

The design psychology of community-led behavioural change: an intentional framework for adaptation

Dr. Eleni Kalantidou (Griffith University, Australia) – Tammy Brennan (Testimony Arts, Australia)



Individual versus community-led behavioural change for climate change adaptation

Individual behavioural change (Behavioural economics-nudging)

- shifting responsibility to the individual
- violation of autonomy
- ineffectiveness of improving welfare
- long-term adverse effects
- harmful to democracy and deliberation



Individual versus community-led behavioural change for climate change adaptation

Individual behavioural change (Environmental Psychology)

- information provision
- commitment
- feedback
- incentives
- goal setting
- choice architecture



Individual versus community-led behavioural change for climate change adaptation

Community-led behavioural change: behavioural change deriving from the transformative agency of community action, when grounded in place-based, lived experience

- community-led and community-based initiatives
- collective climate action
- collective care
- community resilience
- commons/commoning



Community-led and community-based initiatives

Collective experiences of difficult emotions coming from facing the challenge of climate change, directly or indirectly, can lead to individual activation toward sustainable practices when exchanged on a communal level

- conservation programs
- health interventions
- low-carbon initiatives



Collective action

Lack of public engagement with IPCC reports (Whitley, 2024), but people still feel connected to objectives that affect their quality of life such as air, water and food

- overcomes the limitations of 'us' and 'them' by stressing climate change as common threat
- uniting point based on shared challenges, ways of living and knowledge about atrisk areas and adaptive capacity



Collective care

A reflective reaction to the inability of governments to provide a welfare state in the face of pandemics (Littman et al., 2022) and climate change (Osborne, 2023)

- decoupling from the neoliberal logic and instilling intersectional care thinking
- self-care as collective care
- interdependence as the norm
- systematic organisation of collective care mobilisation and implementation



Community resilience

The ability of communities to absorb external changes and stresses while maintaining the sustainability of their livelihood" (Adger et al. 2002, p. 358)

- social capital
- place-based knowledge
- transgenerational skills
- lived experience
- sociocultural and spiritual practices
- indigenous & women knowledge



Commons/Commoning

The non-commodified systems of social production (De Angelis and Harvie 2014, p.291)

- Community land trusts (Stone et al., 2022)
- energy commons (Bauwens et al., 2024)
- anti-extractivist commons (Boiler, 2014)
- squatting commons (Cayuela and García-Lamarca, 2023)
- mobility commons (Beemer et al., 2025)
- repair commons (Apostolopoulou et al., 2022)



Design Psychology for adaptation

Communities develop their own designs forming respective psychologies and vice versa in the process of adaptation

Ontological design: the constant redesigning of a product, space or condition while interacting with its habitus

Design psychology: a platform of empowerment for communities to proactively prepare for scenarios of change and adaptation whilst also contributing to the systemic makeover of governance, infrastructure, education and labour



The Creative Industries, Social Enterprise, Repair and Restoration (CISERR) initiative (2021-)

Provides young men (15-19 years old) who have been in danger of or had some interaction with the Youth Justice system and disengaged from conventional education with an alternative educational model



Theory of Change

Theory of Change (TRSC)

Activities

Assumptions

Intermediate outcomes

Ultimate goals

A group of young men (at-risk youth) from the same local area attended skilling workshops, each of which entails four separate elements: **Exhibition of** Workshops conducted at **Workshops focusing** Workshops dedicated to adding cultural artwork created items/ the Men's Sheds focusing on on building/ to the artefacts created at retrofitting a cargo availability woodwork, repair and work electric bike for sale with reclaimed materials workshops (woodwork) The group of young men Young men see the value of their The group of young is motivated enough to work, have an increased sense men efficiently engages actively participate in the of achievement and become with peers and mentors workshops and acquire connected to the during the workshops skills on repair/woodwork local community Young men follow the program Young men gain schedule and meet its objectives Young men acquire self-confidence and (skilling/community engagement) repair/making/building sense of belonging to despite being disengaged from skills the community the conventional school system Social and Employability/social environmental breaking the law/



Impact map

CISERR: Impact Map

IF WE:	BY:	THIS WILL RESULT IN:	AND EVENTUALLY WILL LEAD TO:
If we expose at-risk-youth to alternative education models, they will engage with their communities.	 1.Engagement in Education Conduct 3 face to face workshops over 10 weeks with max 13/15 participants. Over a period of 12 months (x2) to build skills in: Build interpersonal skills Build skills in developing a work pathway Build Construction skills Gain certification in Manual Arts skills. 	Re-engage through soft skills, mentor-led education, scaffolded commercial training/activities. Opportunities to acquire interpersonal and professional skills Individual identified learning/training that supports a work experience pathway, or return to education.	 Engaged with skills development/learning opportunities in community e.g. apprenticeships/ traineeships/meaningful employment
If we provide creative manual and repair skills training, atrisk-youth can get access to employability pathways.	 2.Creative Industries Program Conduct 3 face to face workshops over 10 weeks with max 13/15 participants. Over a period of 12 months (x2) to build skills in: Build relationship skills Develop communication skills Build connections to the wider community Build confidence in communication skills which will assist with interview skills. 	Re-engage through soft skills, mentor-led education, scaffolded commercial training/activities. Opportunities to acquire interpersonal and professional skills Individual identified learning/training that supports a work experience pathway, or return to education.	 Engaged with skills development/learning opportunities in community e.g. apprenticeships/ traineeships/meaningful employment
If we provide training in life skills (such as opening a bank account or using the internet) they will be able to navigate everyday life challenges and establish respectful relationships.	 3.Work Ready Documents Conduct 3 face to face workshops over 10 weeks with max 13/15 participants. Over a period of 12 months (x2) to build skills in: Working with Social Services to acquire Beginning of connections to Identity documents Build connections to the wider community Build confidence in communication skills which will assist with interview skills Complete industry training Construction Card Blue Card 	 Family support to joining the program Committed to the program Seeking medical assistance Beginning of connections to community groups/assistance TFN/Birth Certificate Independent bank account and card Photo ID Industry Certificates Stronger connections to community groups/ assistance 	 Apprenticeships/ traineeships/ meaningful employment Drivers license Independent Medicare card, living/ability to budget Embodied help seeking behaviours Mobile phone Close/ positive friendships with peers
If we provide customised numeracy and literacy training to at-risk-youth, they will gain confidence in their ability to learn.	 4.Literacy and Numeracy Workshop Conduct 3 face to face workshops over 10 weeks with max 13/15 participants. Over a period of 12 months (x2) to build skills in: Build connections to the wider community Build confidence in communication skills which will assist with interview skills Build Literacy skills Build Numeracy skills 	 Work with Education specialists to understand and improve the social- educational barriers and learning factors of the disengaged learners, Deliver a program specific literacy and numeracy support program Improve literacy and numeracy results Regularly engage with education Positive relationships with educators Successful educational outcomes 	 Have a literacy/numeracy level to be able to undertake Cert II /above courses Independently complete MYGOV and other govt admin tasks Positive self-view as a capable learner with the ability to improve



Methodologies and methods

Monitoring, Evaluation and Learning (MEL):
Methodologies and methods



Pilot

Interviews +
literature review +
visual content analysis
+ quantitative data
(attendance, production
of artefacts etc.)

Participatory methodology

Co-design workshop

Evaluation matrix (youth participants and staff)

Storyboard (youth participants and staff)

Brainstorming (youth participants and staff)



Round 1

Visual data + quantitative data

Creative repair artifacts



Round 2

Interviews +
visual content analysis
+ quantitative data

Co-design workshop: testing the efficiency of the Impact Map (staff)

Co-design workshop: relection on level of skills and capabilities

+

Co-design workshop: place-based employability pathway ideas

 \forall



Round 3: Part I

Interviews + visual data + quantitative data

2 x story-sharing + participatory methodology (Participatory Narrative Inquiry)

Story-sharing session (youth participants)

Story-sharing session (staff)

Sense-making analysis



Round 3: Part II

Interviews + visual data + quantitative data

Participatory methodology

Participatory
Scenario
Planning (PSP)
method (youth
participants
and staff)



Round 4

Interviews + visual data + quantitative data

Enterprise: CISERR's trailer

Data collection

Interviews

Content analysis and visual content analysis



Quantitative Outcomes

Pilot 12 weeks

Round 1 10 weeks Round 2 8 weeks

Round 3 Part I

Round 3 Part II Round 4 8 weeks







































Qualitative Outcomes:
Pilot



Circular
Economy
education
and training
through
restoration
and repair

Development of self-confidence



Creation of trusting relationships with peers and mentors



Acquisition of life skills
(e.g. opening a bank account)

Cultural support

Transgenerational exchange of skills





Qualitative Outcomes: Round 2

Installation of principles related to self-care such as sleeping, quitting smoking and healthy eating

habits



how to socialise in public settings



A provision of a non-academic pathway to learning skills



Mental health improvement through creative repair practices



Establishment of a safe environment

of creativity, trust, collaboration and skills development



of rapport
with the youth
participants and
their families

Skills via
one-on-one
instruction



Qualitative Outcomes: Round 3 (Part I & II)



Re-entry to the conventional schooling system

for some of the youth participants through scaffolding and customised support – including higher learning, and living away from home



Scaffolding youth participants' independence

(financial and practical)



as a behavioural intervention practice



Creation of specialised streams

(visual arts, arts communication and creation, repair and restoration)



Addition of the **Live Strong** program and Healthy

Relationships

Scaffolding pathways to employment



for parents/guardians

Setting employment **expectations** for youth

participants'



Creation of self-employability pathways

through the creation of the market trailer

Strengthening skills, socialisation, mentoring and healthy habits,

especially by being part of more than one rounds with a focus on future thinking



Qualitative Outcomes: Round 4



The possibility
 of self employment
through the social
 enterprise



Self-capacity to repurpose artefacts and provide services at the market



A clearer
vision of a
future
professional
direction



by having a social interface through the trailer

Positive feedback from the local community



Community-led behavioural change achieved via CISERR

Social Impacts

Acquisition of skills

Aspirations for further training or work

Improved school re-engagement







Increased confidence and agency

Increased collaboration with peers and mentors





Reduced contact with the Youth Justice system, to scaffolding out of the system



Community-led behavioural change achieved via CISERR

Social Impacts



Better
understanding
of the lived
experience of
at-risk young
men

Stronger family and peer relationships



Increased help-seeking behaviour

Increased understanding of violence against women and girls



Medium term

Establishment
of social enterprise
as self-employability
pathway



understanding of place-based capacity to support at-risk youth

Better

Cultural awareness & intelligence



Increased
reengagement
with education
via alternative
pathways such
as TAFE and
apprenticeships



Community-led behavioural change achieved via CISERR

Social Impacts



via employability pathways for at-risk youth including creative and repair practices



for at-risk youth providing wholistic schemes of family support, transportation, a permanent space, creative repair and life skills



Long term (expected)



Policy informed by place-based initiatives related to at-risk youth including First Nations





Establishment of ongoing collaboration with departments of Education, Youth Justice

and Social Services

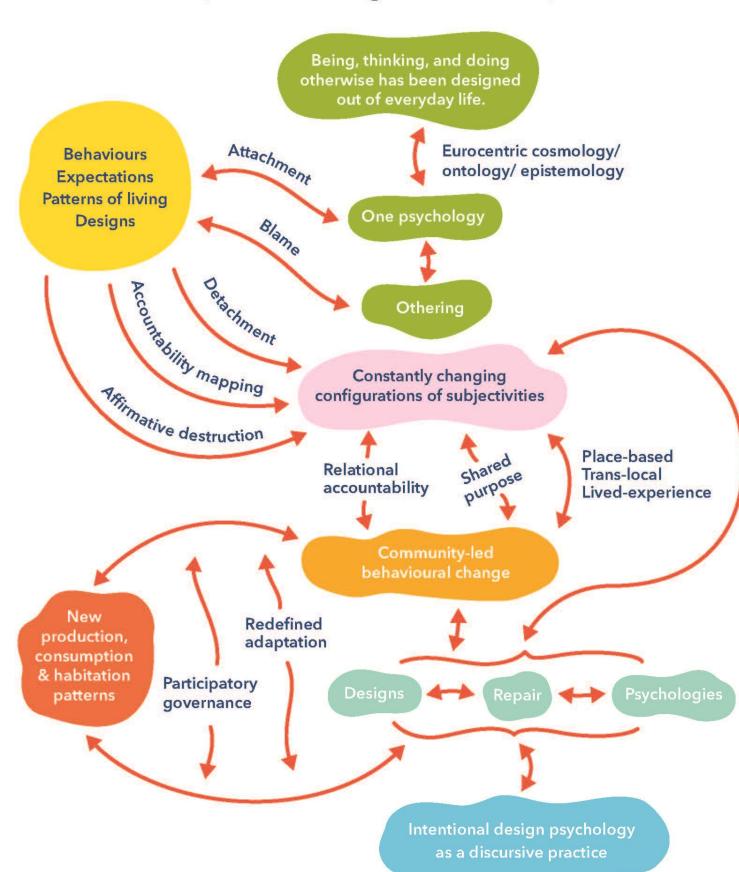


The design psychology of community-led behavioural change

An intentional framework for adaptation

INTENTIONAL DESIGN PSYCHOLOGY

(a loose ideological framework)



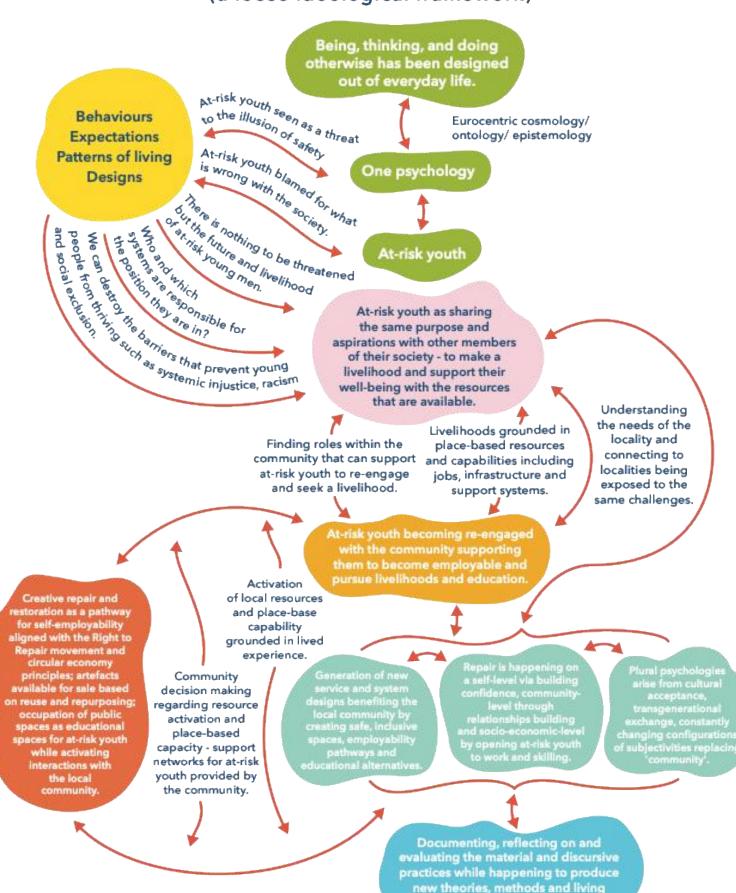


The design psychology of community-led behavioural change

An intentional framework for adaptation

INTENTIONAL DESIGN PSYCHOLOGY

(a loose ideological framework)



frameworks of adaptation



Community-led behavioural change as an adaptation mechanism and intentional design psychology as a new field of knowledge

The time is now

- to rescale ground-up effective approaches facilitated by intentional design psychology
- to go back to being interdependent, accepting impermanence and anticipating change



References:

Adams, M. (2021). Critical psychologies and climate change. Current Opinion in Psychology, 42, 13-18.

Apostolopoulou, E., Bormpoudakis, D., Chatzipavlidis, A., Cortés Vázquez, J. J., Florea, I., Gearey, M., ... & Wahby, N. (2022). Radical social innovations and the spatialities of grassroots activism: navigating pathways for tackling inequality and reinventing the commons. *Journal of Political Ecology*, 29(1), 144.

Azmanova, A. (2018). Relational, structural and systemic forms of power: the 'right to justification' confronting three types of domination. Journal of Political Power, 11(1), 68–78.

Ball, S., & Head, B. W. (2021). Behavioural insights teams in practice: nudge missions and methods on trial. *Policy & Politics*, 49(1), 105-120.

Bauwens, T., Wade, R., & Burke, M. (2024). The energy commons: A systematic review, paradoxes, and ways forward. Energy Research & Social Science, 118, 103776.

Beckert, J. (2024). How We Sold Our Future: The Failure to Fight Climate Change. John Wiley & Sons.

Bollier, D. (2020). Commoning as a transformative social paradigm. In *The new systems reader* (pp. 348-361). Routledge.

Bryan, C. J., Tipton, E., & Yeager, D. S. (2021). Behavioural science is unlikely to change the world without a heterogeneity revolution. Nature human behaviour, 5(8), 980-989.

Burkett, I., McNeill, J., & Allen, M. (2020). Substation 33 Impact Report 2020. The Yunus Centre, Griffith University.

Caffentzis, G., & Federici, S. (2014). Commons against and beyond capitalism. Community Development Journal, 49(suppl 1), i92-i105.

Cayuela, S. R., & García-Lamarca, M. (2023). From the squat to the neighbourhood: Popular infrastructures as reproductive urban commons. Geoforum, 144, 103807.

Chandler, D. (2019). Digital governance in the Anthropocene: The rise of the correlational machine. In D. Chandler & C. Fuchs (Eds), Digital subjects: Interdisciplinary perspectives on capitalism, labour and politics in the age of big data (pp. 23–42). University of Westminster Press.

Christie, E. H., Buts, C., & Du Bois, C. (2024). Exploring the speed of change: European defence budgets in an age of danger. Defense & security analysis, 40(3), 319-340.

Codagnone, C., Veltri, G. A., Lupiáñez-Villanueva, F., & Bogliacino, F. (2014). The challenges and opportunities of 'nudging'. J Epidemiol Community Health, 68(10), 909-911.

Colding, J., Barthel, S., Ljung, R., Eriksson, F., & Sjöberg, S. (2022). Urban commons and collective action to address climate change. Social Inclusion, 10(1), 103-114.

De Angelis, M., & Harvie, D. (2014). The commons. In *The Routledge companion to alternative organization* (pp. 280-294). Routledge.

Degerman, D., Johnson, E., Flinders, M., & Johnson, M. (2024). After nudging: the ethical challenge of post-pandemic policymaking in the UK. Humanities and Social Sciences Communications, 11(1).

Dowding, K., & Oprea, A. (2023). Nudges, regulations and liberty. British Journal of Political Science, 53(1), 204-220.

Giroux, J., & Prior, T. (2012). Factsheet expressions of resilience: From "bounce back" to adaptation. ETH Zurich.

Grüne-Yanoff, T. (2018). Boosts vs. nudges from a welfarist perspective. Revue d'économie politique, 128(2), 209-224.

Kalantidou, E., & Brennan, T. (2025a). Repair as a driver of community-led behavioural change. In Proceedings of the 6th Product Lifetimes and the Environment Conference (PLATE2025).

Kalantidou, E., & Brennan, T. (2025b). Repair-focused social enterprises for environmental and social resilience. In Proceedings of the 6th Product Lifetimes and the Environment Conference (PLATE2025).

Kalantidou, E., & Brennan, T. (2024a). Community Resilience by Repair: Skilling At-Risk Youth for Social Impact and Environmental Sustainability. In E. Kalantidou, G. Keulemans, A. Mellick Lopes, N. Rubenis (Eds.), Design/Repair: Place, Practice &

Community (pp. 213-240). Springer Nature. Kalantidou, E., & Brennan, T. (2024b). Co-designing Resilience: Practical and Social Skilling through Place-based Repair. Diseña, (24), 5-5.

Kurtz, C. (2014). Working with stories in your community or organization: Participatory narrative inquiry. Kurtz-Fernhout Publishing.

Kuyer, P., & Gordijn, B. (2023). Nudge in perspective: A systematic literature review on the ethical issues with nudging. Rationality and Society, 35(2), 191-230.

Lepenies R. & Małecka M. (2019). Behaviour change: extralegal, apolitical, scientistic? In S. Beck & H. Strassheim (Eds), Handbook of Behaviour Change (pp. 344–359). Edward Elgar.

Michaelsen, P. (2024). Transparency and nudging: An overview and methodological critique of empirical investigations. Behavioural Public Policy, 8(4), 807-817.

Shove, E. (2010). Beyond the ABC: climate change policy and theories of social change. Environment and planning A, 42(6), 1273-1285.

Stone, L., Montes de Oca, G., & Christie, I. (2021). A Commoners' Climate Movement. In Addressing the Climate Crisis: Local action in theory and practice (pp. 27-37). Cham: Springer International Publishing.

Nielsen, K. S., Clayton, S., Stern, P. C., Dietz, T., Capstick, S., & Whitmarsh, L. (2021). How psychology can help limit climate change. American Psychologist, 76(1), 130.

Thaler, R. H. & Sunstein, C. R. (2009). Nudge: Improving decisions about health, wealth, and happiness (Revised and expanded). Penguin Books.

van Valkengoed, A. M., Abrahamse, W., & Steg, L. (2022). To select effective interventions for pro-environmental behaviour change, we need to consider determinants of behaviour. *Nature human behaviour*, 6(11), 1482-1492.

Oteros-Rozas, E., Martín-López, B., Daw, T. M., Bohensky, E. L., Butler, J. R., Hill, R., ... & Vilardy, S. P. (2015). Participatory scenario planning in place-based social-ecological research: insights and experiences from 23 case studies. *Ecology and Society*, 20(4).

Rigkos-Zitthen, I., & Kapitsinis, N. (2025). Commons as an empty signifier. Human Geography, 19427786251321462.

Whitmarsh, L., Poortinga, W., & Capstick, S. (2021). Behaviour change to address climate change. Current opinion in psychology, 42, 76-81.



Thank you!

e.Kalantidou@griffith.edu.au