनका विषयहरू समावेश भएको योजनाका साथ स्वास्थ्य संस्थाको सहभागिता, प्रस्तुति तथा वकालत

- स्वास्थ्यको लागि सामाजिक व्यवहार परिवर्तन सम्बन्धी वडा तहको प्राथमिकीकरणमा परेका क्रियाकलाप र बजेट स्वीकृत गराउन पैरवी गर्ने

- स्वास्थ्य शाखा प्रमुखले विषयगत समितिको बैठकमा सक्रिय सहभागी भई सामाजिक व्यवहार परिवर्तनका कार्यक्रम तथा बजेटमा समावेशको लागि पैरवी

- वडा तहको प्राथमिकीकरणमा परेका क्रियाकलाप र बजेट स्वीकृत गराउन पैरवी

कार्यान्वयन, अनुगमन र मूल्याङ्कन: वार्षिक कार्यक्रम तथा बजेट पारित भएपछि स्वास्थ्य शाखाको भूमिका

विस्तृत कार्ययोजना
तयारी

स्वीकृत कार्य योजना
कार्यान्वयन

सामाजिक व्यवहार परिवर्तन
कार्यक्रमहरूको अनुगमन
तथा मूल्यांकन

अनुगमन तथा
कार्यक्रम प्रतिवेदनको
प्रस्तुति

- स्वास्थ्य संस्था प्रमुखहरूको बैठक बोलाई स्वीकृत भएको कार्यक्रम र बजेटको समीक्षा
- विस्तृत कार्ययोजना तयार गरी प्रमुख प्रशासकीय-अधिकृतबाट स्वीकृतिको लागि पेस

- स्वीकृत कार्ययोजना स्वास्थ्य संस्था सञ्चालन तथा व्यवस्थापन समितिमा प्रस्तुति
- स्वास्थ्य संस्था प्रमुखहरूलाई बजेट सहितको विस्तृत कार्यक्रम उपलब्ध गराई समयमै बजेट प्राप्त गर्न सहयोग
- स्थानीय प्रयोगका लागि सामग्री, कार्यक्रम कार्यान्वयन निर्देशिकाको उपलब्धता

- योजनाअनुसार चेक लिस्ट प्रयोग गरी कार्यक्रमको अनुगमन
- योजनाअनुसारको कार्यक्रमको गुणस्तर अनुगमन तथा मूल्यांकनको प्रतिवेदन HFOMC बैठकमा प्रस्तुत

- स्वास्थ्य संस्थामा छलफल
- गाउँ वा नगरपालिकाको नियमित बैठकमा प्रस्तुत
- वार्षिक रूपमा गाउँ वा नगर सभामा प्रस्तुत

How can it support to integrate SBC into different sectors?

Palika Package guides local governments to integrate SBC into six critical development and humanitarian sectors

Sector	Core Behavioral Barrier	SBC Palika Package Solution	Local Execution Channel
Health	Care-seeking delays, drop-outs in routine immunization, and poor compliance with nutritional guidelines.	Transition from passive information dissemination to Interpersonal Communication (IPC). Use behavioral mapping to locate "zero-dose" children and tailor home-visit counseling to address specific family fears.	Female Community Health Volunteers (FCHVs) and Health Facility Operation Committees (HFOMCs).
Emergency & Humanitarian	Panic-driven behaviors during disasters, ignoring early warning alerts, and unsafe hygiene practices in temporary shelters.	Developing Risk Communication and Community Engagement (RCCE) protocols. Pre-positioning tailored behavioral messaging and feedback channels before disasters strike to curb misinformation.	Disaster Management Committees, local radio, and youth networks.
Education	Irregular attendance, gender-biased school dropouts, and low parental engagement in early learning.	Setting up school Eco-Clubs and peer networks to foster healthy habits. Engaging parents through localized interactive dialogues to establish shared expectations around continuous schooling.	School Management Committees (SMCs), Parent-Teacher Associations (PTAs), and child clubs.

Palika Package guides local governments to integrate SBC into six critical development and humanitarian sectors

Sector	Core Behavioral Barrier	SBC Palika Package Solution	Local Execution Channel
Child Protection	Deep-seated social norms that tolerate child marriage, corporate punishment, and child labor.	Launching reflective community dialogues that dismantle harmful social norms. Equipping adolescents with life-skills modules (like the Rupantaran framework) to build agency and self-efficacy.	Ward Child Rights Committees, local youth clubs, and women's cooperatives.
SPGE (Social Policy, Governance & Evidence)	Low accountability, under-utilization of social protection cash transfers (e.g., Child Grants), and exclusion of marginalized voices.	Using community feedback loops to track public satisfaction. Running targeted SBC campaigns to ensure families spend child grants directly on child health, nutrition, and birth registration.	Palika Social Development Sections, ward offices, and citizen forums.
Climate Resilience	Traditional agricultural and waste practices that worsen environmental degradation and leave families exposed to climate hazards.	Nudging communities toward climate-smart adaptations (e.g., rainwater harvesting, plastic waste segregation). Amplifying youth advocacy through platforms like BaYu Sambaad (Children and Youth Dialogues).	Local Eco-Clubs, community forest user groups, and agricultural cooperatives.

Role of Government Systems in SBC Delivery

If Infrastructure reaches the ward.

SBC reaches -----

the household.

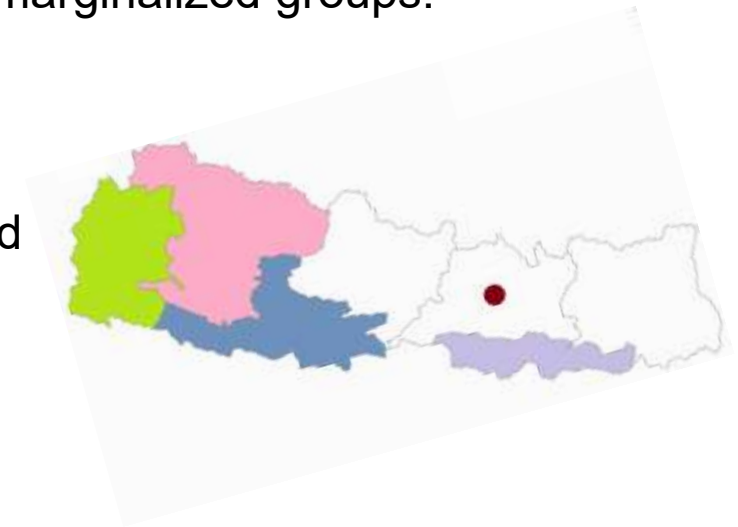
Nepal federal governance structure?

1. Federal level
2. Province level
3. Local government (Palikas)

- Which tier is currently doing the most SBC work and is that the right tier?
- Where does a behaviour change strategy get lost between federal policy and ward-level execution?
- What would make a Palika more SBC-ready?

8 Main Behavioral Challenges in Nepal

- **Harmful social norms/practices** around child marriage, child labor, GBV, corporal punishment etc.
- **Low uptake of essential services/practices** like immunization, nutrition and WASH behaviours etc.
- **Misinformation, and mistrust** in health institutions/systems impeding life-saving behaviors.
- **Limited knowledge/skills among parents/caregivers**, on positive parenting, health & hygiene.
- **Exclusion and discrimination** against children with disabilities, ethnic or marginalized groups.
- **Limited participation and empowerment** of children, youth and communities in decision making.
- **Unsafe environment and violence** against children in homes, schools and community.
- **Resistant to climate-friendly behaviors** due to inertia, lack of urgency or economic barriers



[*Breaking barriers: VSO, 2025.](#) [Nepal MICS 2024, UNICEF](#) [GSHS Nepal, UNICEF](#)

[*LDC Graduation - Smooth Transition Strategy" for Nepal, National Planning Commission/ UNDP, 2024.](#)

[* OECD data](#) [*Human Development, Youth and Risk Indexes](#) [*SBC Global Operational Guidance](#)

Role mapping

	SBC Activities?	Where are the gaps?	Role
Federal			
Provincial			
Local level			

Planning & Implementing SBC Programmes

Brainstorm

What are the SBC Program planning and implementation steps?

SBC 360 approach

- SBC interventions can range in **depth, breadth, and complexity**
- They tend to follow a **similar set of steps**
- They use a **360 degree** approach to solve challenges

1: Research

2: Design

3: Implement

4: Evaluate

Research

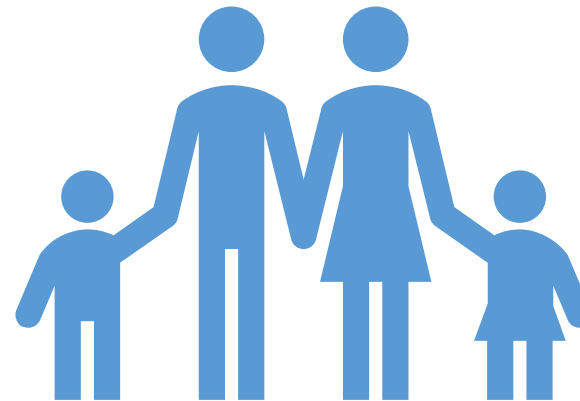
Research

You conduct **research** and uncover the following insights:

- *Parents are afraid to go to the clinic for fear of getting COVID*
- *Parents are fearful of rumours circulating that say the vaccine causes sterility*
- *The journey to the clinic is far*

- You can now transform these **research findings** into a **set of positive outcomes** that we want to achieve.

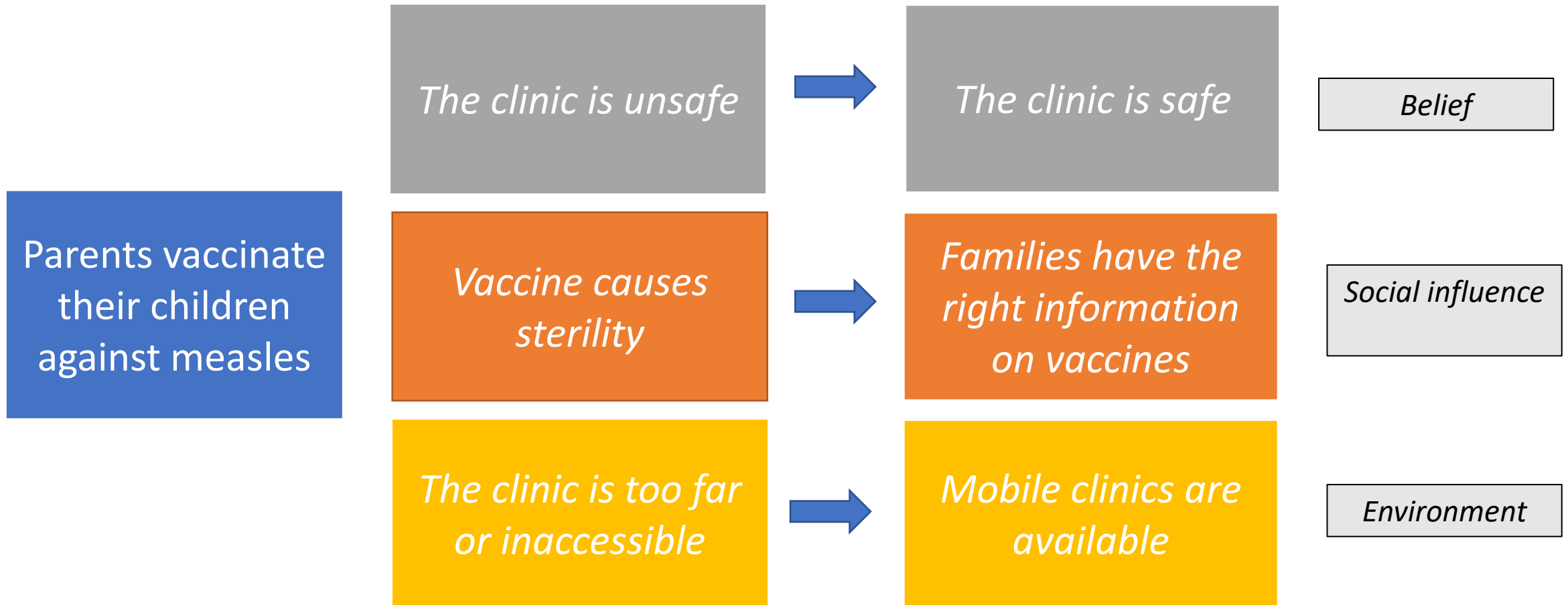
I believe that the vaccine is necessary for my child's health



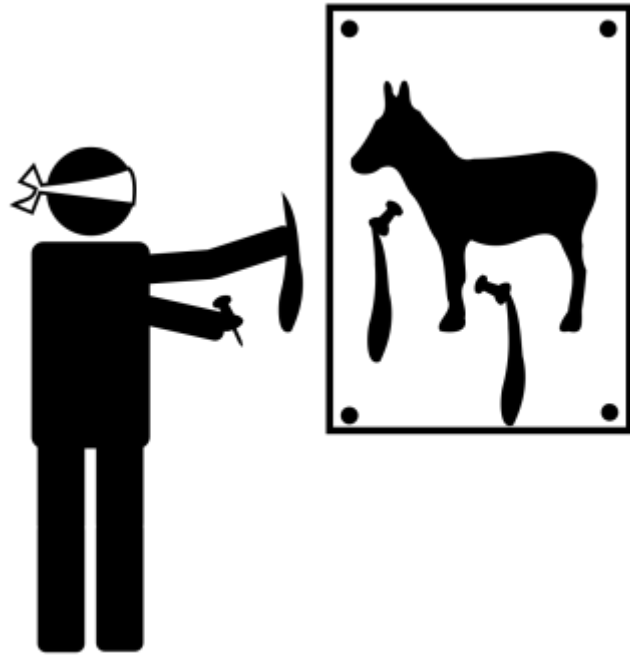
Barriers and drivers

- Consider what is currently driving people's behaviour
- Consider what the barriers are in the way to people engaging in the promoted behaviour
- Design interventions that take account of the current drivers and **help overcome barriers**

Research



Why is research important?



Problem diagnosis

1. What is the current situation?

- Which actors are relevant to the problem?
- What specific behaviours do each of the actors exhibit, and why do they constitute a problem?

2. What needs to change?

- Which specific behaviours would we like to see the audiences do instead?

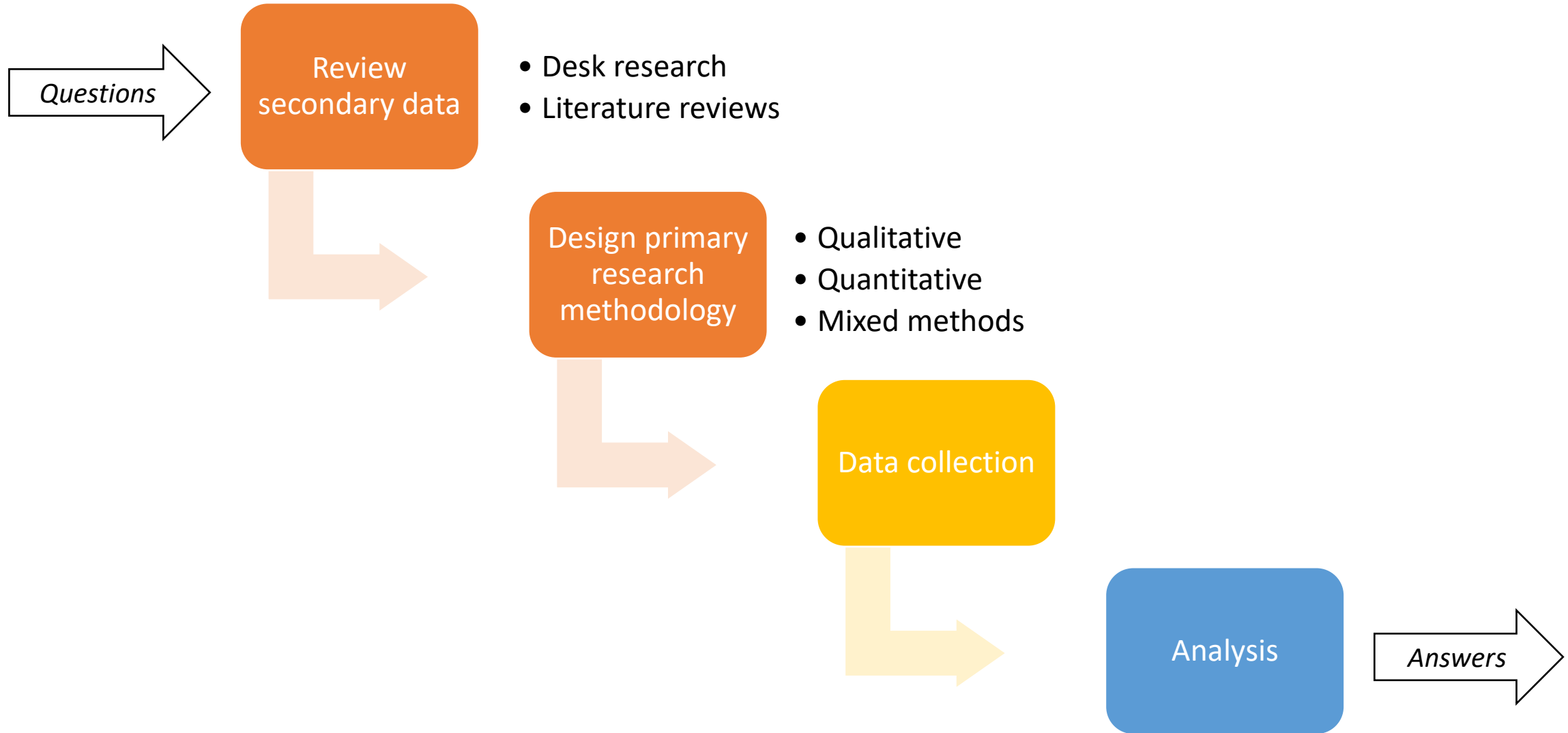
3. Why does the audience not change at the moment?

- What are the barriers in the way of these behaviours?

4. What can you do to create change?

- What are motivators to the target behaviours?
- How can you overcome barriers?

SBC Research Process



Quantitative Methods

Survey

- Provides understanding of the context
- Allows us to hypothesize which barriers and drivers people may face
- Uses a behavioural framework to guide your questions and asses: *beliefs, agency, social norms, gender and family dynamics*
- Should complement qualitative data

1

Decide what you
need quantitative
data for

2

Define your sample

3

Design surveys

4

Collect and analyse
data

Qualitative Methods

Literature review

- Literature reviews are a **specific case of desk research** to identify evidence gaps and to understand the quality of existing research
- Literature reviews can help you to better understand:
 - A **specific behaviour we would like to change**
 - The **mechanism with which we want to create change**
 - **The barriers** which may be in the way of change
- Unfortunately, most existing literature is unlikely to be looking at drivers of a behaviour...which is why you need formative research!



Focus group discussions



- Focus groups are a **popular** qualitative method
- A group of participants **discuss a topic of interest** to the researcher
- Participants can share their **perceptions, feelings, beliefs, and ideas** about a social issue
- Preferred when the objective is to ***understand the issue*** under investigation.

- **Considerations**

- Participants: *People involved & with relevant knowledge*
- Number: *Ideally 3-4 groups per participant type*
- Size: *6-8 people*
- Length: *60-90 minutes*
- Moderator: *Leads group discussion, creates supportive environment*
- Equipment: *Audio recording used for later analysis*
- Discussion guide: *Questions and time allocation*



Informant interviews

- Intensive individual interviews with a **small number** of respondents to explore perspectives on a topic
- Appropriate for gaining **deeper insight** into respondents' evaluations
- Allows researcher to gather **precise and specific** answers
- Useful in **controversial, sensitive, or tabooed** topics where social desirability bias may be an issue
- Preferred when participants are **difficult to gather** for focus groups, or difficult to schedule
- More flexible than survey interviews, allowing for **unstructured conversations.**

Observation

- The goal is to observe people as they engage in activities that would occur if you were not present.
- Capture patterns or problems that stay hidden through KIIs or surveys
- Structured with a guide
- Used to complement other research method
- Be aware of bias!!

Example – Observation water point - WASH

1 .What is the source of water observed?

Water vendor / Surface Water / Protected spring / Water tank / Other (specify)

2. How is the water distributed?

3. How is it collected?

4. Does the distribution procedure appear organised?

5. What is the main profile of the people in the spot? males/ females / children?

Participatory research

Researchers and participants collaborate to understand social issues and take actions to bring about social change, it can:

- Empower communities
- Promote local ownership
- Uses local knowledge and contextual understanding
- Fosters inclusiveness and tackles underrepresentation
- Improves transparency
- Strengthens local capacities

Challenges:

- Can be time-consuming
- Can bring to the surface potential power-dynamics which need to be addressed
- Sometimes hard to balance local with external expertise
- Can be difficult to ensure meaningful participation of marginalised groups

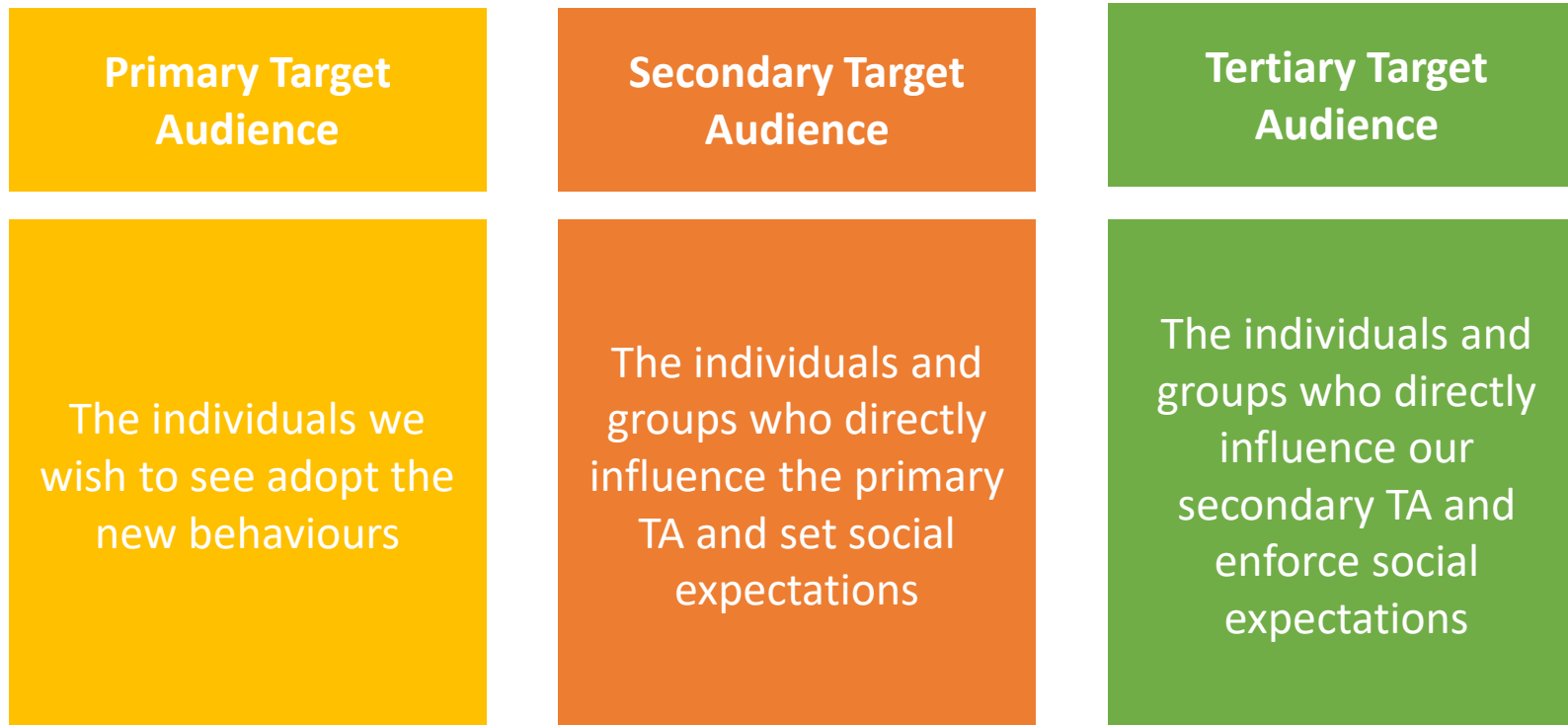
Qualitative & Quantitative comparison

	Qualitative Methods	Quantitative Methods
Purpose	To explore and gain a deep understanding of phenomena	To test hypotheses, make predictions and generalize results to the population of interest
Sample	Small number, usually non-representative cases	Large number, usually representative cases
Data	Qualitative (i.e. verbal responses, text), unstructured	Quantitative (i.e. numbers), structured
Analysis	Non-statistical, aim to identify patterns, features, themes	Statistical, aim to identify statistical relationships
Generalizability	Findings are less generalizable	Aim is to produce result that are generalizable
Examples	In-depth interviews, focus groups, observations	Surveys, experiments

Target Audience Analysis

Who is our target audience?

A target audience (TA) is everyone we want to reach with the intervention or activity to achieve its objectives. There are **three target audiences categories**:

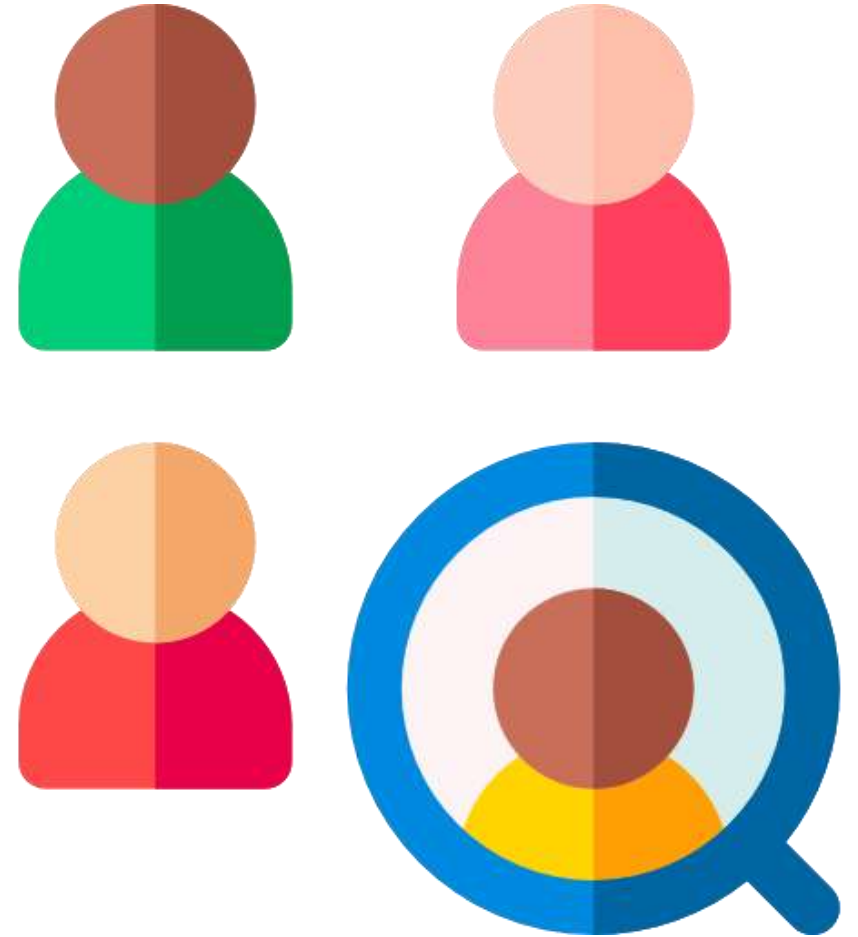


Target audience

SBC interventions are designed to consider the drivers, behaviours and barriers affecting your target audience.

Audience analysis and segmentation helps us to:

1. To understand how many different interventions we need
2. To know who we should target
3. To know how we can remove barriers for our target audience(s)
4. To know how we can include drivers and motivators to behaviours



Barriers & Enablers Analysis: Doer vs Non-Doer

Doer vs Non-Doer Analysis

✓ DOER

Practises the target behaviour despite similar knowledge and access

Has both soap AND water at handwashing station
Seeks antenatal care in first trimester
Exclusively breastfeeds for 6 months

VS

✗ NON-DOER

Has not adopted behaviour despite knowing about it and having similar access

Has a facility but no soap purchased
Postpones first ANC visit until 2nd trimester
Introduces formula or water at 3 weeks

The Insight: If 90% of Non-Doers *and* 90% of Doers say water is hard to find, then water access is a structural issue, not the behavior's core mental barrier. But if 80% of Non-Doers fear family disapproval while 0% of Doers do, you have isolated the exact **social norm barrier** you need to target.

SBC Interventions Design

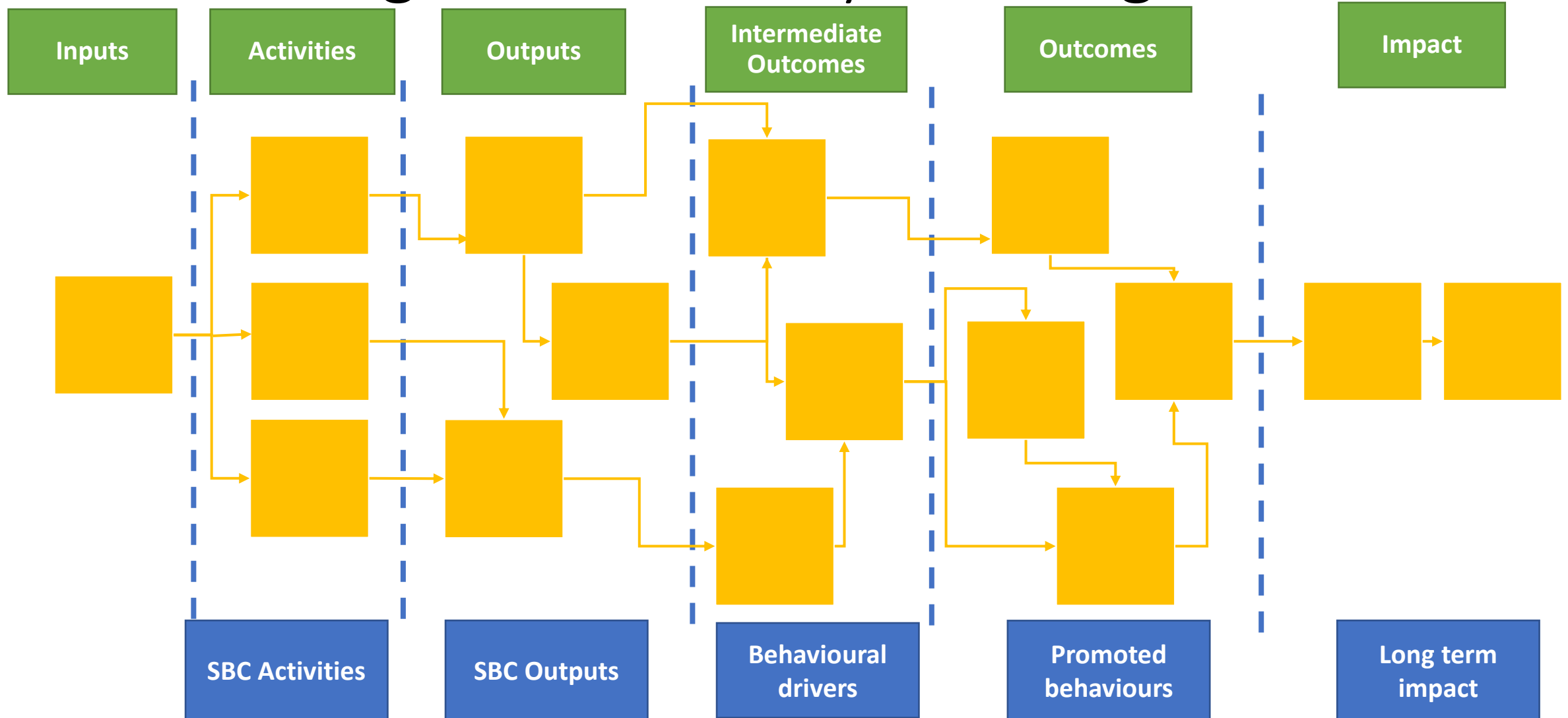
Theories of Change

- Theories of change are an important tool for any SBC project
- A theory of change reveals the underlying logic of an intervention
- It sets out how inputs will lead to outputs, outcomes, and impact

Why are ToCs useful for interventions?

- Gives shared understanding of activities and objectives
- Helps us select appropriate measurement indicators
- Enhances learning by helping us identify what works

Visualising an SBC theory of change



SBC interventions



All interventions and activities designed take into account the target barriers and behaviours previously identified, their determinants and the characteristics of the target audience to be reached.



The evidence-based and human-centred approaches remains at the heart of all stages of the intervention developed.

Types of activities



What do we need to consider when selecting activities?

- ✓ Type of behaviour we are trying to shift
- ✓ What has been done elsewhere
- ✓ Budget
- ✓ Capacity of partners
- ✓ Situation in country
- ✓ Timescale



SBC puts people at the center of problems

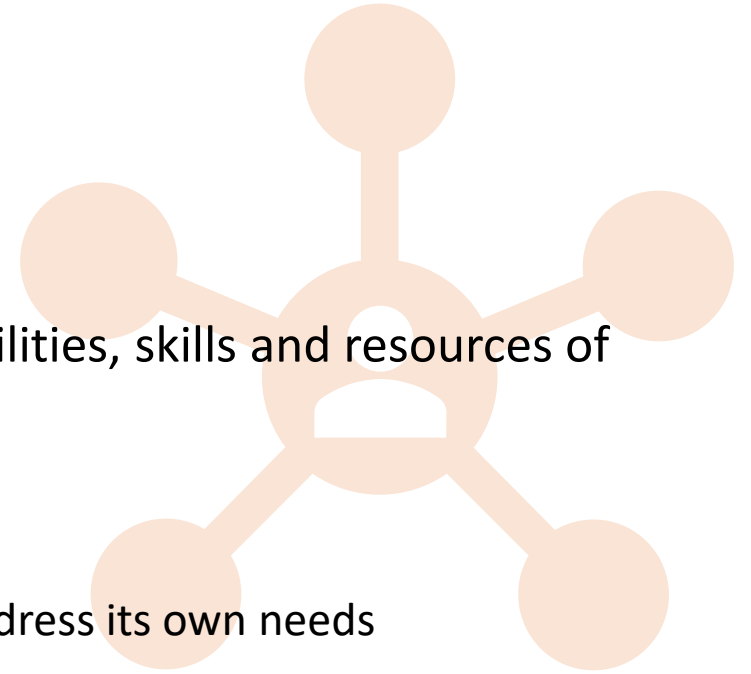
By understanding what affects individual and group decisions, we are making sure that community voices are guiding our programming.

This means that we are doing **human-centred design**.



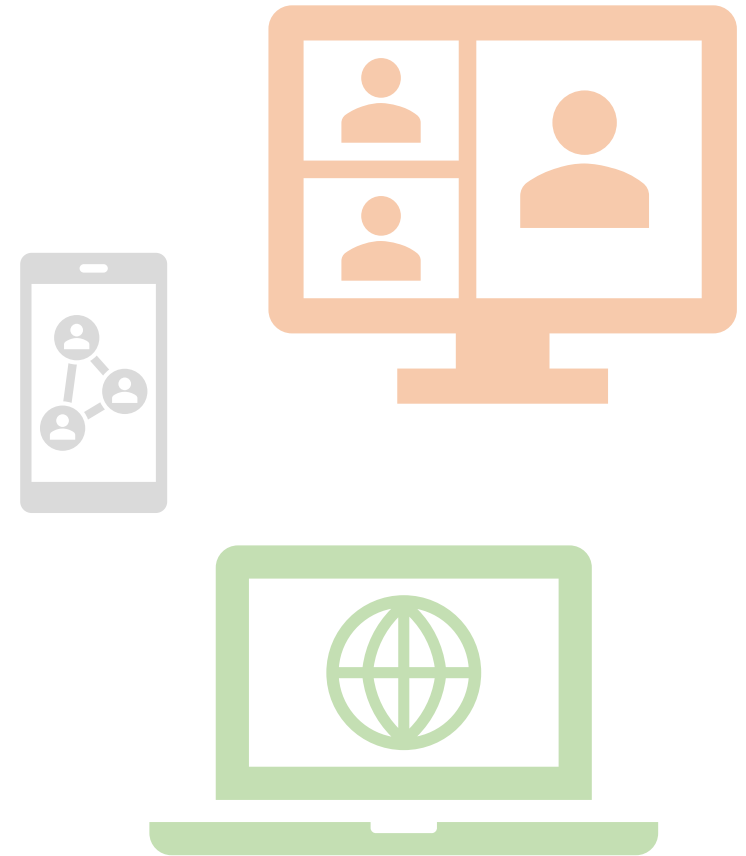
Community engagement

- Capacity building describes the development or strengthening of abilities, skills and resources of individuals, organisations and communities.
- **Why is it effective?**
 - It solves problems at the community-level
 - It increases the capacity of a community to successfully identify and address its own needs
 - It helps to promote discussion and reflection
 - It helps in the adoption of complex prevention practices
- **When can it be useful?**
 - Areas where descriptive norms play a strong role in the uptake of a particular behaviour
 - Areas where the community dynamic is considered more important than the individual's choices
 - Hard-to-reach areas
 - Fractured communities



Digital solutions

- Digital media encompasses a broad set of intervention activities, including web sites, mobile apps, emails, social media, messaging services, virtual learning, and forums.
- **When is it useful?**
- When you have a digitally-engaged audience who use the relevant platforms
- When you need to disseminate highly tailored messages, while also accepting feedback and having real-time conversations.
- When barriers to behavior change can be removed by digital prompts, targeted messaging, or virtual rewards



Edutainment

- **Edutainment** is a set of strategies that combines *education* with *entertainment*
- Edutainment aims to prompt behaviour change or debate about behaviours through media like drama, books or games.

When is it useful?

- When it is desirable to prompt debate on deep-rooted social issues
- When key barriers stem from social and community norms, attitudes, and myths, rather than practical or logistical barriers



Advocacy



- The purpose of advocacy is to achieve specific policy changes, program changes, or allocation of resources

When is it useful?

- Where there are major environmental barriers to the uptake of a behaviour
- Where legislative issues prevent uptake of behaviours or reward negative behaviours

Examples

- Lobbying for introduction of laws to punish gender-based violence
- Asking politicians to sign a pledge to commit to a peaceful election

Nudges

- **Choice architecture** is the design of different ways in which choices can be presented to decision makers, and the impact of that presentation on decision making.
- A **Nudge** can be any aspect of the *choice architecture* that influences people's behaviour in a predictable non-intrusive way, without forbidding any options or significantly changing economic incentives.
- A Nudge should be easy and inexpensive to implement and should not limit freedom of choice nor change economic incentives.
- Examples include auto-enrolment in pensions schemes, signs encouraging people to take the stairs vs lifts, making the 'Yes' button bigger and more eye-catching than the 'No' button on websites.



Capacity development

- Capacity building activities ensure sustainable programming by developing the capacity of those who are implementing community based programmes and are closest to the beneficiaries.
- Capacity building can help ensure the sustainability of a project, but it can also be a means of changing behaviour itself.
- It can also be important in areas where quality of service provision is a barrier to behavioural change.



Mass media campaigns

- Mass media covers all media that reaches a large audience including TV, radio, newspapers, online outlets, social media and influencers
- **When is it useful?**
- As part of a broader behaviour change strategy, when combined with other interventions, or used to increase the engagement with these interventions
- When a lack of awareness about an issue is a key barrier to behaviour change (but beware – it is rarely the only barrier)
- To counter disinformation (but beware, mythbusting can backfire)
- In support of advocacy



Channels



Mass media

- TV
- Radio
- Newspapers
- Magazines



Out of Home

- Billboards
- LED screens
- Brochure
- Posters



Social media and Digital

- Facebook
- Twitter
- Instagram
- Website
- Google ads



Mobile

- SMS
- IVR
- Apps
- Podcasts



Community events

- Religious holidays and celebrations
- Mobile theatre
- Town hall meetings
- Community centre



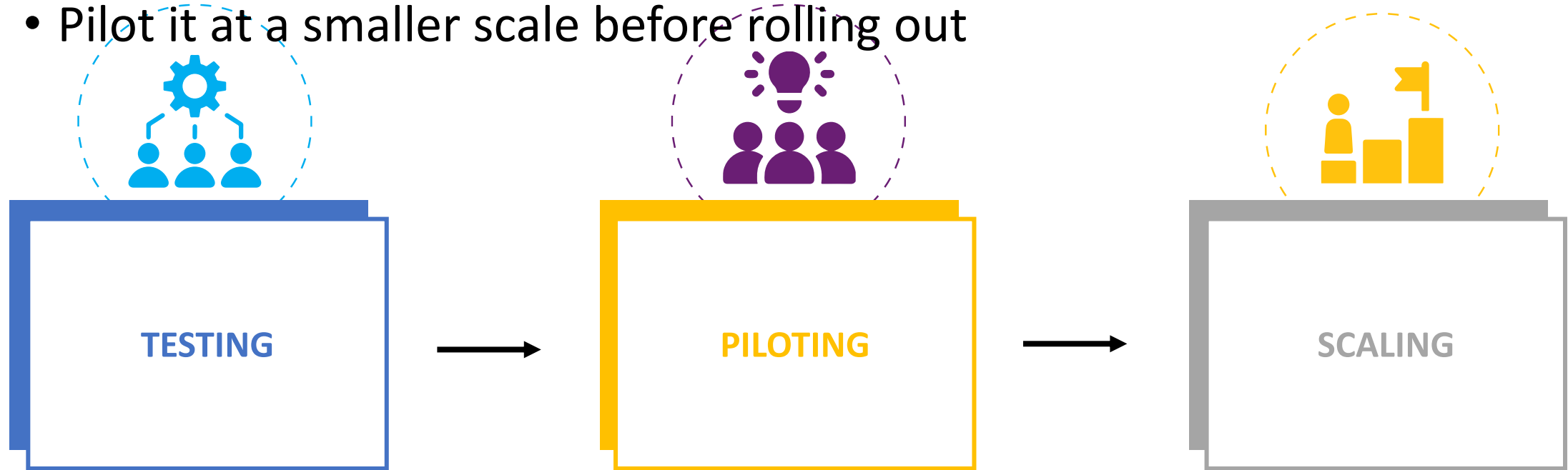
Community outreach

- Religious leaders
- Local political leaders
- Educational leaders
- Women / youth centers

You have designed your intervention...

Now what?

- Test it with the community to adjust them before you implement
- Pilot it at a smaller scale before rolling out



Testing interventions

What do we need to learn?

Define what you need to learn from the test in order to improve or validate the new solution.

What do we need to measure?

Based on the testing questions, specify what you need to measure.

How are we going to measure?

Identify indicators and methods for monitoring successes and failures.

What is outside our control?

Identify external factors that may jeopardize the idea or interfere with indicators and develop mitigation tactics.

Implement

Implement

You need to **implement your interventions**, considering the **specific local context and constraints**.

Develop an implementation plan, and decide what **specific activities** are needed to achieve impact.

Things to consider:

- Budget
- Capacity of local partners
- Situation in country
- Timescales
- Other initiatives and interventions



Monitor and Evaluate

Comparing Monitoring & Evaluation

Monitoring

- Compares actual progress with what was planned so that adjustments can be made in implementation; and
- Is usually an internal activity that is the responsibility of those who manage implementation.

Evaluation

- A periodic assessment of the relevance, efficiency, effectiveness, impact, and sustainability of an activity or intervention;
- Measures the effects of an intervention and compares them with the goals and objectives of the intervention.

Questions to ask

- *Are the activities reaching the right people?*
- *How many people are being reached?*
- *How are the activities being received*

Questions to ask

- *Did we achieve what we set out to achieve?*
- *How could we improve this next time?*
- *Should we do anything different next time?*
- *How can this help the sector?*

Types of Monitoring and Evaluation

Monitoring

- Results monitoring
- Process (activity) monitoring
- Compliance monitoring
- Context (situation) monitoring
- Beneficiary monitoring
- Financial monitoring
- Organisational monitoring

Evaluation

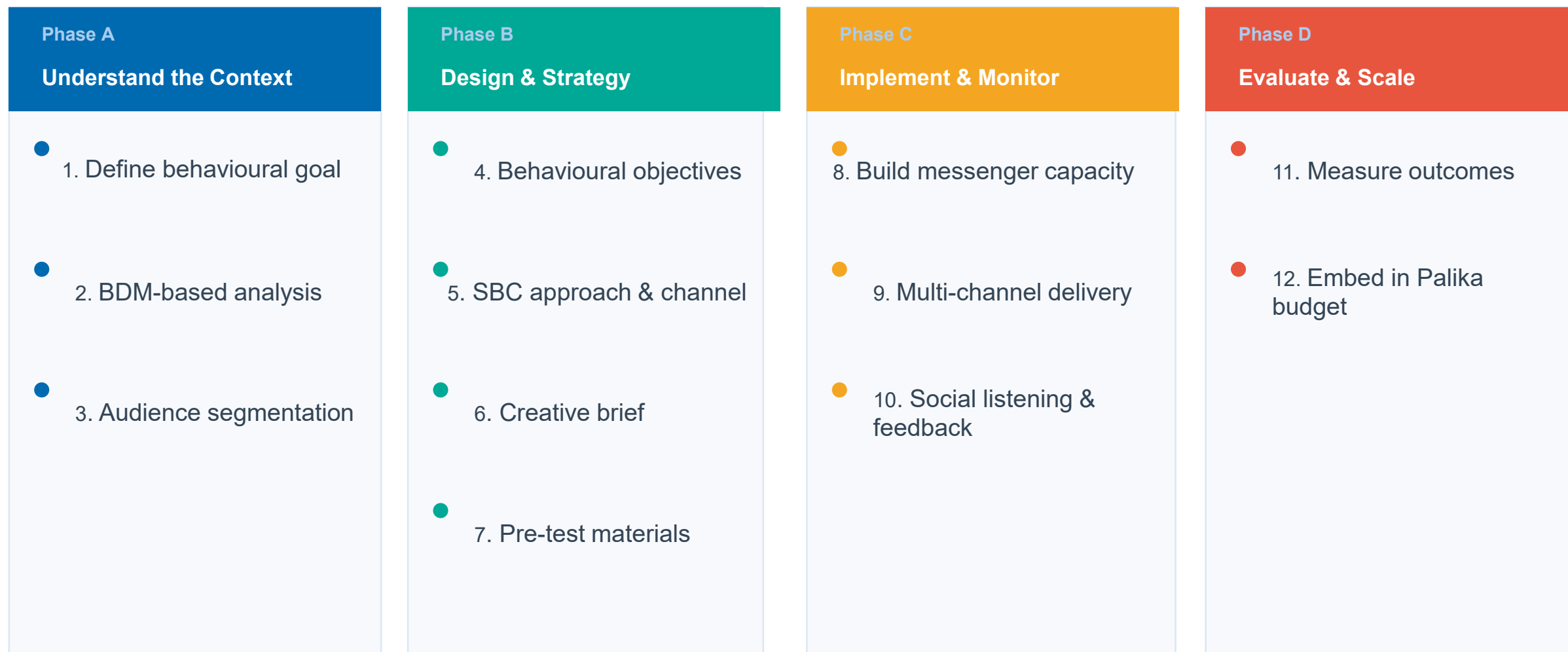
- **Formative evaluations:** occur during project/programme implementation to improve performance and assess compliance.
- **Endline evaluations:** occur at the end of project/programme implementation to assess effectiveness and impact.

Evaluate

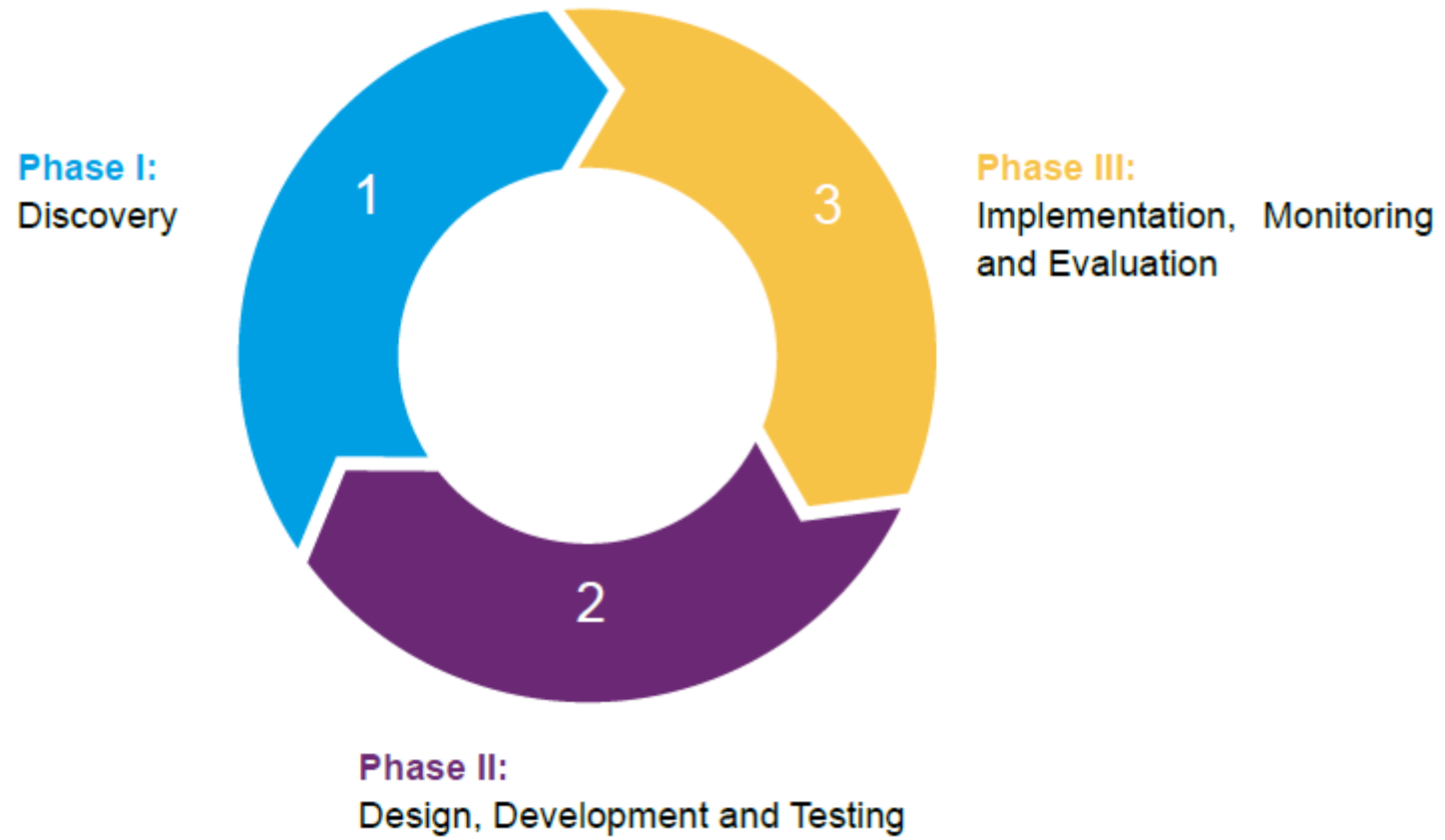
It is important that SBCC programs are closely monitored and subject to robust evaluation. Monitoring allows for interim correction, while evaluation can provide vital lessons learned.

Objective and Activity	M&E questions	Indicators
Objective: Increased demand for routine vaccinations Activity: A multi-media campaign to promote routine vaccinations and healthy behaviours against measles	Monitoring question	Monitoring Indicators
	•Did the campaign go ahead? •Which materials are being used? •Is it getting positive media coverage?	•Input indicator: Adverts shown, leaflets distributed in the community •Output indicator: Number of people seeing the campaign
	Evaluation question	Evaluation Indicators
	•Did the campaign successfully change attitudes? •Did the number of children vaccinated increase? By how much?	•Outcome indicator: Increase in the number of children vaccinated compared to baseline •Impact indicator: Increase in positive attitudes towards vaccinations

SBC Programme Planning — The 12-Step Framework



Infrastructure without SBC is furniture. SBC is what makes it a behaviour.



BDM – Deep Dive for Nepal

SBC in Emergency

During emergencies:

- Communities need the knowledge, motivation and preparedness for preventive behaviour practices, all of which can be achieved through effective SBC

- Main principles and phases of SBC interventions are the same in emergency situations as they are in others
- **But there is a need to act quickly**
- Time available for designing and implementing activities is **limited and less** than in other contexts,
- Activities in these **programmes are usually designed based on collaboration between stakeholders and rapid needs assessment studies**

SBC can:

- Provide **accurate, clear, relevant and timely information to the public** on how to contain the emergency and how to protect themselves.
- Identify and **deal with misinformation, rumours and misconceptions** that may lead to harmful practices, providing a defined and timely mechanism address/debunk them.
- **Gain and maintain the trust of the community.**
- Promote the cultural and social acceptance of desired behaviours and actions by local communities.
- **Prepare communities** to take emergency response measures.
- **Reassure the groups affected** by the emergency situation.
- Support communities and countries in **recovering from disasters and rebuilding themselves** after the end of the emergency situation

Microteaching

Sudurpaschim

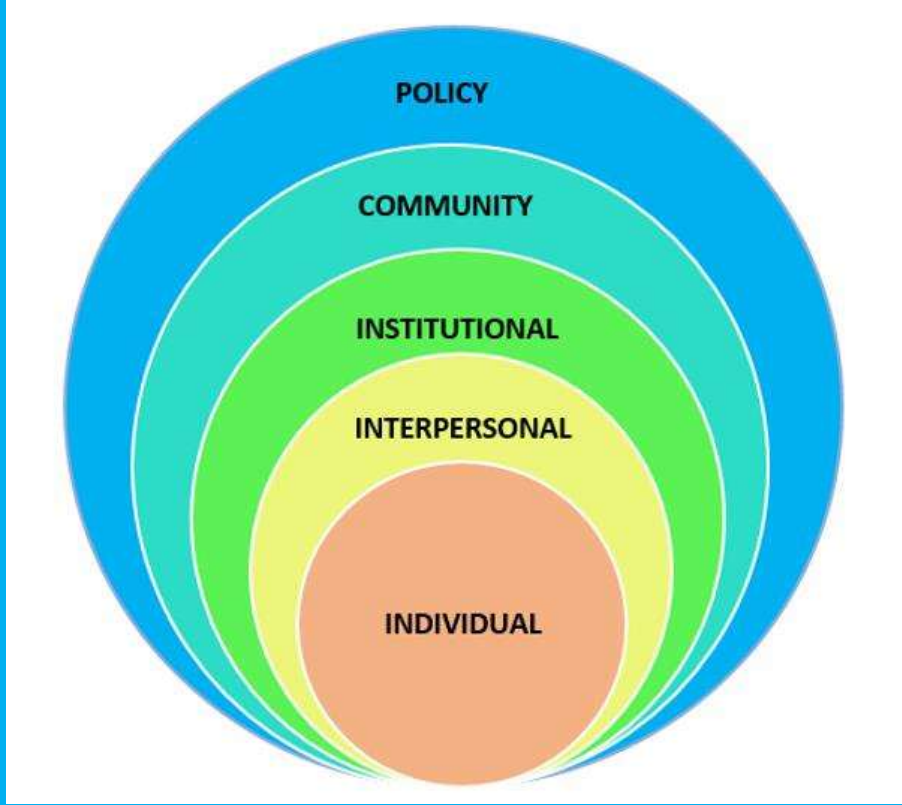
Karnali

Madhesh

Lumbini

Kathmandu

“सिकाइ, सहकार्य र कार्यान्वयन मार्फत परिवर्तनलाई सशक्त बनाउँदै”



सामाजिक तथा व्यवहार परिवर्तनसम्बन्धी प्रशिक्षक प्रशिक्षण तालिम समापन समारोह

२०-२२ जेठ २०८३

यूएन हाउस, पुल्चोक, ललितपुर



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