



Government of India
Ministry of Minority Affairs

Advocacy for Social and Behavioural Change



National Institute of Public Cooperation
and Child Development



This booklet contains information on the following topics:

- Community Participation
- Community Mobilization
- Social and Behaviour Change Communication
- Advocacy: An Overview
- Role of Media

Community refers to a village or a group of villages with families inhabiting them, who are dependent on one another in their day to day transactions for mutual advantages. A Community is a set of people living together with common interests and share common territory, resources, administrative unit, language, religion, culture and occupation.

Community Participation

Community Participation is an active involvement of people in planning, implementing and monitoring of any programme which is for their well being.

Community Participation helps in:

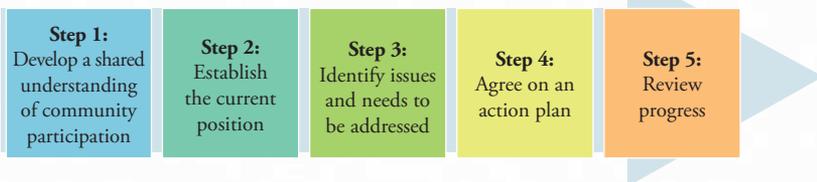
- Smooth functioning of any government programme.
- Reach and increase in utilisation of programme service.
- Accountability for success or failure of a programme.
- Reduces government intervention.
- Ownership of programme.
- Sustainability of the programme.
- Increasing programme efficiency.
- Ensuring social acceptability and sustainability.
- Enhancing community's participation in utilisation of programmes & services.
- Improving programme implementation and bring down costs through the utilisation of local technology and knowledge.
- Empowering and building capacity of the community especially women.



How to Elicit Community Participation

One of the primary steps is to know the community's knowledge, skill and attitude (KSA), towards the community and government programmes. KSA of the community can be assessed via community meetings, mothers meetings, meeting with individual, talking with community, *yuvak mandals* etc. It is effective to understand the community's customs, traditions, practices through informal discussion among the community members.

Steps to Elicit Community Participation



Points for Effective Active Community Participation

- Know the community well & understand their problems and their needs.
- Gather information about their existing beliefs and practices already prevalent in the community.
- Always practice active listening.
- Try to not introduce new and very varied interventions very quickly in the community.
- Analyse the community dynamics and adjust to the situation.
- Involve community in the programme from the beginning.
- Give respect/importance to negative experiences of the community and try to minimise the feeling.



Role of Community Members in any Programme

Community members have an important role to play in any programme:

Role of Community Members

Community Member	Major Role
<i>Gram Panchayat</i>	<ul style="list-style-type: none"> • Planning and promotion of delivery of services and advocacy. • Monitoring and Implementation.
Adolescent Girls	<ul style="list-style-type: none"> • Assist govt. functionaries in delivery of services and other advocacy and BCC/IEC material preparation.
<i>Mahila Mandal Pradhan</i>	<ul style="list-style-type: none"> • Encourage women to participate in the activities of the programme and utilise services.
Primary School Teacher	<ul style="list-style-type: none"> • Encourage community, children and their parents to participate and avail services of the programme.
Religious and Local Leaders	<ul style="list-style-type: none"> • Mobilize and organise community to participate in the programme.
NGOs	<ul style="list-style-type: none"> • Support services to run the programme effectively.

Platforms for Dissemination of Information in Community

Information dissemination emphasises on refining knowledge that already exists, upgrading existing level of skills and nurturing and shaping innate potential and talent of individuals and groups in a community and society at large.

AWCs	<i>Panchayat Ghar</i>	Village <i>Chaupal</i>	PHCs	Schools
Community Groups	NGOs	Village Health and Nutrition day	BBBP Day	ECCE
Mother's Meeting and Community Meeting	Street play, Skit or Drama	Use of Folk Media and Folk Songs	<i>Bal Mela / Exhibition / Sports Meet</i>	

Community Mobilization

Community Mobilization is the process of bringing together or empowering members of the community from various sectors to raise awareness on/and demand for a particular development programme.

Community Mobilization

- Builds capacity through which individuals, groups and organisations, plan, carry and evaluate activities on a participatory and sustained basis to improve their needs.
- Generate awareness among people on shared concern or needs and help them take action in order to create shared benefits.
- Involves communication, education and organisation, which together lead to community action and development.
- Strengthens participation in local decision-making.
- Improves access to social and production services.
- Increases efficiency in the use of locally available resources.
- Enhances opportunities for asset-building.
- Implies an improvement in quality of life through better health, education, housing, overall resources and social welfare.

Key Task Involved in Community Mobilization

- Developing an on-going dialogue between community members.
- Creating or strengthening community organisations (Committees etc.).
- Creating an environment in which individuals can empower themselves to address their own and their community's needs.
- Promoting community members' participation.

Steps in Formulating Community Action Plan



Role of Stakeholders in Community Mobilization

The role of members from the community/community leaders who may help in encouraging community participation and mobilization is given below:

Role of PRIs

- Mobilize the community to act against crimes against women and children by spreading awareness and gender sensitivity through public education programme.
- Discuss social issues with *Gram Sabha* on a regular basis.
- Facilitate free access to public information on local development programme and activities.



Role of Gram Sabha

- Create/spread awareness on social issue.
- Involvement of community as a vigilance group to identify any problem and inform *Gram Sabha*.
- Advocate on social issues like gender equality and educate community using regional language.
- Form village level committee for monitoring of the initiatives.

Role of Mahila Mandal Pradhan

- Encourage women to participate in community activities and utilise services of running programmes.
- Arrange special *Mahila Sabha* meetings to discuss leading issues like gender, violence against women, drug abuse etc.
- Discovering real reasons behind community mindset (violence against women in public space is a major concern) and how to face it.

Role of Religious and Local Leaders

- Mobilize and organise community to participate in community based programme and avail services of government run programmes.

Role of NGOs

- Support services to run community specific programme effectively.

Techniques for Encouraging Community Mobilization

Techniques and activities which can be used for community mobilization are mentioned below:

- **Role play** is a simulation in which each participant is given a role to play. Information related to description of the role, concerns, objectives, responsibilities, emotions and general description of the situation is given. Once the participants read their role descriptions, they act out their roles by interacting with one another.
- A **Demonstration** convinces the community more as they see things for themselves. People learn through mutual interaction in a group discussion as they get an opportunity to express their ideas, opinions and views.
- In a **Group Discussion**, the discussion leader should be skilled in ensuring that the discussion proceeds in a meaningful and constructive manner.
- **Focused Group Discussion** can be used to examine issues in depth, explore alternative opinions and develop communication skills. FGDs are helpful in providing qualitative information on social practices, norms, values, perceptions & feelings.
- **Home Visit** enables one to identify problems and provide necessary referral service.
- **Nukad Natak** is a technique of mass communication used for creating awareness and transferring knowledge.

- **Participatory Learning and Action (PLA)** is an approach for learning about and engaging with communities. The approach can be used in identifying needs, planning, monitoring or evaluating projects and programmes. It enables local people to share their perceptions and identify priorities and appraise issues from their knowledge of local conditions.

Examples of some of the more commonly used tools in PLA include the maps, time lines, transect walks, problem trees, ranking activities and participatory training.

Social and Behaviour Change Communication (SBCC)

Community Needs & Assessment

- Community's Needs & Assessment is gathering information on local people's views of their needs and resources. Gathering information from community involves:
 - Collection of relevant information that will inform the functionaries about the needs.
 - Analysis of information via various household surveys.
 - Choosing and deciding on priorities for action.

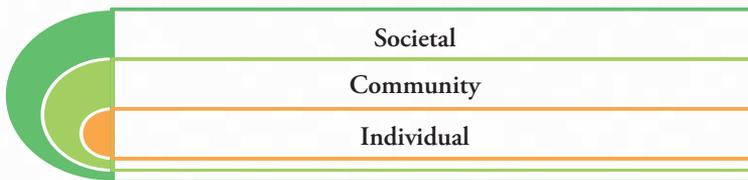
Importance of Needs Assessment

- To identify local issues and needs.
- To use scarce resources most effectively and equitably.
- To involve local people in planning their services – make services more democratic.
- To ensure that the needs of hidden or marginal groups are identified and met.

Social and Behaviour Change Communication (SBCC)

Social and Behaviour Change Communication (SBCC) is an interactive, evidence-based, consultative process that uses communication to promote and facilitate behaviour change and thus brings about social change.

Levels of Change under SBCC



Core Elements of SBCC

SBCC

Communication by utilising various channels and themes that are target audience specific and match their needs and preferences.

Behaviour Change includes changes in human behaviour to provide improved health outcomes.

Social Change includes changes in social behaviours and norms to elicit participation and engagement.

Principles of SBCC

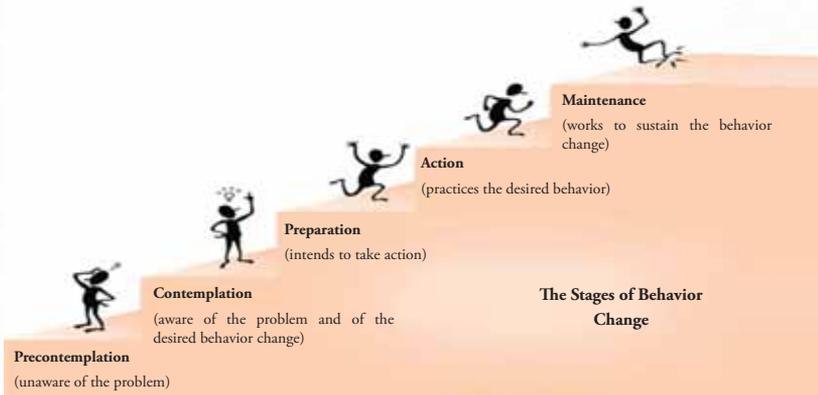
There are 10 key principles of SBCC that should be kept in mind while designing and implementing SBCC campaigns and programs to ensure they are effective, of high-quality.

Systematic Approach	<ul style="list-style-type: none">• Follow a systematic approach using appropriate planning strategies.
Use Research	<ul style="list-style-type: none">• Use research, not assumptions to drive the programme. Carry out a situational analysis to gain an insight into the needs of the community.
Social Context	<ul style="list-style-type: none">• Consider the social context and assess resources, decide upon the approach and forming alliances.
Focus on Audience	<ul style="list-style-type: none">• Focus on target audience(s), their needs and ways in which those needs can be addressed.
Use Models	<ul style="list-style-type: none">• Use behavioural theories and models to guide decisions like theory of Planned Behaviour, Stages of Change Model, Social Cognitive Theory.
Involve Partners	<ul style="list-style-type: none">• Involve partners/stakeholders and communities throughout the process of SBCC. Working with partners and stakeholders increases efficiency of a project.

Set Objectives	<ul style="list-style-type: none"> • Set realistic objectives and consider cost-effectiveness. Choose SMART objectives.
Use Materials	<ul style="list-style-type: none"> • Use materials and activities at many levels that may reinforce each other.
Choose Strategies	<ul style="list-style-type: none"> • Choose strategies that are motivational (Theory of Human Motivation) and action-oriented.
Ensure Quality	<ul style="list-style-type: none"> • Ensure quality at every step by monitoring, evaluating and replanning the programme for its impact and sustainability.

Stages of Behaviour Change

Behaviour change is a process, not an event. As a person attempts to change any behaviour, she or he moves through five stages: *pre-contemplation, contemplation, preparation, action, and maintenance (and relapse)*.

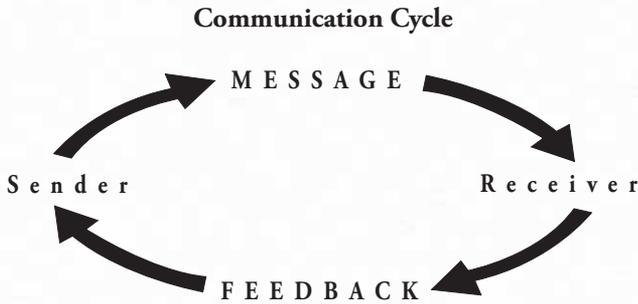


Communication

- Communication is a process that allows individuals to interact with other people to share knowledge or experiences with others.
- Ideas and knowledge can be shared by speaking, writing, gestures, touch and broadcasting. Communication can be verbal and non-verbal or written.
- To bring about Social and Behaviour Change, effective communication plays a very important role.

Communication Process

The process of communication involves a sender, message, channel, receiver and feedback.



- **Sender:** The communicator or sender is the person who is sending the message. Communicator's attitude and selection of meaningful symbols determine effectiveness of a communicator.
- **Channel:** The medium by which information is communicated is called a channel.
- **Message:** What needs to be communicated is called a message. It could be in writing, in speech, or by signals.
- **Receiver:** The receiver is the person receiving the message, understands and translates it into meaningful information.
- **Feedback:** Feedback can be verbal or nonverbal and it helps to know whether the message is effective and is understood by the recipient.

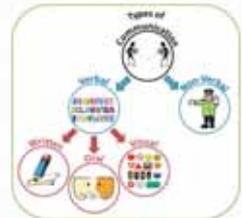
Types of Communication

Communication can be classified as:

1. Verbal and Non-Verbal

Verbal Communication is the process of conveying the messages through oral, written or visual forms. Examples: written documents, posters, oral messages.

Non-Verbal Communication describes the process of conveying meaning in the form of non-word messages. Examples: gestures, body language, facial expression, eye contact.



2. One Way and Two Way Communication

In **one way communication** information is transferred in one direction only, from the sender to the receiver. There is no opportunity for the receiver to give feedback.

Two way communication is when sender transmit a message to another person, who receives the message and send a feedback acknowledging the message was received.

3. Internal and External Communication

Internal Communication is the process of exchanging information among the people of different levels within the organisation. Example: Intrapersonal Communication.

External Communication is exchange of information and messages between groups or individuals outside the formal structure of an organisation. Example: Interpersonal Communication (IPC) and Mass Communication.

Skills to Improve “Getting” and “Giving” Information

Getting Information	Giving Information
Pay attention and listen carefully.	Make sure others are listening.
Make notes and pointers.	Speak slowly and with clarity.
Ask questions and reconfirm the information received.	Use visual aids whenever necessary.
	Have the listener repeat the information provided.
	Encourage healthy discussion.

Developing Messages

Message is something that a communicator intends to communicate. The communicator need to take care of following things for developing effective messages so that the intended thought or idea is communicated to the receiver/target audience.

Tips for Developing Effective Messages

- Make messages clear, positive, compelling, non- judgmental and engaging. Avoid jargon.
- Put a ‘frame’ around the issue – highlight main perspective.
- Use clear facts and numbers creatively.
- Stress on use of positive words rather than negative.
- If possible include information that is local so that it is relevant for people.
- Allow the audience to reach their own conclusions.
- Present a solution if possible.

Barriers to Communication

Barriers to effective communication can retard or distort the message and intention of the message being conveyed which may result in failure of the communication process or an effect that is undesirable. The barriers can be internal (attitudinal, language, physiological barriers) or external (physical, cultural differences, ambiguity of words).



Effective Communication

- Communication is considered effective when it succeeds in evoking a desired response from the other person.
- When the desired effect is not achieved, factors such as barriers to communication are explored, with the intention being to discover how the communication has been ineffective.

Guidelines for Strengthening Communication

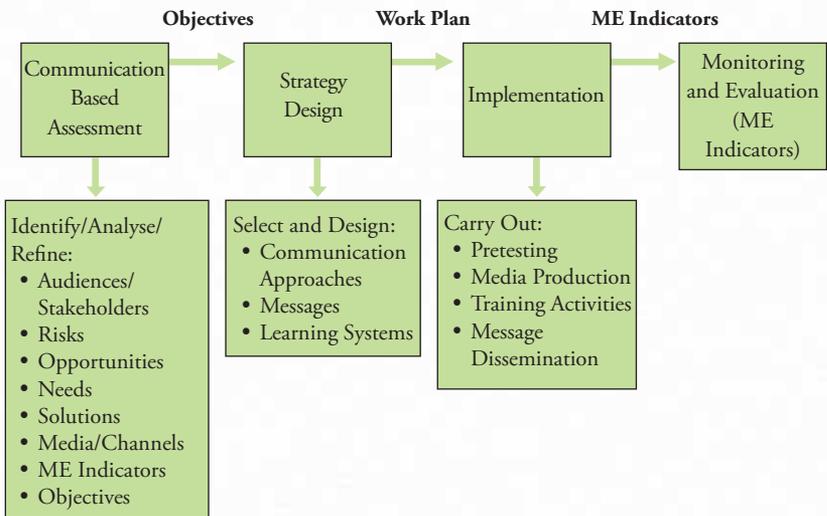
- Have a positive attitude. Defensiveness interferes with communication.
- Check people's understanding.
- Know exactly what is to be communicated. Make communication goal oriented.

- 
- Experiment with communication alternatives. Vary channels, listening techniques and feedback techniques.
 - Use appropriate words and speak clearly.
 - Listen well. Sender must check his understanding of what the other person said.
 - Become sincerely interested in the other person. Try to see things from the other person's point of view.
 - Encourage questions. Use encouraging non-verbal communication like nodding, smile.
 - Ask "Am I giving too much information or not enough?"
 - Accept the miscommunication and work to minimise its negative impacts.
 - Think: "How is it possible for someone to misunderstand my message?"

Communication for Development (C4D)

- Communication for development (C4D) is seen as a two-way process for sharing ideas and knowledge using a range of communication tools and approaches that empower individuals and communities to take actions to improve their lives.
- Communication for Development involves understanding people, their beliefs and values, the social and cultural norms that shape their lives and behaviours and thus work on changing their mind-sets for accepting healthy behaviours.
- It operates through three main strategies:
 - **Advocacy** to raise resources and political and social leadership commitment for development goals.
 - **Social Mobilization** to build partnerships and alliances with civil society organisations and the private sector.
 - **Programme Communication** for changes in knowledge, attitudes and practices of people.

Phases of Communication for Development



Strengthening Advocacy Campaigns using Media

Advocacy: An Overview

- Advocacy refers to the efforts of an individual or group to effectively communicate, convey, negotiate or assert the interests, desires, needs and rights of an initiative, policy, programme or even an individual or a group.



The objectives of the advocacy are:

- To build support for an issue or cause for desirable action.
- To ensure necessary resources are provided for programmes and services.
- To persuade policy makers/ government officials to prioritise particular programme approaches or services.
- To inform the general public and opinion leaders about a particular issue or problem and mobilize them to apply pressure to those in the position to take action.
- To create support among community members and generate demand for the implementation of particular programme approaches or services.

- Advocacy is needed at all levels, national, state, district and local community levels for spreading awareness and proper implementation of a policy.
- Advocacy activities may be of different types and may include person to person interactions, meeting, workshop, media campaigns and public speaking.

Need and Importance of Advocacy

Advocacy is of great importance as it can influence:

- Government to develop policies and legislations.
- Commercial and other organisations to consider the impact of their activities.
- Individuals, groups and communities to make wise choices for their benefit.
- Individuals and communities to support initiatives to promote their own interest.
- It may be used in highlighting problems and gaps in particular services.

Qualities of a Good Advocate

- Adequate knowledge about the concerned area/issue.
- Knowledge about the system and socio-cultural environment.
- Understand the nature and need of the target audience.
- Establish rapport comfortably and maintain it throughout.
- Actively listen to what others say “active listening”.
- Encourage the participation of target audience in the discussion.
- Carefully select questions to not embarrass the target group.
- Communicate clearly and with confidence.
- Be assertive but respectful.
- Never be aggressive.
- Don't be judgemental.



How to be an Effective Advocate

DO's	Don't
<ul style="list-style-type: none">✓ Make eye contact✓ Be prepared with talking points✓ Don't deviate from the message✓ Dress appropriately✓ Stick to what you know	<ul style="list-style-type: none">✗ Make things personal✗ Yell or storm out✗ Make things up or exaggerate✗ Make compromise

Steps in Planning an Advocacy Campaign

- The process of advocacy is dynamic and multifaceted in nature.
- An advocacy campaign serves as a guide that can be used for awareness generation.



I. Identification of the Advocacy Issue

Identification of the issue can be done using following techniques:

- **SWOT Analysis:** SWOT involves analysis of Strengths (S), Weaknesses

(W) Opportunities (O) or Threats (T) present in the community to bring the necessary change.

- **Force Field Analysis:** It helps analysing the forces for and against a change and helps communicate the reasoning behind the decision.
- **Problem Tree Analysis:** It involves mapping out main problems, along with their causes and effect, supporting advocates to identify clear and manageable goals and the strategy of how to achieve them.
- **TOWS Analysis:** This is similar to SWOT but unlike SWOT, TOWS analysis starts with identification of opportunities and threat followed by identification and analysis of strengths and weaknesses and determination of strategic position and directions of business development.

II. Gather Information/ Analyse the Situation

A situation analysis provides a detailed analysis of the problem in terms of its prevalence, incidence and population group most affected and risk factors that need to be addressed. For the purpose of situational analysis, the data can be obtained from.

- Interactions with community members.
- Reading relevant information from newspapers, press releases, etc.
- Policy document for e.g. National Education policy, National Health Policy etc. can be accessed from india.gov.in/my-government/documents/policy.
- Knowledge, Attitude and Practices surveys, conducted by NGOs and research organisations.
- Consultation reports which can be accessed from Ministry's Website.
- Demographic and Household survey data such as NSSO, DLHS.



III. Set Goals and Objectives

The key objective of every advocacy campaign is to bring about a change which should be quantifiable.

- The objectives should clearly state
 - What is to be done?
 - Who will do it?
 - When?

Objectives should be
S - Specific
M - Measurable
A - Achievable
R - Realistic
T - Time bound
+
C - Challenging

IV. Identifying Targets, Influentials and Resources

Target Audience can be the people who have the power to make decisions to bring about a change.



For the purpose of an advocacy campaign, the resources required may include:

- Funds (including in-kind contributions) balanced against expenses.
- People who are already available (both staff and volunteers) and their skills.
- People expected to be available.
- Contacts (e.g., with media resources).
- Facilities (e.g., access to transportation and computers, meeting rooms).
- Access to information archives or libraries.

V. Developing Messages

- Messages developed for advocating mostly have two basic components: an appeal to what is right and an appeal to the audience's self-interest.

- Messages can be propagated / disseminated through various platforms such as electronic media, print media, drama, street plays, publicity campaigns, awareness campaigns, exhibitions, group meetings, demonstrations, field camps, role play etc.

VI. Building Support and Working with Partners:

- Building support involves working in partnerships with individuals or organisations as partners strengthen each other by pooling their collective resources and complementing each other's efforts.
- Good planning and communication between partners can help ensure the success of a partnership.

VII. Developing Realistic and Effective Implementation/Action Plan

Preparing an action plan requires answering the following questions:

- Who is the target audience?
- What is the type of activity?
- Which all resources are needed?
- Who will be in charge of the activity?
- What is the time frame for each advocacy activity?



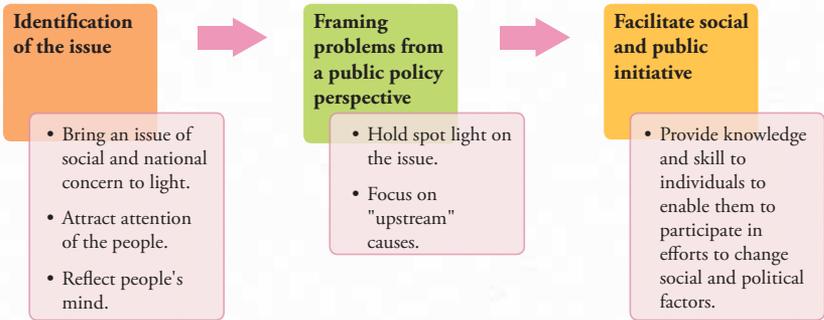
VIII. Monitoring and Evaluation

- Monitoring track activities during advocacy campaign to ensure that activities are being implemented as planned.
- Evaluation assesses whether the campaign was effective in contributing to progress. It primarily measures outcomes—the achievements or results.

Role of Media

- Media are channels, such as newspapers, magazines, radio or television, used to communicate information to people.
- Deep penetration of media sources in the lives of common people over the years has made the media one of the most powerful tools for community mobilization, advocacy and SBCC.

Functions of Media



- Other roles of media may include:
- Facilitating policy debates.
 - Initiating campaigns.
 - Acting as a watchdog of social development programmes and policy debates on social and economic development.
 - Engaging the common citizen in reporting.
 - Motivating people working for social causes by offering them both media space and honouring them with media awards.

Media Platforms

Media offers a wide variety of platforms that one can choose from to influence people for the purpose of community mobilization, advocacy or SBCC.

However, in order to select the most appropriate platform following questions must be considered:

- What is the nature of the message?
- Who is the target audience?
- Is the media platform appropriate and accessible by the target audience?
- What is the level of skill and experience in dealing with media?

Most often combinations of media platforms are used to promote one issue. This is referred to as "media mix".

Media Platforms and Their Utility

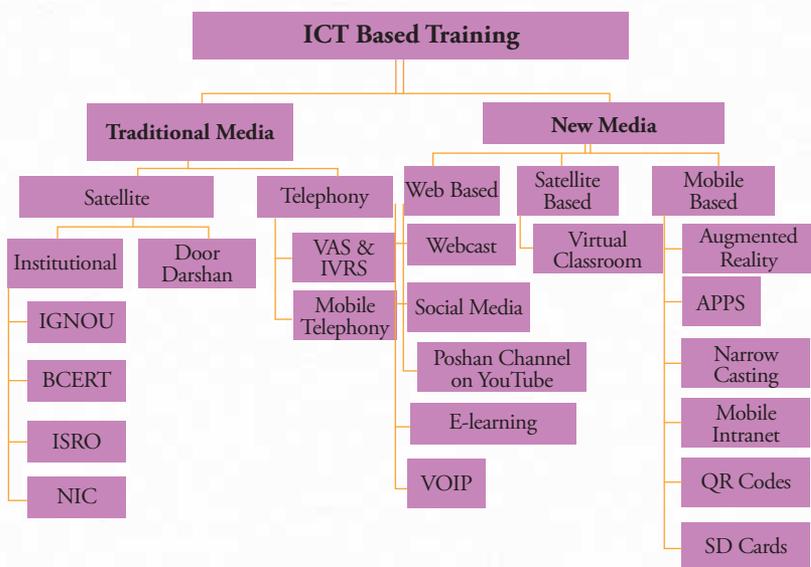
Electronic Media	Film, Short Movies, Documentary, Video Tapes, Radio, Audio Tapes, Programme, Mobile Messages, SMS, TV Advertisements, Slides etc.	<ul style="list-style-type: none"> • Provide information • Remind people about actions
Print Media	Books, Booklets, Folders, Leaflets, Hand-Out, Flip Book, Flannel Graph, Flash Cards, Charts, Letters, Newsletters, Advertisements, Press Release, Hoardings, Magazines, Journals Newsletters etc.	<ul style="list-style-type: none"> • Provide information
Folk & Traditional Media	Song, Dance, Drama, <i>Kirtan/ Bhajan</i> , Puppet Show, <i>Nagada</i> , Wall Writing etc.	<ul style="list-style-type: none"> • Raise interest and facilitate understanding
Alternate Media	Role Play, <i>Nukkad Natak</i> , <i>Nautanki</i> Street Play, etc.	<ul style="list-style-type: none"> • Provide information • Present role models for behaviour change • Provide opportunities for community participation
Multi-Media Campaign	Publicity Campaigns, Awareness Campaigns, Exhibitions etc.	<ul style="list-style-type: none"> • Provide information
Group Communication	Group Meetings, Demonstrations, Field Camps, Public Speaking etc.	<ul style="list-style-type: none"> • Provide information • Provide opportunities to plan for solving problems

Strengthening Advocacy Campaigns Using Media

- Form a 'Media Coalition' for advocating social issues by bringing together TV channels, the print media, audio and video channels and internet magazines/journals.

- Making the media campaign an integral part of editorial policy, besides sensitising reporters on social issues such as status of women, HIV/AIDS, drug abuse at regular in-house meetings.
- Create a beat (such as a health and pollution beat) for providing a situational analysis of the problem under study.
- Initiate weekly column in the print media, TV and radio (especially city-based FM radio) for programmes such as ‘*Beti Bachao Beti Padhao*’, ‘*Bell Bajao*’, ‘*Jago Grahak Jago*’, ‘*Pulse Polio*’ etc.
- Using brand ambassadors to highlight the issue for better impact and coverage.

Another way of strengthening advocacy campaign is by using ICT Based Training which can be done by the ways of using traditional media and new media. The details of the same are given in the figure below.



The trainer may refer to Day 6, Session 1, 2 and 3 for details of the topics covered, related activities and annexures in the training module.



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