Adaptation of the Social and Behaviour Change Communication (SBCC) toolkit to the Colombian context

Recommendations & lessons learned

I.   Context

In October 2024, the GICHD launched a five-day training package on Social and Behaviour Change Communication (SBCC) in English, available online, designed to strengthen the capacities of Explosive Ordnance Risk Education (EORE) professionals in developing evidence-based, context-adapted interventions. The package includes six modules, a facilitators' guide, and a participants' workbook. It was designed so that organizations could adapt and apply it directly, with remote or in-country guidance from the GICHD team.

Following a request from the Colombian national authority (OCCP) in 2025, UNICEF Colombia, Humanity & Inclusion and the GICHD EORE team worked jointly on the Spanish translation and adaptation to the Colombian context of the SBCC package applied to EORE, so that it could be applied in training EORE leaders in Colombia. During the training, participants, under the leadership of the national authority, also outlined next steps on how to integrate SBCC strategically into national policies and the implementation of EORE activities.

This document aims to share the lessons learned from the adaptation process carried out by partners in Colombia and facilitate its adoption by other actors in other countries. In the review process, we reduced the theoretical parts and simplified the language. We also sought to ensure that participants not only received information but could also envision macro-level solutions for their communities. The training was held in Bogotá from 22 to 26 September 2026, with the participation of 27 people.

II.   What participants valued

"Super Wow"

The hands-on methodology not only facilitated learning but also generated a connection with the participants' professional practice.

"The use of national case studies for addressing the topics greatly facilitate the learning process"

Clarity in complexity: The dynamic methodology made concepts such as the Socio-Ecological Model and Behaviour Change accessible and easy to understand.

"It allowed me to discover that we were already applying the socio-ecological model... now I can really ground and make sense of what we do."

Territorial relevance: The case-based approach allowed attendees to see themselves reflected in the problems of their territories.

"It allowed me to rethink, prioritize, dream of a macro project that would solve so many problems... something that is not far from the reality of the territories in Colombia."

Learning environment: The careful preparation of the team and an approach that welcomed mistakes and questions were highlighted.

III.   Main changes and adaptations

Below are some of the adaptations made to the original package to improve its accessibility and operability in the Colombian context.

1. Content, language, and gender

- **Cultural grounding:** The case study was adapted for Spanish speakers, making small adjustments such as changing the NGO name of the scenario (e.g., "Todos Unidos") and the names of some characters.

- **Linguistic accessibility:** Acronyms were reduced to a minimum, especially those in English, to avoid confusion in topics that are already theoretical. Some terms in the models were also modified.

- **Gender focus:** Some modifications were made to the Facilitators' Guide document in its Spanish version to ensure inclusive language that recognizes that this role is accessible to both men and women working in the sector.

2. Pedagogical Tools and Materials

- **Participant's book:** Notes on the models were integrated into the same book to avoid excess loose papers. The level of difficulty of some activities was also slightly increased to challenge the group. It was explained exactly when to use the participant's book and when group work would be done.

- **Multimedia:** Videos in Spanish were included to support the explanation of complex topics such as Theory of Change (it is important to verify that the links remain active).

- **Classroom management:** Specific formats were created and added to the package for feedback boards, mood meters etc. that future trainers can print for their sessions.

3. Selection and commitments

- **Terms of reference:** Clear terms of reference and participant profiles adjusted to the Colombian context were drafted to decide admission through online applications. This process was done under the leadership of the national authority.

- **Assessment:** Pre- and post-tests were adapted to make them more complex and better measure progress.

- **Follow-up plan:** A "Commitment Plan" was added at the end of the participant's guide, so that participants can detail how they will apply what they learned within their organizations, facilitating future follow-up by the national authority.

IV. Recommendations for future versions

Despite the progress, critical points were identified for future implementations:

1. Theoretical simplification

The theoretical burden remains heavy. It is recommended to select only two models to apply in depth throughout the training or explain the theories midway through the workshop to avoid saturation at the beginning.

2. Profile-specific versions

It would be ideal to create a simplified version for project managers and another more operational one for community leaders.

3. Task balance

Avoid participants feeling they have multiple simultaneous tasks (e.g., participant's book, practice, and external dynamics). It is better to have "back-up" activities to use only if the group needs energy or has difficulty internalizing some concepts.

4. Optimization of modules 3 and 6

Module 6 (summary) should be a dynamic review game rather than heavy text. In Module 3, it is recommended to prioritize cases rather than trying to explain them all, as it can become somewhat lengthy.