



**Pocket Guides** are short, adaptable resources that are no longer than 14 slides/pages. Please feel free to adapt, shorten, improve. You can prototype their use, sharing with others, to see if they are perceived as useful and usable.

We imagine that UNICEF SBC team members can use (and also adapt) this version of the pocket guide, (and other resources referenced above). If you organize a briefing/training, etc, you can print a version for participants (and also share the digital version, if deemed useful).

**These guides are not training modules** and are not designed to be presented via PowerPoint (we're using PowerPoint because it is easy to break up information into sections/chunks).

**Pocket Guides exist in multiple languages** (FR, ENG, SP and PORT), for each of the ten technical approaches covered in the “[Intro Guide to Social and Behavior Change](#).” See the [West and Central Africa Region SBC Library](#) for links to all Intro Guides and Pocket Guides.

**For Collective Change** - Consider printing and using this additional one page resource: A “checklist” for when to use Collective Change [[LINK](#)]

## In this document you will find:

1. What is the Collective Change approach?
2. When to use Collective Change
3. Five key steps

Step 1: Using a "spark" phase for group discussion

Step 2: Identifying a core community group

Step 3: Creating opportunities to commit to action

Step 4: Making commitments and actions visible

Step 5: Continuously recognizing success

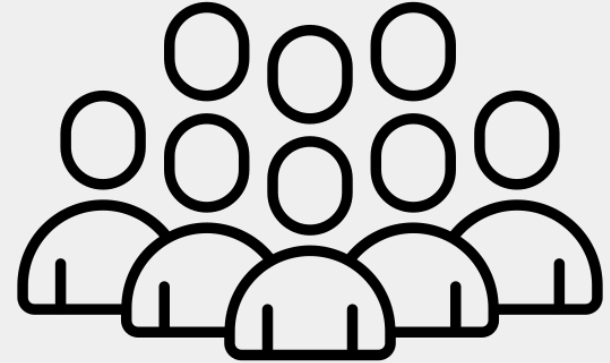
4. Resources and feedback
5. About Pocket Guides



## What is the Collective Change approach?

**Collective Change** is an approach for collaborating with communities to build positive 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 behavior change, and when there is a risk of **stigmatization** if individuals do go "against the norm."

The approach is also useful for **collective practices\***: These are circumstances where **individual change may be insufficient**, and where the interests of the entire community are better served through coordinated, group action. For instance, vaccination (where everyone being protected is better for all), and sanitation (where everyone avoiding open defecation is better for all).



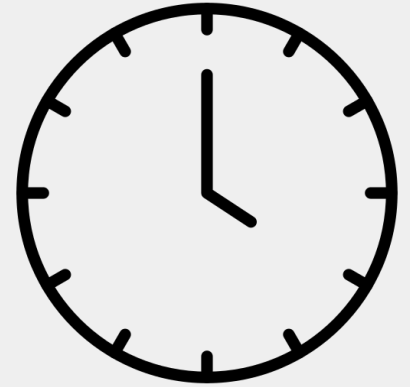
**\*NOTE:** We're defining collective practices as actions engaged in by many, but where there is no stigma if someone stops the practice. No one judges me if I STOP defecating outside.

## When to use Collective Change

**Collective Change** is useful in contexts where individual change is **potentially stigmatizing** for the people who change.

**Potentially stigmatizing - (norms)** What do we mean?

When a community expects its members to follow a practice, acting differently can have negative consequences, including the possibility of sanctions. Parents may not like the idea of marrying their girl child, but still opt for it in order to protect her from social stigma. A mother can be fairly afraid of discrimination that could result from challenging a tradition, supported by local healers, of giving tea to a newborn child. In this kind of situations, **for the change to take place individuals need to feel confident that others are changing or willing to change too.**



## When to use? (1)

When dealing with strong social and cultural norms, collective change requires **connectedness** among community groups, deep **respect** and recognition of culture and traditions, and **holistic dialogue** to deal with sensitive topics. Click [here](#) to learn more.

## When to use Collective Change

**Insufficient (Collective practices)** - What do we mean? With both sanitation and vaccination, individual change is GREAT, but it is not enough. Why?

If your neighbor continues to defecate outside, the flies might come and land on the food of your family! If we all have good sanitation practices, it protects all of us.

For vaccination of children under age 5, the best “herd immunity” (collective protection) happens when all children are protected. The benefits are collective!

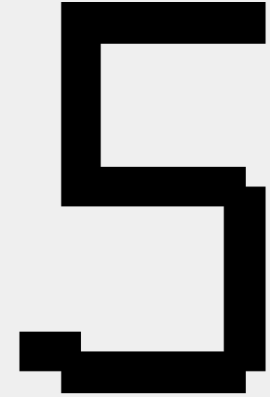


## When to use? (2)

See also this simple [one-page checklist](#) on **when to use Collective Change**

## Here are five key steps of a Collective Change approach:

1. **Using a "spark" phase** to have community discussions about the need for change and/or opportunities for change.
2. **Identifying a core community group** to lead action, focusing on and acknowledging beliefs, feelings and positive cultural values of community members.
3. **Creating opportunities to commit to action** for community members.
4. **Making commitments and actions visible**, to ideally inspire commitments and actions from a broader group of people. The “making progress visible” component serves to document commitments and actions over time.
5. **Continuously recognizing success.** Once commitments and actions are visible, we can add a layer of positive recognition. Make action visible = “I voted” sticker. Recognition: “Congratulations to Cocody neighborhood for highest voting turnout - well done!”



### Remember...

Communities make the decisions and must feel free to voluntarily embrace change or continue their current practices. **Self-determination is both a right and a condition for sustainable change.**

## Step 1: Using a "spark" phase for group discussion about a proposed change.

Sometimes the “spark phase” happens organically - There is an event, or a crisis in the community... the death of a child, a wave of sickness, an outbreak of measles, etc. This event connects the topic of interest to a community’s common good and inspires people to speak openly about a desire for action. In emergency contexts, opportunities might arise for accelerating change.

The spark moment can also be created if needed (is the case in Community-Led Total Sanitation, see [here](#)), but dialogue can only happen if people in the community want to discuss the potential for action, and for doing something **collectively**, and in a **coordinated** way.



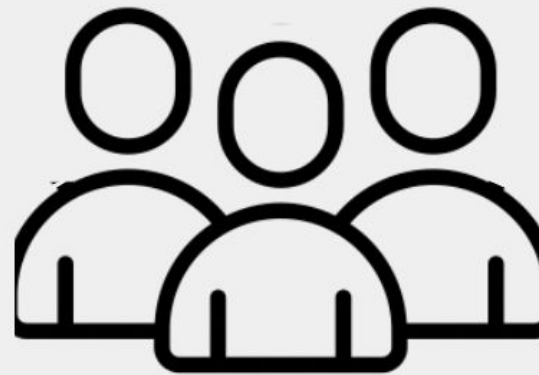


## Step 2: Identifying a core community group to lead action

The “spark moment” can provide momentum, and is the opportunity to identify a small group of people who care deeply about the challenge being faced, or are already “positive deviants”.

The group can decide to adopt a special name: “Vaccination action group,” for example. **Note:** In “Community Led Total Sanitation” they describe the core group as “natural leaders” or “spontaneous leaders.” Their identification, recognition and encouragement need to be continuous across the process. In creating and expanding the group, it is useful to map and consider the people whose opinions about the topic of interest matter (reference groups.)

Trust building, sustained respectful dialogue and critical reflection starts within this core group and focus on their beliefs, feelings and positive cultural values (i.e. impurity is not accepted in many religions, and it can be related to open air defecation.)



### Balancing power

Supporting agency and self-efficacy, especially of women, youth and excluded groups, is often critical for success. Initial work on “easy” topics can be a way to enhance collective skills and self-efficacy, in addition to building trust, while serving as an entry point for more sensitive issues.

### Step 3: Creating opportunities to commit to action for community members.

Potential core group members should be asked to commit to one another (to the group), to be the key **catalysts for action**.

Activities by the core group largely consist of the coordinated diffusion of a progressively expanding set of dialogues, reflection and opportunities for **others outside the group** to also commit to action. This entails the collective identification of alternative practices that can co-exist with community values.

In doing this, the group will have to decide how and when to approach and engage community leaders, power holders and guardians of the norms and traditions. This is especially true if leaders and power holders might find alternative practices threatening.



## Step 4: Making commitments and actions visible

**Visibility** of core group's commitments and actions is essential to reaffirm and reinforce the new intentions and inspire commitments and actions from a broader group of people until reaching the “**critical mass**” for collective change. Whenever the risk of stigma is high, this can initially happen through private interactions within social networks; in other cases public ceremonies/declarations may be a good option. The point is building on existing communication patterns to create a buzz. This can be supported by mass media contents aimed at promoting dialogue and displaying change.

Visibility includes publicizing role models, key actions and the benefits of the new practice. Nevertheless, in contexts of strong social norms, individual change may not actually take place until a “critical mass” of people are ready to change and this readiness is visible to others, making change positive and feasible.



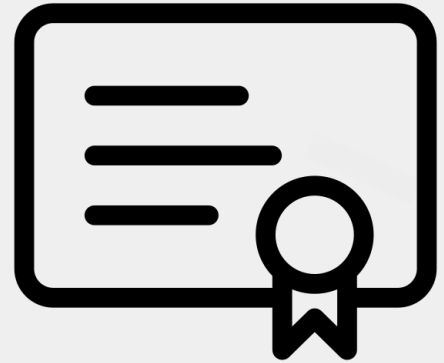
**NOTE:** in contexts of potential harm, strategies for visibility of emerging change need to ensure safety and non-stigmatization of those committed to change.

## Step 5: Continuously recognizing success

In addition to further contributing to visibility, recognition serves to **cultivate pride, self-respect, enthusiasm, commitment and trust**. When recognition mechanisms are endogenous, they operate as non-monetary rewards that enforce new positive social norms and practices. Since recognition fuels the process, continuous recognition needs to take place from the start.

Recognition applies to the core group, to individuals who change, and finally to the community as a whole. Forms of recognition include certification, public celebrations, visits by authorities, media visibility, community signs, stickers, etc. Recognition should also happen in the form of **practical support** to the core group / “natural leaders” through activities like trainings, exchanges or opportunities to facilitate change in neighbouring communities.

Continuous recognition can also contribute to the spread of Collective Change to other communities.



## Resources and feedback:

1. [Click here](#) to find additional resources on the Collective Change approach.
  2. [Click here to give feedback](#) on this **Pocket Guide** - Was there something you liked or found helpful? Something you think can be improved or should be added or adapted?
- 
1. **You can also get in touch** if you have questions, suggestions or comments. Juan Andres Gil, UNICEF West and Central Africa Regional Office, Social and Behavior Change team - Email: [jagil@unicef.org](mailto:jagil@unicef.org)



For more resources, including all links in this document:  
Scan this QR code with your smartphone camera



For the suggestion form, scan the QR code above by  
using your phone camera to capture the image

**Pocket Guides** are short, adaptable resources that are no longer than 13 slides/pages. Please feel free to adapt, shorten, improve. You can prototype their use, sharing with others, to see if they are perceived as useful and usable.

Any of these would be **ideal outcomes** from our perspective: 1) You read this; 2) You give us feedback; 3) You use this; 4) You share this; 5) You adapt/improve this; 6) You make your own Pocket Guide using the template; 7) You share your draft guide with us... any of the above!

For sharing with others, you can send electronically, or you can:

- Download
- Print In PowerPoint, select “Handouts, 2 slides per page”

Layout: Handouts (2 slides per page) 

- Cut pages in half, to create and assemble the set of half pages.
- Voila - You have your hard-copy Pocket Guide!



The [Pocket Guide template](#) is here.

Additional resources on Social and Behavior Change:

1. [Intro Guide](#): Social and Behavior Change (SBC)
2. [SBC Library](#)