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Social Behaviour Change and Communication for the Betterment of Village Women

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Abstract:

In many rural areas, women face significant challenges that limit their access to education, healthcare, and economic opportunities. Social behaviour change and communication (SBCC) can play a critical role in empowering these women and improving their lives. Author select village Tulsi for workshop and interact with village women for their project, author found many problems and share knowledge to village women with our programme officer and master trainer of SBCC found pre and post workshop result with positive result and suggest better programme work for SHGs women

Keywords: SBCC (Social behaviour change and communication) and SHGS (Self help groups)

Introduction:

Social Behaviour Change and Communication for the Betterment of Village Women

In many rural areas, women face a range of challenges that hinder their ability to access education, healthcare, and economic opportunities. In order to improve the lives of these women, it is important to understand the role of social behaviour change and communication (SBCC) in bringing about positive change. Social behaviour change refers to the process of influencing individual and collective behaviour to achieve a specific outcome, such as increased access to healthcare or improved gender equality. Communication is a critical tool for achieving this change, as it helps to spread information, build awareness, and create a shared sense of purpose and community. For village women, SBCC can play a crucial role in empowering them to overcome the challenges they face. By providing information and education on topics such as health and nutrition, financial literacy, and women's rights, SBCC programs can help women make informed decisions and take control of their lives. Effective communication is also key to building strong relationships between women and the broader community. Through dialogue and engagement, women can develop

a sense of agency and social capital, which can in turn help them to advocate for their own rights and needs.

There are a number of key principles that should guide any SBCC program aimed at improving the lives of village women. These include:

- **Cultural sensitivity:** Any communication should take into account local cultural norms and values, and should be delivered in a way that is respectful and non-judgmental.

- **Participation and ownership:** Women should be involved in the design and implementation of any program, and should have a sense of ownership and control over the process.

- **Continuity and sustainability:** Any program should be designed with a long-term perspective in mind, and should be structured in a way that allows it to continue even after external funding or support has ended.

- **Measurable outcomes:** To assess the success of a program, it is important to establish clear goals and objectives, and to regularly monitor and evaluate progress towards these outcomes. Overall, social behaviour change and communication can be a powerful tool for improving the lives of village women. By providing information, building awareness, and fostering strong relationships within the community, SBCC programs can empower women to take control of their lives and realize their full potential

Objectives :-

1. To enlist the beneficiaries and collaborate the different approaches of SBCC to village women and NSS girls.

2. To interact with how and which type they use SBCC in their daily life and how better their life with SBCC.

3. To find out the constraints in workshop and get feedback from them.

Methodology: -

1. **Selection of block–** There are 4 blocks in Raipur district. Out of which only Dharsiwa block was selected.

2. **Selection of Village–** Tulsi village was selected purposively due to NSSCamp and campprogram was conducted by the College of Agriculture, Raipur.

3. **Selection of respondents-** There are many SHG and village women were identified. Out ofwhich only 20 SHG Women and NSS girls were present for the workshop.

Workshop done under presence of NSS Program officer Dr. Subuhi Nishad Mam with Master Trainer Youth Cordinator Heena Sahu and Master Trainer Neelima Yadav For Betterment of Village women and NSS girlsunit at Village Tulsi (Baradera) Raipur.

Following Work schedule done in Workshop

1. Invite Village women and SHG women with All NSS Girls Unit.
2. Welcome our Guest both Master Trainer and Program officer Dr. Subuhi Nishad mam.
3. Interact with All women and NSS Girls Unit.
4. Telling them about SBCC.
5. Presenting Audio visual aid for Womens and Girls to aware about Self Hygiene.
6. Playing game with all including Programme officer for betterment listening art.
7. Feedback from everyone and what constraints face by them to empower herself towards nutrition,health, safety, work, progress etc.
8. End the session with song and ensure every women that start their journey for better living with SBCC

Members of Attending Workshop from Village and SHG-

Female	
Smt. Sanjay SahuSmt.	Smt. Sevati Verma
Neha Sahu	Smt. Urmila Sahu
Smt. Heena Devangan	Smt. Nemin Sahu
Smt. Yasoda Devangan	Smt. Leela Verma
Smt. Chitrarekha Kurrey	Smt. Kusum Devangan
Smt. Deepika Chandrakar	Smt Mamta Patel
Smt. Priti Chelak	Smt. Mamta Chandrakar
Smt Laxmi Sahu	Smt. Madu Baghel
Smt. Khemin Dhidhi	Smt. Kavita Kurrey
Smt. Tajbati Sahu	Smt. Preeti Patel

Influences on Behavior

Behavior is a complex phenomenon, influenced by factors within the individual and beyond. The Social Ecological Model (**below**), informed by Bronfenbrenner's 1979 seminal

work, recognizes four levels of influence that interact to affect behavior: individual, family and peer networks, community and social/structural (Glanz & Rimer, 2005; Glanz & Bishop, 2010; HC3, 2014).

Individual: At this level behavior is affected by factors within the individual. Examples includeknowledge, attitudes, skills, emotions and beliefs.

Example: During an outbreak, for individuals to practice the desired behaviors, they need to know the risks of transmission and how to prevent it, they need to feel that they are at risk of transmission, and they need the skills to practice protective behaviors.

Family and peer networks: At this level, individual behavior is affected by a person's close social and family circle. This includes influence from peers, spouse, partner, family and social support.

Example: During an outbreak, individuals will be more likely to practice desired behaviors if their family and friends believe these are important, are supportive of the desired behaviors and vulnerable populations, have knowledge and skills, and are already practicing them.

Community: This refers to influences from the situational context in which the individual lives and in which social relationships are nested. The characteristics of the context are associated with risk and protective factors and include leadership, access to information, service provision, social capital and collective efficacy.

Example: Individuals are more likely to practice desired behaviors if leaders promote them, the whole community believes in their importance and if proper information and support are available and accessible.

Social/Structural: This refers to the larger, macro-level environment which can either promote or deter behaviors. Examples include leadership, health systems, resources and services, policies, guidance and protocols, religious and cultural values, media and technology, gender norms and income equity.

Example: During an outbreak, individuals are more likely to engage in desired behaviors if facilities exist that support those behaviors, if coordination mechanisms are in place, and if bylaws and policies are introduced topromote supportive norms around the desired behaviors.

As the field of BCC evolved, it placed greater emphasis on the socio-ecological context that grounds individual behaviors, and thus the preference for using SBCC as opposed to BCC.

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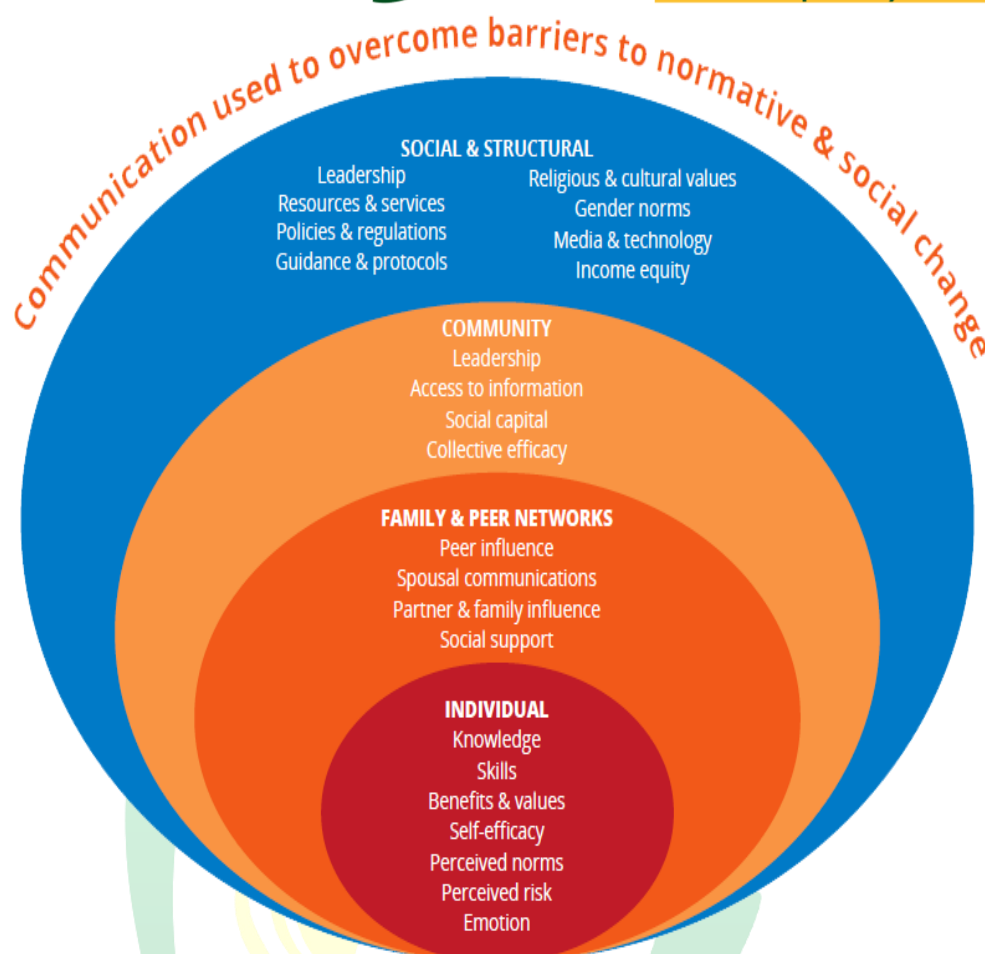
At each of these four levels of influence there are factors that affect behavior in positive ways (facilitators) and factors that affect behavior in negative ways (barriers). Effective SBCC interventions should aim to develop messages and activities that influence all four levels of the Social-Ecological Model, maximizing the facilitators and limiting the barriers.

It is important to recognize, however, that it is unlikely for one single organization to be able to operate at all four levels, as these often require different skills, strategies and approaches. Coordination and partnerships with institutions and organization that operate at different levels are therefore necessary for a comprehensive SBCC approach. The social ecological model has been incorporated into the "Model for Change" developed by C-Change, which outlines the levels at which SBCC programs can be developed. This model (right) originally adapted from McKee, Manoncourt, Chin and Carnegie – can be used in analysis,planning and implementation (C-Change, 2012).

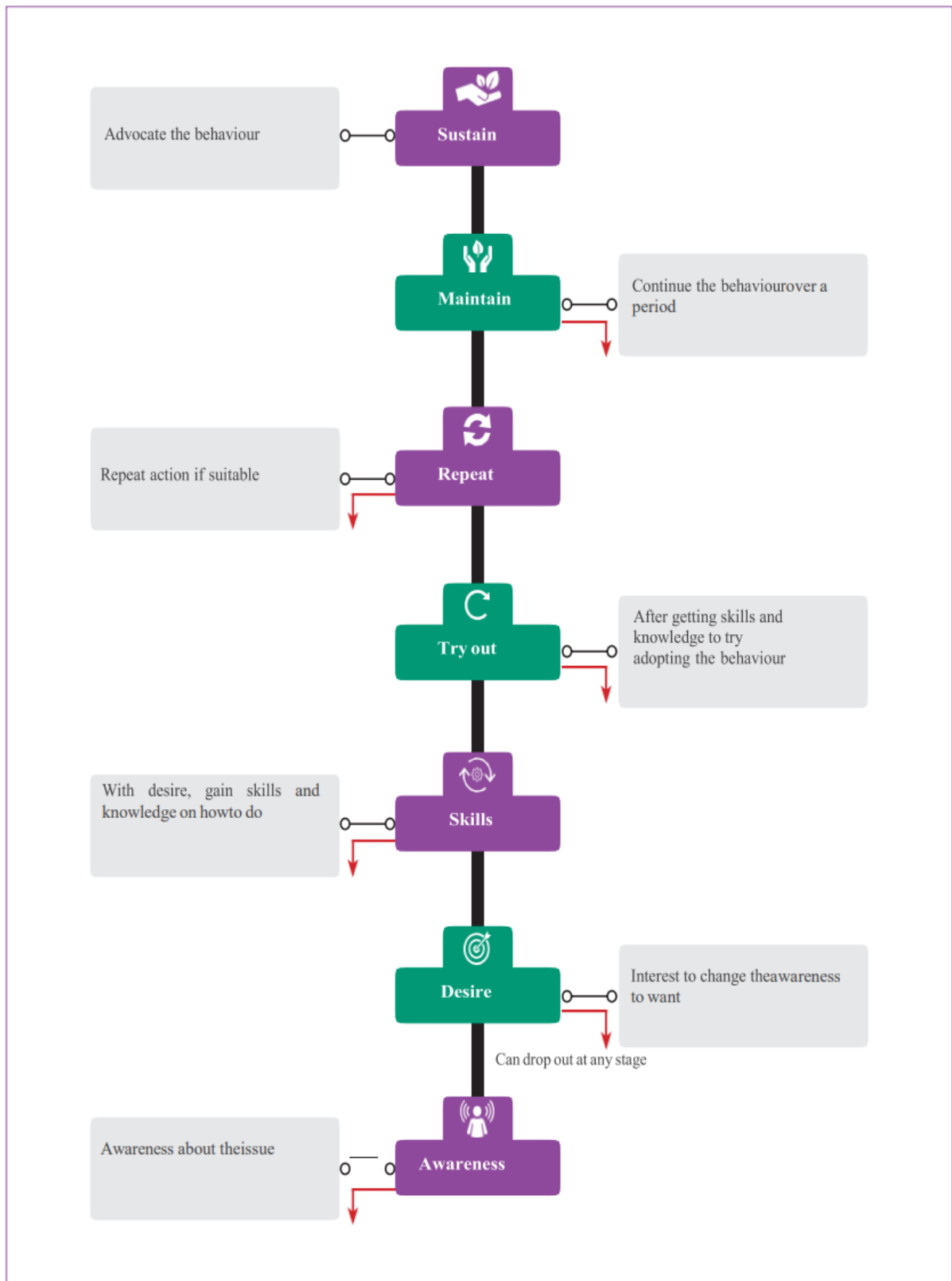**How does UNICEF practise social and behaviour change?**

UNICEF recognizes that changing knowledge is not enough to change behaviours: We partner with families and community leaders to understand their needs and motivations, identify their strengths, and lower barriers to positive change. In every sector, our SBC programmes bring together local knowledge with scientificinsights to support the most vulnerable. We don't work to change who people are – we work to change the environments in which they act, making it easier for individuals and communities to adopt protective practices for children.We also recognize that improving the situations of families requires social change. UNICEF actively engages with women and children worldwide to strengthen the role they play in creating the societies they want – societies in which equity prevails, stigma and discrimination recede, and their own voices contribute to meaningful change. Above all, we focus on participation and accountability to give families more control over the decisions that affect their lives.

Socio-Ecological Model for Change
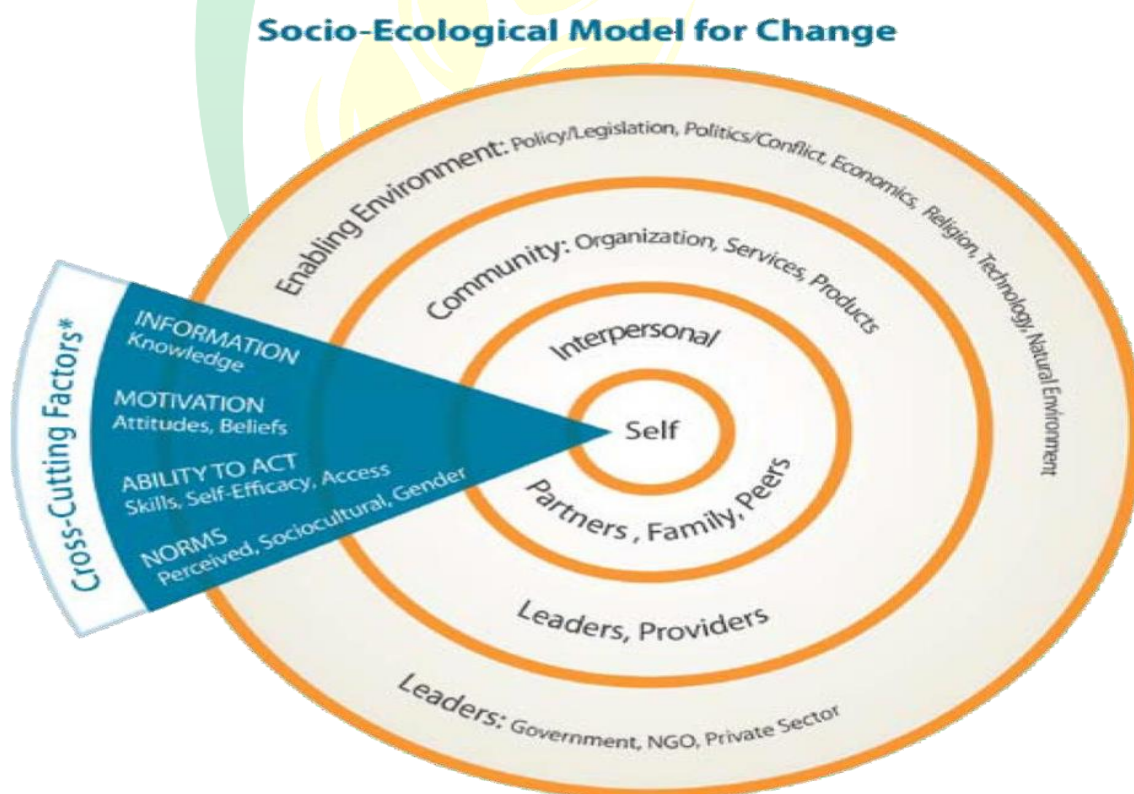
*These concepts apply to all levels (people, organizations, and institutions). They were originally developed for the individual level.

SOURCE: Adapted from McKee, Manoncourt, Chin and Carnegie (2000)

Stages of Behavior Change: There are mainly 7 stages whose list is the followings.

Advocate the behaviour — **Sustain**

Maintain — Continue the behaviour over a period

Repeat action if suitable — **Repeat**

Try out — After getting skills and knowledge to try adopting the behaviour

With desire, gain skills and knowledge on how to do — **Skills**

Desire — Interest to change the awareness to want

Can drop out at any stage

Awareness about the issue — **Awareness**

Workshop Done By Master Trainer Ms Heena Sahu and Ms Neelima Yadav with Ms Shubhi Singh (NSS Girls unit Student) And Active Menber of Alliance behavior for change with UNICEF.

Survey of the village-

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Workshop for Village Women and NSS Girls.

Interaction between Master Trainer & Village Women &NSS Girls

Explaining through Audio Visual

Involvement of village women and NSS Girls through Game

Feedback from Village Women and NSS Girls Volunteer.

Pre- and Post-test Results (in percentages)

S.No.	Indicator detail	Pre Workshop Result (%)	Post Workshop Result (%)
		Women	Women
1	Increased percentage of open talking about self-hygiene	75	95
2	Listening Art Capability	40	75
3	Talking about nutritious food	70	90
4	Improving art of learning new skills	50	75
5	After seeing Audio-Visual Aid question answer power raise	35	75
6	They want self-empowerment	65	95

Constraints

Why do people not change behavior?

- May not understand message
- May not see thrmselves as vulnerable
- Prepared to take risk now and deal with consequences later
- Life is hard, one more risk does not make much differences
- Behavior not necessarily based on rational thought
- After all, social hesitation are common in rural area

Outcome of project Above project will help to understand the social behavior status of village women, SHG, and NSS girls, how communication affect the performance of them towards society and major constraints is no one talk about their personal issue due to hesitations.

Implications of project work

- ✓ Need to improve respondent have aware about their right and hygiene adaptation by self-betterment.
- ✓ Govt. authorities and NGOs required providing better knowledge about behavior change approaches and communication towards what, how they improve herself and society too.