THE BEHAVIORAL DRIVERS MODEL

A CONCEPTUAL FRAMEWORK
FOR SOCIAL AND BEHAVIOR CHANGE PROGRAMMING

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WHY A CONCEPTUAL FRAMEWORK FOR SBC?

Desk reviews have shown that the absence of theoretical models is a gap in various areas of work conducted by UNICEF and its partners, from programming on Violence Against Children to measuring changes in Social Norms. In many cases, the *implicit* models behind SBC strategies and interventions are too simplistic, which results in an overreliance on “communication campaigns”.

But human behaviors are much more complex. People generally don’t just consider pros and cons to make a rational decision on the best path of action: providing them with the right information will rarely automatically translate into the “logical choice”.

People are also emotional, influenced by their context, and by those they live and interact with. What is happening around them matters as much as what they think themselves, which can also be biased.

They key to designing effective Social and Behavior Change programmes is an in-depth understanding of the elements that influence a person’s decisions and actions.
UNDERSTANDING WHY PEOPLE DO WHAT THEY DO

Simply the single, most critical element of our work.
The purpose of developing the Behavioral Drivers Model is to add clarity and rigor to the design and monitoring of Social and Behavior Change programmes.

The model unpacks the main drivers of behaviors. This theoretical map can then be used when trying to understand behaviors (research), influence them (programme) and track change (monitoring). It is a reference to challenge assumptions and make sure formative research explores the various possible drivers, and that the programmatic investments tackle the right ones.

It makes our work more systematic and evidence-based.

It also creates a common reference and language to discuss SBC, collaborate and build capacity, and anchor the various interventions and tools we develop.
WHAT TYPE OF CONCEPTUAL FRAMEWORK?

The development of the Behavioral Drivers Model comes in response to a pragmatic need: we are not seeking to enter the debate on the choice between multiple theories, but to decide on a framework to inform our work on real-life problems. It is not a new model, mostly an articulation of what already exists, bringing multiple perspectives together (trans-theoretical model).

The model considers behaviors as the complex result of the influence of multiple determinants, in a socio-ecological approach. It presents and defines concepts and suggests a representation of the relationship between the various forces that can affect behaviors. But no constructs are prioritized because they have greater empirical or variance weight in driving behaviors – this prioritization is left for the work on concrete behaviors in specific contexts.

It is voluntarily agnostic – not related to a specific topic area – to be used as a single reference point across our sectors of interventions and to be applicable to a broad variety of situations. More specialized frameworks exist in the literature (e.g. for adolescent reproduction, family planning, etc.).

The chosen lens and outcome of interest is the individual behavior. The framework is not centered on social change, nor does it focus on the community as the unit of change. But these collective aspects are still paramount in the model.
A SYNTHESIS OF DECISION-MAKING AND BEHAVIORAL THEORIES AND MODELS

- Attribution Theory
- Behavioral economic theories
- Communication for Social Change Model
- Community engagement models
- Complex Systems Theory
- Decision-Theoretic Model of Collective Behavior
- Diffusion of innovations
- Evolutionary theory of cognitive biases
- Flower for Sustained Health
- Social theories of Gender
- Health Belief Model
- Integrated Behavioral Model
- Ideation Theory

- Media effects
- Reasoned Action and Planned Behavior Model
- Self-efficacy Theory
- Social Cognitive Theory
- Social Ecological Model
- Social marketing and community-based social marketing
- Social movements
- Social Network Theory and orbits of influence
- Social norm theories
- Sociology of Organizations
- Theory of Normative Social Behavior
- Transtheoretical Model (Stages of Change)
THE MAIN FACTORS
What drives a behavior?

- Psychology
- Sociology
- Environment
PSYCHOLOGY

**ATTITUDE**
My opinion about a behavior; how I feel about it.

**COGNITIVE BIASES**
The information my brain is willing to consider.

**INTEREST**
What I want; how appealing change is.

**SELF-EFFICACY**
What I think I can do.

**INTENT**
What I plan on doing; what I am ready for.

**LIMITED RATIONALITY**
The reasons why I don’t do what I should.

**PERSONAL CHARACTERISTICS**
Who I am.
SOCIOLOGY

SOCIAL INFLUENCE
How others affect what I think, feel and do.

COMMUNITY DYNAMIC
The group’s collective capacity to change.

META-NORMS
What defines and maintains the stratification, roles and power in a society.
The context in which I live.

The information and opinions I can be exposed to.

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

How institutions influence what I do.

Concrete things that prevent me from acting.

The context in which I live.
Even if the model is not fully linear, it clearly shows a reading direction which suggests a sequence of events. We recognize that most of these behavioral drivers often work simultaneously, and that in reality there is a lot more interplay between them than illustrated on the previous diagramm (e.g. individuals both shape and are shaped by social norms).

Nonetheless, there is also a relation of anteriority and causality between certain elements: exposure to a new piece of information needs to happen before it can influence our attitude; a number of conditions related to interest and confidence usually have to be met before we intend to do something; a practice has to be tried out before becoming a routine; etc.

Additionally, a somewhat linear model allows a more direct link with implementation. It opens the door to exercises such as development of behavioral journeys, theories and pathways of change, and identification of stages in the emergence and maintenance of behaviours.

For these reasons, despite the shortcuts and approximations inherent in a sequence which tends to make things rigid when they are fluid, and siloed when they are interdependent, as a tool (and not a theory) the model is of better help to our target audience if built with successive steps.
THE FACTORS SPREAD ACROSS THE VARIOUS LEVELS OF THE SOCIO-ECOLOGICAL MODEL
HOW TO USE THE MODEL
Behavioral Drivers Model
(All possible behavioral determinants from the theory)

Relevant drivers identified and prioritized
(for the behavior of interest, in specific areas)
+ Social networks and influences mapped

FORMATIVE RESEARCH
Desk review + additional collection

STRATEGY & PLANNING
Programming on the ground
to influence key drivers

MONITORING SURVEYS
Baseline on key drivers
and progress tracking
PROGRAMMING:

Which approaches and interventions for which drivers?
Very different types of interventions will be used depending on the drivers to be influenced.
INTENT

ATTITUDE

INTEREST

SOCIAL INFLUENCE

COMMUNITY DYNAMIC

GOVERNING ENTITIES

STRUCTURAL BARRIERS

META NORMS

SELF-EFFICACY

Limited Rationality

ACTION

BEHAVIOR

COMMUNICATION ENVIRONMENT

EMERGING ALTERNATIVES

Cognitive Biases

Reevaluation exercises

Life Skills and Empowerment
Psycho-Social Support
Parenting programs
Direct Capacity Building
Frontline workers trainings

Behavioral Economics
Behavioral Insights

Evidence generation: formative research & monitoring

Multi-media campaigns
Face-to-face dialogues
Digital communication
Private sector engagement
Social movements

Value deliberations
Positive norms promotion
Positive deviants approach
Gatekeepers engagement
Bystanders training
Organized diffusion
Civil Society Alliances
Social comparison opportunities
Training resistance to social pressure

Gender Transformative programming
Education programming
Adolescents empowerment
Rights promotion and protection
Social Cohesion programming
Stigma and discrimination reduction
Early Childhood Development

Community-based approaches
Empowerment of CSOs, CBOs, FBOs

Advocacy & Policy
Sectoral reforms
Social Mobilization
Institutional partnerships
Participation and Social Accountability

Systems strengthening
Service delivery
Equity interventions
Social Protection
Technological innovation
Market Shaping
How do we elicit the drivers to make these informed decisions? Through qualitative formative research.
Hypothetical example: key drivers of violent discipline in country Z

- **SELF-EFFICACY**
- **ATTITUDE**
- **INTEREST**
- **INTENT**
- **ACTION**
- **BEHAVIOR**

**COMMUNICATION ENVIRONMENT**
- **EMERGING ALTERNATIVES**
- **Cognitive Biases**

**SOCIAL INFLUENCE**
- **COMMUNITY DYNAMIC**
- **GOVERNING ENTITIES**
- **STRUCTURAL BARRIERS**

**LIMITED RATIONALITY**

**META-NORMS**
Associated hypothetical programme and monitoring focus

**COMMUNICATION ENVIRONMENT**
- TV Soap Opera
- Social Media Campaign
- Private brands public positioning

**SELF-EFFICACY**
- Parenting Home Visits
- Mothers and Fathers Clubs
- Psycho-Social Support

**ATTITUDE**
- Cognitive Biases

**INTEREST**

**INTENT**
- Limited Rationality
- ACTION
- BEHAVIOR

**SOCIAL INFLUENCE**
- Participatory Community Approach in pilot areas
- Role model teachers as champions

**COMMUNITY DYNAMIC**

**GOVERNING ENTITIES**

**STRUCTURAL BARRIERS**
- Cash Transfers

**META-NORMS**
- Religious Leaders initiative
Some decide to design a programme without quality formative research.
MONITORING:

Tracking how drivers evolve
Are you monitoring THIS?

Activities monitoring

STRATEGY AND INTERVENTIONS

CHANGE PROCESS

Prevalence monitoring

BEHAVIOR CHANGE
MEASURING THE CHANGE

M&E Framework

IMPACT

SBC Goal

SBC Outcomes

SBC Outputs: “Milestones”

SBC Inputs / process monitoring

M&E Framework

IMPACT

SBC Goal

SBC Outcomes

SBC Outputs: “Milestones”

SBC Inputs / process monitoring

FACTOR

BEHAVIOR

FACTOR

FACTOR

FACTOR

Dimension

Dimension

Dimension

Dimension

Dimension

Dimension

Dimension

Dimension

Dimension

Dimension

Dimension

Dimension

Dimension

SBC activities
UNPACKING THE MAIN FACTORS INTO THEIR KEY DIMENSIONS
UNPACKING ATTITUDE

- Values
- Aspirations
- Awareness and Knowledge
- Beliefs
- Past experience
- Intuitions
- Emotions
- Mindset

Cognitive Biases

PERSONAL CHARACTERISTICS

SELF-EFFICACY

LIMITED RATIONALITY

Beliefs

INTEREST

INFLUENCE

ACTION

COMMUNITY DYNAMIC

GOVERNING ENTITIES

STRUCTURAL BARRIERS

META-NORMS

UNPACKING ATTITUDE

Awareness and Knowledge

Values

Beliefs

Past experience

Intuitions

Emotions

Mindset

Communications Environment

Emerging Alternatives

Context

Social Influence

Community Dynamic

Governing Entities

Structural Barriers

META-NORMS
UNPACKING SELF-EFFICACY

PERSONAL CHARACTERISTICS

Cognitive Biases

ATTITUDE

INTEREST

INTENT

ACTION

BEHAVIOR

Limited Rationality

COMMUNICATION ENVIRONMENT

EMERGING ALTERNATIVES

CONTEXT

SOCIAL INFLUENCE

COMMUNITY DYNAMIC

GOVERNING ENTITIES

STRUCTURAL BARRIERS

META-NORMS

Agency

Emotional wellbeing

Physical capacity

Fatigue

Skills

Decision autonomy

Social Mobility

Support

Confidence

Self-image

Emotional intelligence

CONTEXT

Agency

Emotional wellbeing

Physical capacity

Fatigue

Skills

Decision autonomy

Social Mobility

Support

Confidence

Self-image

Emotional intelligence

LIMITED RATIONALITY

META-NORMS

EMERGING ALTERNATIVES

COMMUNICATION ENVIRONMENT

PERSONAL CHARACTERISTICS

SELF-EFFICACY

ATTITUDE

INTEREST

INTENT

ACTION

BEHAVIOR
UNPACKING INTEREST

- Attention
- Feasibility
- Potential gains / avoided losses
- Perceived risks
- Efforts needed
- Affordability
- Appeal
- Desire
- Enjoyment

Cognitive Biases

PERSONAL CHARACTERISTICS

- Self-efficacy
- Attitude
- Intent
- Action
- Behavior

Limited Rationality

Communication Environment

Emerging Alternatives

Context

Social Influence
Community Dynamic
Governing Entities
Structural Barriers

Meta-Norms
UNPACKING COGNITIVE BIASES

Cognitive Biases

PERSONAL CHARACTERISTICS

SELF-EFFICACY
ATTITUDE
INTEREST

LIMITED RATIONALITY

ACTION
BEHAVIOR

COMMUNICATION ENVIRONMENT
EMERGING ALTERNATIVES

CONTEXT

SOCIAL INFLUENCE
COMMUNITY DYNAMIC
GOVERNING ENTITIES
STRUCTURAL BARRIERS

META-NORMS

Information avoidance
Availability heuristic
Anchoring
Messenger effect
Confirmation & belief bias
Simplicity biases
Recency bias
Optimism bias
Representativeness heuristic
Cognitive dissonance
Memory biases
UNPACKING LIMITED RATIONALITY

- **PERSONAL CHARACTERISTICS**
  - Cognitive Biases
    - Self-Efficacy
    - Attitude
    - Interest
  - Limited Rationality
    - Intent
    - Action
    - Behavior

**COMMUNICATION ENVIRONMENT**

**EMERGING ALTERNATIVES**

**CONTEXT**

**SOCIAL INFLUENCE**

**COMMUNITY DYNAMIC**

**GOVERNING ENTITIES**

**STRUCTURAL BARRIERS**

**META-NORMS**

- Self-control / willpower
- Present bias
- Hassle factors
- Habit & status quo
- Heuristics
- Inconsistent commitment
- Decision context / frame

**LIMITED RATIONALITY**

- Present bias
- Hassle factors
- Procrastination
- Heuristics
- Self-control / willpower
- Decision context / frame
- Inconsistent commitment
UNPACKING COMMUNITY DYNAMIC

COMMUNITY DYNAMIC

PERSONAL CHARACTERISTICS

Cognitive Biases

COMMUNICATION ENVIRONMENT

EMERGING ALTERNATIVES

LIMITED RATIONALITY

META-NORMS

SOCIAL INFLUENCE

GOVERNING ENTITIES

STRUCTURAL BARRIERS

CONTEXT

UNPACKING COMMUNITY DYNAMIC

COLLECTIVE SELF-EFFICACY

SENSE OF OWNERSHIP

SOCIAL COHESION

EQUITY OF PARTICIPATION

QUALITY OF LEADERSHIP

TRIGGER / STIMULUS

EMERGING ALTERNATIVES
UNPACKING META NORMS

- Socialization process
- Gender ideologies
- Power dynamics
- Conflict resolution
- Moral norms
- Decision making patterns
- Family roles and relationships
- Perception of the Child
- Legal compliance
UNPACKING GOVERNING ENTITIES

- Recognition of the issue
- Fiscal measures & incentives
- Policies and regulations
- Religious Institutions
- Enforcement / Security apparatus
- Educational system
- Grievances against authorities
- Voice and participation
UNPACKING STRUCTURAL BARRIERS

- Trust in service providers
- Traditional services
- Living conditions
- Infrastructure
- Cues to action
- External factors
- Availability, access to and quality of services/technology
UNPACKING COMMUNICATION ENVIRONMENT

PERSONAL CHARACTERISTICS

Limited Rationality

Cognitive Biases

SELF-EFFICACY

ATTITUDE

INTENT

ACTION

BEHAVIOR

COMMUNICATION ENVIRONMENT

EMERGING ALTERNATIVES

CONTEXT

SOCIAL INFLUENCE

COMMUNITY DYNAMIC

GOVERNING ENTITIES

STRUCTURAL BARRIERS

META-NORMS

Exposure

Factual & scientific information

Media agenda and narrative

Social Media

Marketing, brands messaging

Public figures, public discourse

Entertainment industry

Word of Mouth

Marketing, brands messaging

Word of Mouth

Public figures, public discourse

Social Media

Factual & scientific information

Media agenda and narrative

Entertainment industry

Exposure

Context

Marketing, brands messaging

Factual & scientific information

Media agenda and narrative

Entertainment industry

Exposure
UNPACKING EMERGING ALTERNATIVES

Opinion trends
Social movements
Positive deviants

Publicized change stories
Innovations, opportunities
Opinion trends
Social movements
Positive deviants
FROM INTENT & ACTION TO A NEW BEHAVIOR

PERSONAL CHARACTERISTICS

Cognitive Biases

COMMUNICATION ENVIRONMENT

EMERGING ALTERNATIVES

CONTEXT

SELF-EFFICACY

ATTITUDE

INTEREST

LIMITED RATIONALITY

INTENT

Contemplation

ACTION

Experience

RELAPSE

SHARED MEANINGS

META-NORMS

SOCIAL INFLUENCE

COMMUNITY DYNAMIC

GOVERNING ENTITIES

STRUCTURAL BARRIERS

ADVOCACY

REINFORCEMENT

Celebration, praising

Ritualization

Public commitment

FROM INTENT & ACTION TO A NEW BEHAVIOR

PERSONAL CHARACTERISTICS

Cognitive Biases

COMMUNICATION ENVIRONMENT

EMERGING ALTERNATIVES

CONTEXT

SELF-EFFICACY

ATTITUDE

INTEREST

LIMITED RATIONALITY

INTENT

Contemplation

ACTION

Experience

RELAPSE

SHARED MEANINGS

META-NORMS

SOCIAL INFLUENCE

COMMUNITY DYNAMIC

GOVERNING ENTITIES

STRUCTURAL BARRIERS

ADVOCACY

REINFORCEMENT

Celebration, praising

Ritualization

Public commitment
UNPACKING PERSONAL CHARACTERISTICS

PERSONAL CHARACTERISTICS

Education
Religious affiliation
Income level
Social Status
Alcohol & use / disorders
Household composition

COMMUNICATION ENVIRONMENT

EMERGING ALTERNATIVES

Social, cultural and religious background
Emergency vs. development context
Natural events and weather
Migration, displacement

Cognitive Biases
SELF-EFFICACY
ATTITUDE
INTEREST

LIMITED RATIONALITY

INTENT
ACTION
BEHAVIOR

CONTEXT

SOCIAL INFLUENCE
COMMUNITY DYNAMIC
GOVERNING ENTITIES
STRUCTURAL BARRIERS
META-NORMS

AND CONTEXT
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