

CHAPTER 1

Social Mobilisation in Action

Social mobilisation is the process of bringing together all feasible and practical inter-sectoral social allies to raise people's awareness of and demand for a particular development programme, to assist in the delivery of resources and services and to strengthen community participation for sustainability and self-reliance.

- *McKee*



Social Mobilisation

- *intensifies programming with marginalised groups;*
- *includes both intended beneficiaries and the broader society — this means all possible stakeholders; and*
- *combines community participation with advocacy on selected issues.*

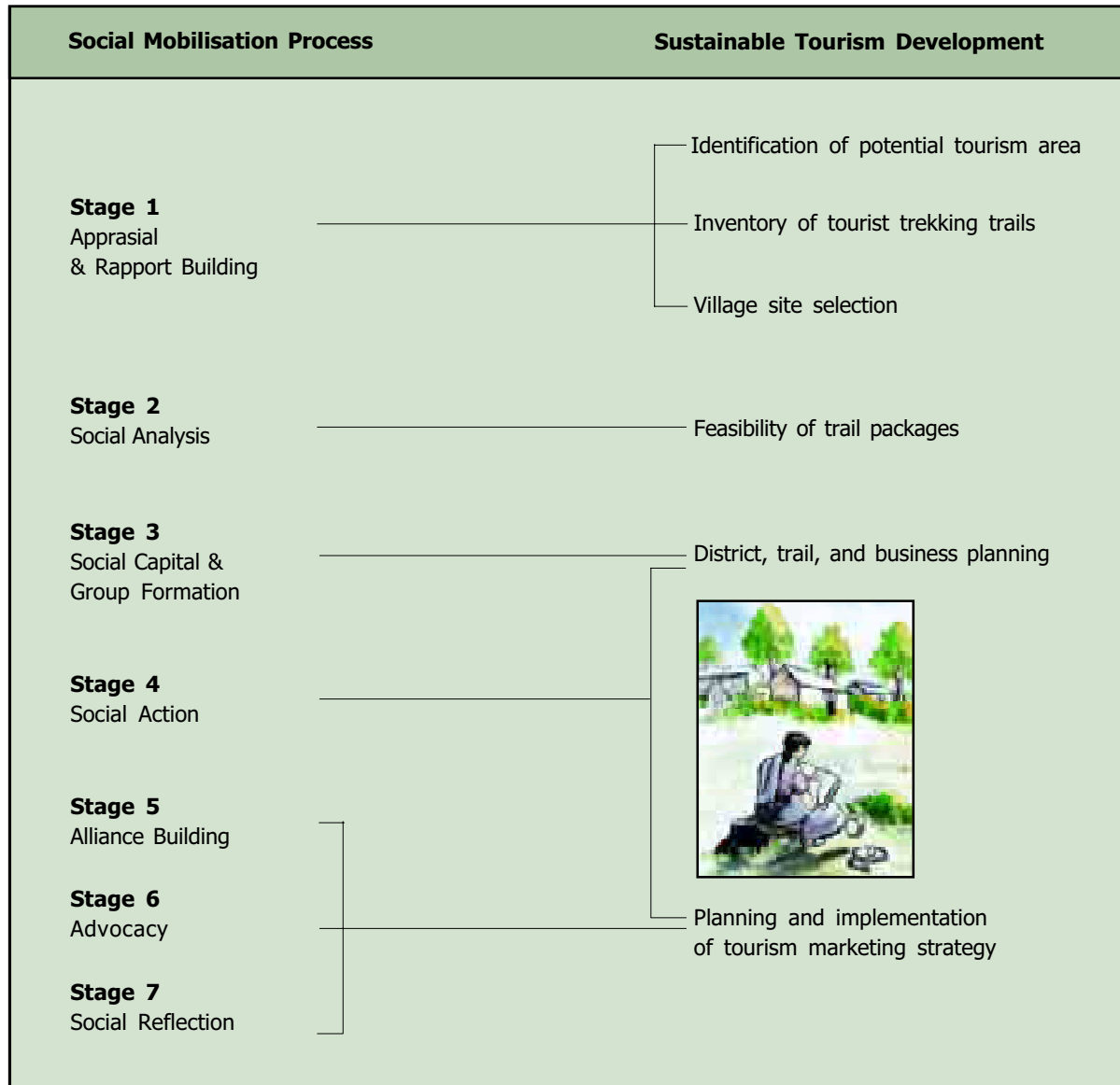
Introduction

Among key factors that make a development programme succeed, community participation is vital. Therefore, while essentially aiming to give ownership to the community, Social Mobilisation (SM) strengthens the capacity of women and men to address their needs in a socially, economically, and ecologically sustainable manner.

It organises people at the grassroots' level to carry out self-help activities that help to influence and change policies and programmes. Embodying the principles of participatory approaches, economic empowerment, community organisation, and local governance, it provides a basic framework that helps systemise and make the mobilisation process more effective.

In this toolkit, the SM is presented in seven stages: Appraisal and Rapport Building, Social Analysis, Social Capital and Group Formation, Social Action, Alliance Building, Advocacy, and Social Reflection (refer to the figure on page 16). It is important; however, to keep in mind that depending on the given situation, one can skip some stages or implement other stages simultaneously, or use them in a different order.

A Comparative Outline of Social Mobilisation with Sustainable Tourism Development



This figure shows an example of how an economic programme, such as sustainable tourism development links with the SM process.



SM taps the inherent capacity of every person, group, and community helping various stakeholders to direct their own future. Used intensively in programmes to assess, analyse, and generate actions, its key components are focused capacity building, specific institutional development, and strengthened organisational capability.

An important element in SM is the inclusion of poor or disadvantaged groups and the active involvement of community-based organisations (CBOs) and non-government organisations (NGOs). This is a prerequisite for a continuing SM process.

Social Mobilisation Process

Stages	Objectives
Appraisal & Rapport Building	Initiates dialogue
Social Analysis	Assesses the situation
Social Capital & Group Formation	Creates social capital through group formation
Social Action	Develops and implements the programme
Alliance Building	Networks and builds coalitions
Advocacy	Raises awareness toward solutions
Social Reflection	Enhances advocacy for policy and value changes

BUILDING THE CAPACITY OF COMMUNITIES

SM helps to build the confidence and awareness of women and men to make their own decisions regarding development work. It focuses on nurturing their basic (literacy and technical) skills to plan and implement programmes. During the process, women and men develop their abilities to generate and access economic resources that enable them to initiate and sustain development efforts.

SM emphasises increasing people's power to claim available services and gain commitment from decision-making bodies of service agencies. Sensitising people's awareness toward gender equity, social justice, economic and political empowerment, and cultural diversity, it works to advocate common goals through formation of alliances. Eventually, it seeks to establish an ongoing process of self-mobilisation.

WHO ARE THE FACILITATORS?

SM includes the role of outside facilitators as catalysts and convenors. They play a contributory role in the process, when sufficiently equipped by proper orientation, an appropriate working approach, and attitude.

Facilitators can come from various organisations. They include NGO members, locally hired staff, or the organisation's own staff. One of the results of SM is to produce local facilitators who can facilitate, sustain, and replicate the process.



Facilitators should bear in mind that strengthening the capacity for SM requires a need assessment of the institutions and players involved. A key goal of the process is to build an in-depth and comprehensive participatory Social Analysis of the community.

THE ROLE OF FACILITATORS

The responsibilities of facilitators should include the following aspects.

Initiating. Facilitators need to bring together all the different stakeholders to take part in the SM process. They should propose procedures or suggest techniques that will help build up the participatory capacity of women and men and enable them to take up the initiative for Social Analysis and Social Action. They should be able to find allies, arrange financial support, and share experiences from outside. But as an initiator, their role should not be mistaken as someone who takes control over the decisions of communities.



Facilitating. Asking proper questions and sharing information are essential for capacity building within the facilitation process. But facilitators should be consciously aware that they are not 'there' to provide the answers. At each stage of SM, participatory groups should be given the responsibility of 'thinking through' and coming up with their own suggestions or views. They should feel a sense of ownership with what they do. People; however, need information and facilitators should be responsible in sharing what they have learned from other places, and explaining to groups how people in similar circumstances have handled their situations.

Designing the process. Designing the process is another crucial role of facilitators. An improper or unjust design process might exclude people. Facilitators should assist the group to design an SM process that ensures the participation of all the stakeholders. They should contribute to the design, especially the management and monitoring aspects, so that participants themselves eventually take responsibility for the design process.

Adding technical expertise. Facilitators should be ready to share technical or other expertise that complements the group process. Input from a technical expert can help open up additional possibilities for people to incorporate their own expertise. It is essential; however, to respect local knowledge and skills while adding technical or other expertise.

Observing the process. Observation provides fundamental information. Facilitators are more effective if they observe the process, people's commitment, and the targets and results of the SM process. They should ensure that the voice of marginalised people in communities is heard, whether norms are being followed, learning is occurring, and practical results are being produced.

Monitoring. A learning process for partner NGOs, facilitators, and participatory groups, monitoring helps to assess the quality of capacity building at the grassroots' level and its contribution to poverty alleviation.

The decision to draw in outside support should be based on an assessment of group performance. Although the maturity of each group is unique, it can be assumed that a period of three years, with three successive cycles of SM, should help build a group to the desired state of maturity. The design process should indicate when to withdraw support based on the scores of each group after an organisational assessment is carried out.

Process for Consideration During Social Mobilisation

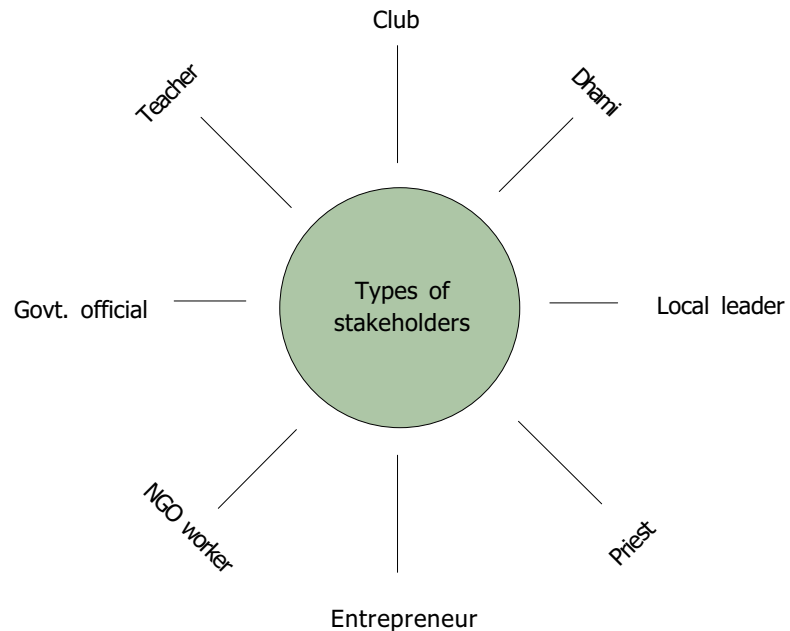
Stage I: Appraisal and Rapport Building

OVERVIEW

SM starts with identifying marginalised areas and people within the selected geographical areas for a given programme. It is assumed that a pre-scan has been conducted to select the area where an intervention is going to be implemented. Support or assistance is going to be provided, which will allow a community to take on an active role in their development.

Stage I can be completed in one month; however, depending on the community situation, topography, human resources, and other factors, the time needed may vary. Facilitators should adapt according to local conditions and their own insight.

Stage II: Social



Appraisal and Rapport Building

- *initiates the SM process;*
- *is essential for acquiring 'social' legitimacy of the SM process; and*
- *creates a context for generating inputs from the people at the preliminary stage of the design process.*

METHODOLOGY

Step 1: *Initiate dialogue and prepare a preliminary appraisal for identifying villages or settlements.* Dialogue is initiated between the facilitator and the communities in the selected area. The aim is to build a good relationship with various stakeholders and prepare a summary of the secondary information on the community and area to share with the members. Where possible, try to obtain gender-disaggregated data.

Step 2: *Build a preliminary village profile based on a checklist.* Record information using the checklist, after which obtain an agreement for Social Analysis.

Step 3: *Organise rapport-building workshops.* Conduct workshops with Village Development Committees (VDCs), NGOs, government organisations (GOs), and private agencies working in the area. These should bring together various stakeholders to debate, agree/disagree, and negotiate on matters related to the proposed process of SM. One must take into account the sensitive use of gender and cultural issues.

Step 4: *Conduct rapport-building mass meetings in each ward.* Facilitators can introduce the SM process to the people and explain and answer questions through the following activities:

- explain the objectives of the process — what the intended achievements are;
- explain the approaches — how you want to work to achieve the objectives;

- describe the SM process (briefly in preliminary meetings and in detail during orientations);
- explain how it benefits the community and what kind of work you intend to carry out in the area;
- disclose how the work is funded and the duration;
- describe what the people are expected to do;
- collect the comments and inputs, note down the points, and clarify the queries;
- incorporate the suggestions; design a preliminary process collaboratively with the people; and
- do not raise expectations at the VDC and community-member levels.

Step 5: *Conduct group discussions at the village and settlement levels.* Facilitators should establish a relationship of mutual rapport with the people. Without such a positive bond, the people, being the key players of the SM process often reject interventions that are imposed by outsiders. This is especially important if one wants to get responses from women.

Step 6: *Organise informal meetings and visits.* Rapport cannot be established in one meeting or interaction, but through long-term engagement with common efforts. Rapport-building is a continuous process of gaining confidence and acceptance through words and work. Facilitators should visit homes, meet people, and make informal contacts individually. A good relationship and trust between the people and facilitators are key to the success of stage I.

GUIDELINES

1. Conduct ward and village ranking according to the relationships they have with the VDC and other agencies, and list criteria.
2. Conduct an institution analysis for identifying organisations working in the area.
3. List contact people.
4. Mainstream the gender perspective and observe the following aspects:
 - gender dynamics in a group situation;
 - rate of illiteracy of women;
 - lack of mobility of women;
 - heavy burden on women's workload;
 - gender role, relations with others, and degree of acceptance on gender role by society; and
 - dominance of men during discussions.
5. Identify potential participants in meetings and workshops based on the following list:
 - community group members who are women, Dalits, people from indigenous communities, children, school teachers, and elders;
 - District Development Committee (DDC) and VDC members, ward representatives, and field and NGO workers;
 - *dhami, jhankris, lamas, and pundits*;
 - government officials from various line agencies and government-service-centre staff;
 - other influential people: opinion leaders, informal leaders, and entrepreneurs; and
 - associations and clubs.
6. It is of equal importance to establish a good relationship with the other stakeholders involved in the area.

Use of Tools

Pairwise and
matrix ranking

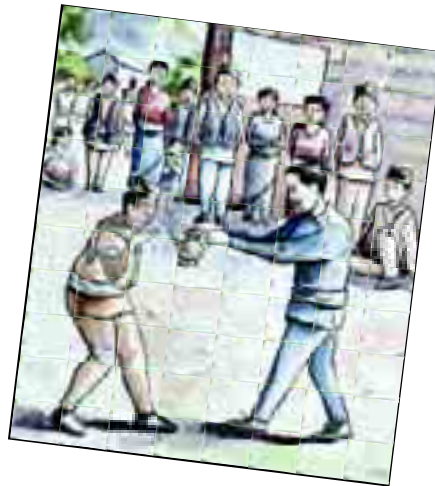
Stage II: Social Analysis

OVERVIEW

The second and most important stage of SM, Social Analysis, investigates the community's existing situation. It identifies the most marginalised people in the community and analyses their problems and causes. This will become the basis for people to organise into groups and take collective action. If facilitated properly, Social Analysis increases the collective awareness of different stakeholders involved in the process and creates an understanding by the wider society. Please refer to page 24 for methodology.

Social Analysis

- identifies problems and opportunities for social action/awareness-raising, advocacy, and to build an action plan;
- interrelates economic, political, and social aspects at the local level; and
- can be used for policy analysis and further research.



Stage III: Social Capital and Group Formation

OVERVIEW

Stage III involves the creation of social capital by organising (or reorganising) the communities into groups and strengthening their organisational capacities. This stage aims to establish a self-managed and self-reliant group at the community and sub-community level, so that the people, through collective action, can improve the socioeconomic and political conditions for themselves and their families. Please refer to page 27 for the methodology.

Social Capital and Group Formation occur at two different levels:

- i) the level of communities, groups, or localities to enable them to tackle their immediate needs; and
- ii) at a wider scale of geography and population to change or influence national- and regional-level policies to address strategic needs.

Social Capital and Group Formation

- builds up a sense of solidarity amongst community members by helping them organise into groups;
- enables a community to organise, recognise dignity, and make collective ideas available to support effective self-help and political actions; and
- provides a basis for long-term institutional development by increasing capacity of groups to organise themselves.

Steps to Develop Awareness-Raising Activities

Identify generative themes

Generative themes are themes that have been identified as critical issues in community life. They are developed after collective Social Analysis and can be taken as a basis for further discussion and analysis. The discussions can lead to action to improve the situation. Such themes emerge from people's worries, fears, and hopes.

Develop a code around the generative themes

The themes identified should be developed into a 'code' that reflects the situation people are experiencing. The code could include PRA diagrams, maps, or other visuals such as posters and photographs. Other kinds of codes include stories, songs, and drama.

Describe and analyse the code

The code should be analysed using three basic steps. In the first step, participants describe the code (posters, diagrams) in their own words, as they experience them. The second step involves linking the situation described in the code with the people's real situation, emphasising the differences, similarities, the problems, and potentials. This level of analysis should lead to the third step: analysis of the root causes of a situation. The groups then identify the causes and other dimensions of the situations and use opportunities to change them. It is particularly important that women's voices and opinions are included.

Plan and implement group action

As a logical outcome of the analysis of the situation, participants should come up with an action plan that helps address the issues identified. Implementation of activities can help participants go through the process of reflection and action.

The suggested initial activities are expected to help raise awareness and confidence in people, especially the poor and women, so that they can eventually organise into groups and become involved in the SM process.

METHODOLOGY: STAGE II

Step 1: *Make a preliminary preparation for Social Analysis.*

It is essential for local communities, families, and children to be involved from the design stage to the implementation of the SM process. They are the prime movers and play a key role in generating and analysing information, identifying problems and opportunities, and establishing priorities. To gain an overview of the community's present situation, carry out the following activities:

- organise an orientation meeting on SM with the VDC representatives and share the information collected during stage I;
- use transect walks to familiarise yourself with the physical area and make arrangements for an analysis group discussion with the people;
- carry out a listening survey to identify the key concerns of different sections of the community; and
- collect people's views about what should be considered while doing Social Analysis, for example, identifying areas for information collection.

Step 2: *Conduct participatory rural appraisal (PRA) to collect basic and baseline information.* Gather information on topics such as population by age, gender, ethnicity, and caste; literacy and education; agriculture; employment; market centres, women's situation; village products/services; available skills; traditional or informal institutions; migration; natural resources; livestock; health; and infrastructure. Also identify the poorest households in the village using PRA tools and find out about available service agencies such as GOs, NGOs, and private sector services; CBOs, interest groups, and women's groups; and traditional or informal groups.

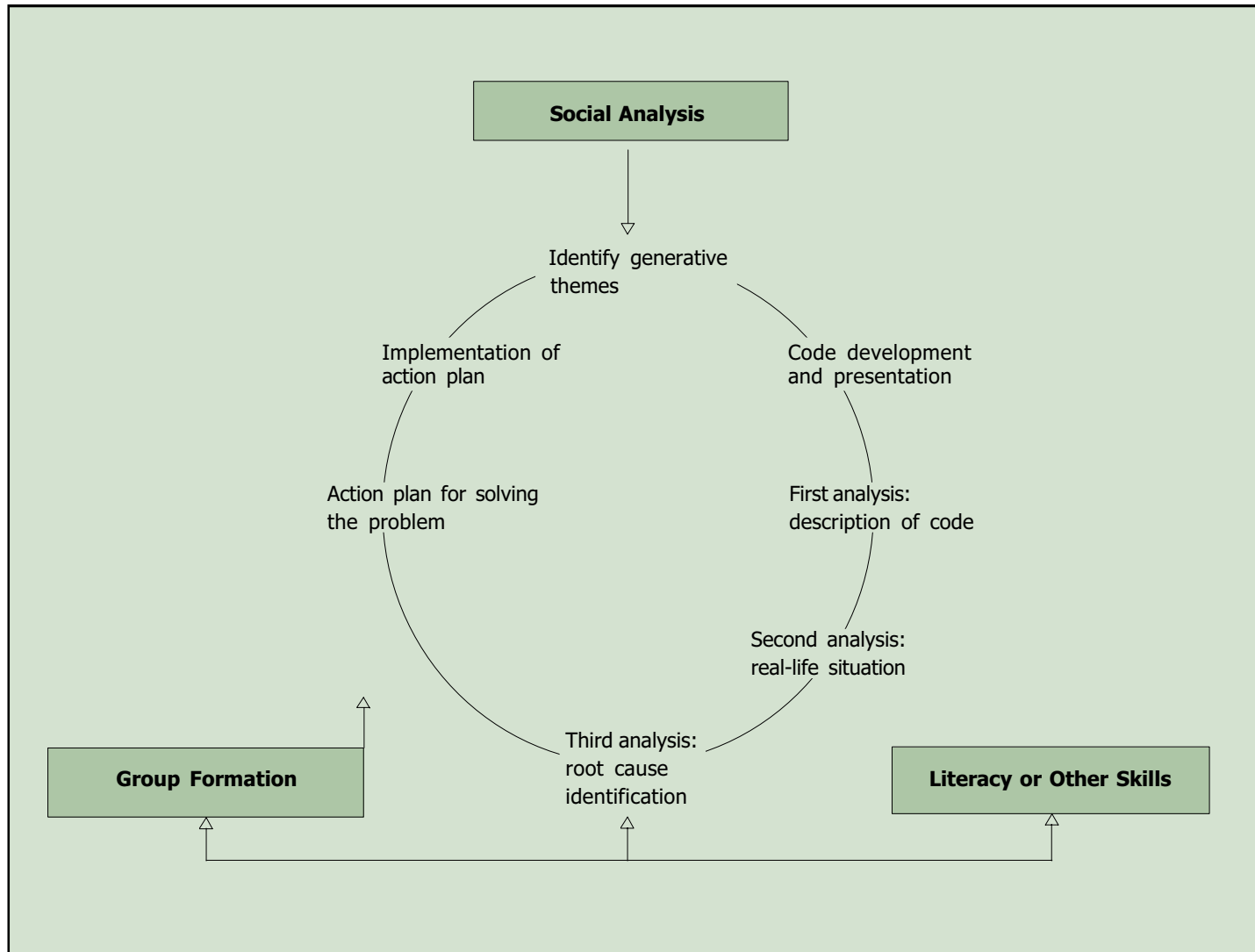
Step 3: *Identify key issues that can be the basis for group organisation and Social Action.* Learn about issues such as women's rights, land rights of indigenous people, untouchability, economic exploitation, and cultural discrimination. Possible issues are presented as follows:

- gender relations within the households;
- gender relations within the community;
- differences in gender relations among different groups and communities;
- practical and strategic needs of both women and men;
- problems specific to the poor, women, and ethnic groups and causes and trends of the problems;
- opportunities specifically available for the poor, women, and ethnic groups;
- difficulties in realising opportunities and potentials for acting upon opportunities;
- priorities of the different stakeholders;
- village trade (imports and exports of the village);
- non-timber forest products (NTFPs) and marketing;
- tourism; and
- people's resistance to development interventions.

Supplement PRA with other appropriate instruments, such as an analysis of information on stakeholders, gender, and Market Analyses and Development (MAD) instruments. If necessary, use other research methods including case studies, questionnaires, surveys, and life histories.

Step 4: *Prepare a Social Analysis report.* Use different formats for the report depending on who the readers are. For example, a summary of the information may be

Social Awareness Process Cycle





presented using visual and pictorial methods for discussions with the community, particularly illiterate women. More literary presentations may be used for District Development Committee (DDC) members and other users.

Step 5: *Share the findings of Social Analysis.* Facilitators should discuss the findings with the communities and other stakeholders. Findings include:

- basic information on the area and the people;
- issues for making claims and advocacy;
- issues that can be addressed at the grassroots' level by the communities concerned;
- issues that require assistance from outside agencies such as NGOs, VDCs, DDCs, and other donors; and
- issues for further and deeper analysis.

Step 6: *Discuss approaches for raising awareness/initial activities with the people.* Raising awareness is important in a situation when community members are not yet ready to take the initiative to respond to issues identified during Social Analysis. It helps increase people's concern about the issues identified and prepares them to organise into groups to carry out in-depth analysis of the issues. Be aware of different group dynamics.

Step 7: *Discuss the possibility of organising or reorganising or reforming the group to act upon issues.* Social Analysis will unveil issues of common interest; therefore, the community may decide to form a group at some point. In certain situations, households in the community may organise themselves for bigger issues of common concern, such as forest management or water supply. Facilitate discussions by using the wide variety of PRA tools such as social and resource mapping and wealth ranking.

Step 8: *Generate commitment from each level to address the issues.* The commitment at the VDC and DDC levels is as important as the commitment at the group and settlement levels. Social Analysis can be used for planning by VDCs, DDCs, NGOs, and other institutions.

Step 9: *When required, conduct awareness-raising or initial activities.* Awareness-raising activities take place in the transition period as the SM process moves from Social Analysis to group formation. Such activities should lead the groups into collective action and enhance their functional skills and confidence. Please refer to page 23 for information on how to develop awareness-raising activities.

Awareness-raising activities include non-formal education (NFE) classes, street theatre, puppet shows, and other socio-political campaigns. Activities can include information-sharing forums and tailoring rural radio and newspapers to suit the local situation. Whatever the nature of the activities, it is important that they address issues identified during Social Analysis. They should be carried out simultaneously when the group is forming to ensure and increase the inclusion of poor people and women.

GUIDELINES

1. The community is regarded as a 'pre-group' in stage II. A team of facilitators that include the 'external' facilitator and members of the local community is formed to facilitate Social Analysis. A gender balance is essential for effective analysis.
2. Stage II uses tools and techniques of participatory analysis that involves the community, including participatory action research (PAR) and PRA techniques.
3. PLA tools are used as a basic theoretical framework, and these tools and other participatory techniques facilitate people to analyse their situation. This is complemented with other quantitative research methods.
4. Experience has shown that raising the awareness of women is slower; this should be taken into account and addressed when necessary.
5. Stage II provides a meeting point for coming together as a group and precedes the group formation process.

Use of Tools

Transect walks, analysis group discussion, social and resource mapping, wealth ranking, seasonal calendar, problem-solving tree, mobility map, daily activity profile and diagram, decision-making matrix, and gender analysis

METHODOLOGY : STAGE III

Step 1: *Conduct a mass meeting at the village or settlement level.* Issues and actions identified during the Social Analysis process need to be endorsed during the mass meeting. Discuss whether people are ready to take initiatives to address them. If people are ready to take initiatives, discuss the possibility of existing groups taking initiatives. If people are not ready to take initiative, then discuss the possibility of implementing awareness-raising activities.

Step 2: *Conduct an intensive discussion with the members on the benefits of organising in groups.* If possible, group organisation should build on the existing forms of groups or organisations within the village. Existing groups are often traditional ones such as *parma* (a self-help group among neighbours to exchange labour for planting, harvesting, etc.) or more formal ones such as forest users' groups, cooperatives, or savings' and credit groups.

Step 3: *If a group does not exist, discuss the process of group formation.* If people are not ready for group formation immediately, discuss the possibility of implementing appropriate awareness-raising activities.

Step 4: *If an existing group is ready to take initiative, reorganise them for new issues.* The existing groups reorganise to democratise the group management processes and diversify the activities they undertake. It might be necessary to form various groups in order to enable women's involvement through mixed groups, separate



groups, mothers' groups, users' groups, and credit groups. If there is a newly formed group, organise it around the issues identified.

Step 5: *Identify sub-groups within the larger group (a village).* Stage III should be able to identify the specific needs of different sections of the community such as women, poor people, Dalits, and indigenous people, who may wish to carry out activities such as savings and credit facilities, or income generation at the sub-group level. Sub-groups can form according to their specific issues, aspirations, and capacity and may include women's groups, income generation, NTFP activities, tourism, or savings and credit.

Step 6: *Conduct group and organisational assessment.* The people in a village or settlement should organise themselves according to the big issues that concern the whole population. This will enhance sub-group strengthening and planning and help address the needs and interests of the

individual members. For example, the water system or forest management may include all households in the village as a users' group, while saving or literacy activities may concern smaller numbers of group members.

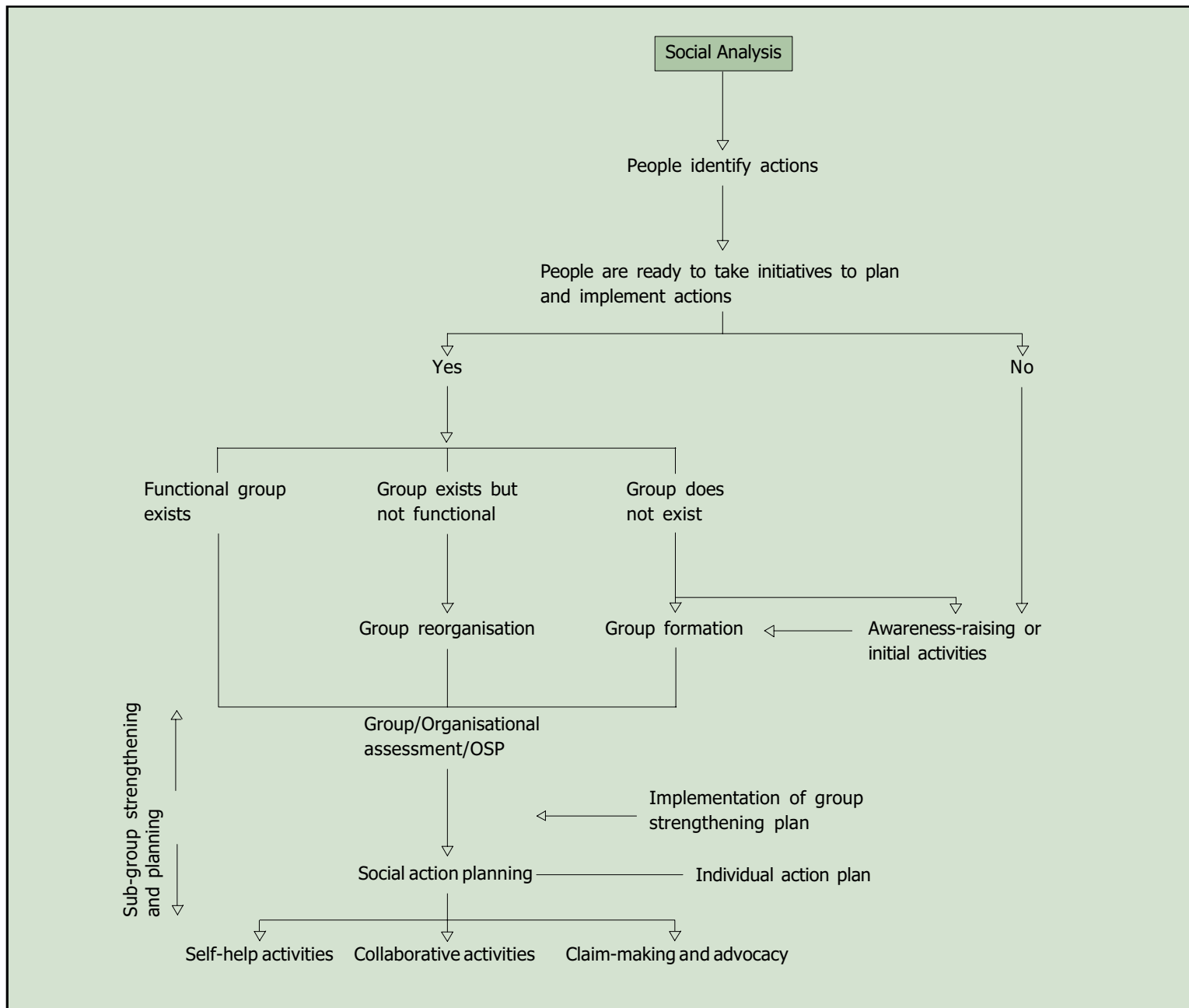
Step 7: *Develop a group strengthening plan and implement it.* Participants themselves should decide who joins the groups, who leads them, what rules they will follow, and what activities they will undertake. The group can develop criteria for membership into sub-groups based on types of activities. Decisions should be taken by consensus or a majority vote. Facilitators should ensure the participation of marginalised and disadvantaged people in the group processes.

Members of the sub-groups should preferably live under similar economic conditions and have close sociocultural affinities. This allows for more trust among the group members, reduces potential conflict, and increases joint liability. The group strengthening plan must preferably include training on group dynamics and planning skills.

Step 8: *Develop social action plans.* It is envisioned that the overall group plans and implements several activities over time that benefit different members, without the need to form separate new groups. This is achieved by incorporating the democratic practice of operating sub-groups within the larger group, according to specific needs and interests.

Sometimes the community may plan the social actions and self-help activities without forming groups. Give attention to the lack of mobility of women.

Description of Major Steps Involved in Social Analysis, Group Formation, and the Group Strengthening Process



GUIDELINES

1. Social Capital and Group Formation refers to a network of people that share relationships and values. The process helps the community to use social capital constructively or create it, where it is lacking.
2. Awareness-raising activities help prepare people to organise into groups and can encourage a feeling of group solidarity. They can further identify points for collective action, and generate the necessary energy and motivation to implement them.
3. The ability of the group to plan and implement successful self-help activities without any outside assistance, is critical for how the group functions. The binding force in the group is the common activities that are continually planned and implemented. This does not necessarily mean there is a single activity for all groups. Experience suggests that savings and credit can function as a focal point to organise people, and it can gradually expand to a broader set of activities.
4. In most cases, the formation of viable and stable groups takes two to six months. In order to maintain the interest of members, facilitators should make sure that the process is not hurried or extended for too long.

Stage IV: Social Action

OVERVIEW

While stage III ends with analysing a group's problems, stage IV begins by identifying the potential within a community. By now, a group has been formed based on the issues and points of action identified during Social Analysis.

The nature of group action depends on the findings of Social Analysis that reflect the needs, desires, and capabilities of the group. The action might include both self-help initiatives and advocacy. In this stage, the SM process has reached a point from where Social Action can be planned and implemented effectively.

Social Action

- *helps groups to effectively plan actions and implement them for common benefit;*
- *increases the confidence and capacity of the group to plan, implement, and monitor group action; and*
- *helps improve the livelihoods of the people assessed.*



METHODOLOGY

Step 1: *Organise planning workshops with group members.* During the planning workshops, participants should prioritise the problems and issues identified. They should ensure that all the stakeholders' issues are addressed and involve all of them actively in the planning process. In order to address the problems and issues, participants should analyse and prioritise solutions, potentials, and opportunities, as well as assess the resources available both internally and externally.

Step 2: *Formulate the action plan(s) during the workshops.* While formulating the action plan(s), the following components should be emphasised:

- describe problems and their effects; for example, who they affect, how acute are they, their duration, etc; and
- state the reason why these problems should be solved. This should clarify why the project is needed and will serve as an awareness-raising tool. The description of the problems should delineate the beneficiaries and sub-group members who will implement the project.

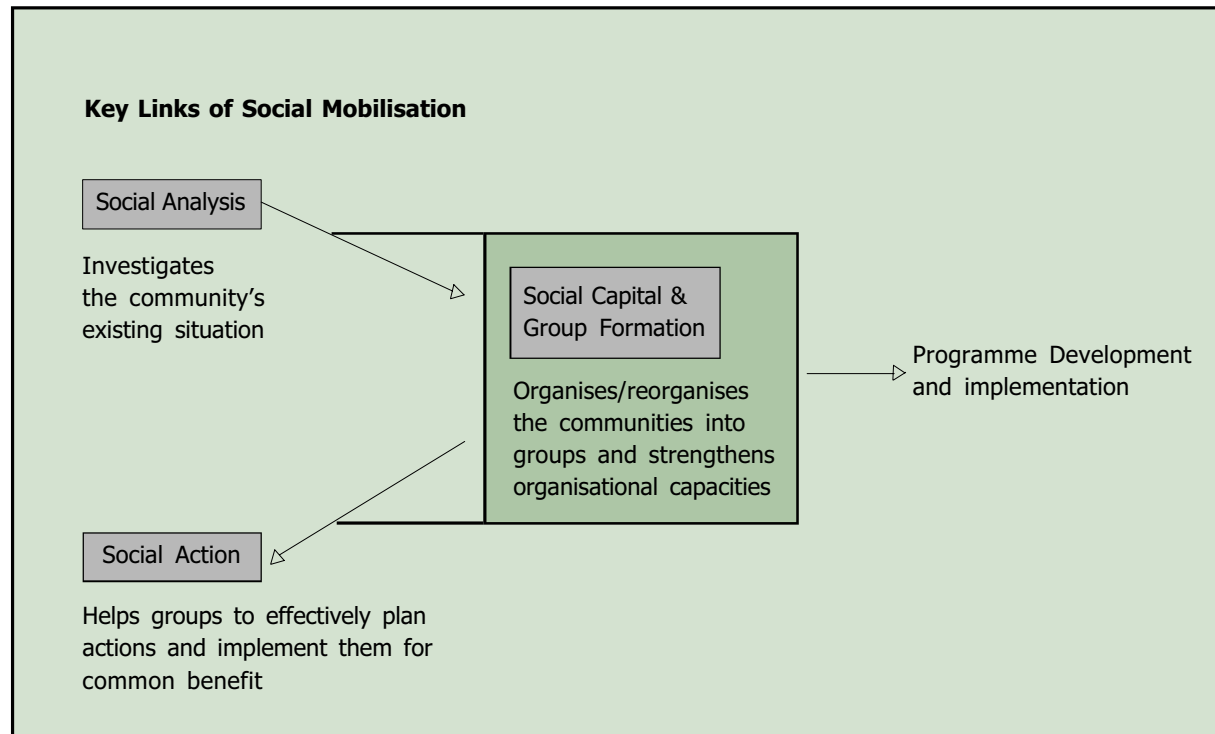
Step 3: *For the action plan, set clear objectives.* State the results for each planned activity and try to formulate objectives, which are specific. For example, instead of writing 'the objective of this project is to increase the capacity of the group members in business planning', write 'by the end of the project, 15 group members will be able to formulate business plans as individuals.' If the objective is of a qualitative nature, such as changing attitudes toward women, try to specify the behaviour the group would like to change. Take into consideration that as the group gains

more experience, its objectives may become more comprehensive and complex.

Step 4: *Determine resources and budget.* List the resources required for the project such as people (time, labour, ideas, advice, contacts, leadership, and other support), materials, equipment, facilities, technical advice, and funds. Separate the resources available locally and those that must be obtained from outside. Specify the sources or resource agencies that the group can approach. If outside resources are not available, prioritise activities that can be carried out with local resources. Participants should prepare a budget clearly stating input from local sources and outside.

Step 5: *Outline the time frame and responsibility plan.* Outline a realistic time frame for completing the activities, which should indicate when, or during which period, each activity will be carried out and completed. While doing this, consider the triple burden on women and assign a person to be responsible for implementing each activity. For this, organise informal meetings with individual members to initiate implementation of the project.

Step 6: *Implement and monitor the activities.* Start implementing the work as planned. Conduct regular meetings to review outputs, progress, and problems and ensure a regular supply of materials and technical support. Assign the responsibility of supervisor to members and leaders and set a monitoring and evaluation plan for programme assessment.



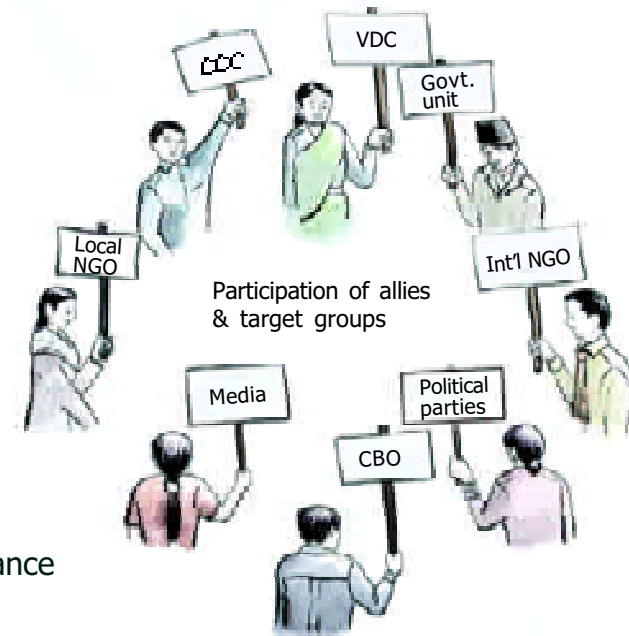
GUIDELINES

1. During stage IV, the group identifies the issues that can be addressed through self-help activities. These may be based on a single issue, or a more complex plan dealing with multiple issues. They may contain concrete actions of a practical nature or larger, more strategic goals. The action might be completed in a short period, or may comprise of plans that require a longer period.
2. New groups may begin with simple, small plans and gradually undertake more complex ones, as they develop their capacity. Stage IV is when themes such as governance, economic opportunities, natural resource management, and women's rights' advocacy may be linked with the group's activities.

3. Criteria for prioritising problems should include the number of people affected; the negative impact of the problem on the poor and disadvantaged people; and how the problem negatively affects women and children. Criteria for prioritising opportunities should include the possibility of implementing opportunities through self-help efforts; possibility of carrying out plans with minimal resources from outside; and people's willingness to make local resources available and/or to approach outside resource agencies.
4. For monitoring and evaluation, set output indicators for all activities. Indications of gender relations are important. Plan regular meetings to review accomplishments of the project and set outcome indicators that match the objectives as much as possible.
5. Facilitators should visit the group regularly to discuss activities, provide help to resolve problems as soon as they surface, and encourage groups to take action.
6. Finalise the group action plan and format it like a proposal. This can be submitted to various agencies that can be approached for financial and technical assistance. These include VDCs, DDCs, community funds, and other agencies.

Use of Tools

Preference ranking



Stage V: Alliance Building

OVERVIEW

Social alliances are built in stage V of the SM process. During this stage, groups (CBOs and NGOs active at the local level) can be organised based on various issues and actions that will deliberately build alliances, so that they can access support from time to time. Community groups can form alliances with other social partners, who play key roles, such as the media, teachers, educators, and their organisations. This stage can be seen as a higher level of the Social Capital and Group Formation process.

Alliance Building

- establishes linkages to alliances of various groups and agencies that will assist groups to attain their social goals;
- develops an enhanced capacity to build social alliances; and
- forms both horizontal and vertical linkages with agencies to mobilise external resources and make advocacy more effective.

METHODOLOGY

Step 1: *Prepare a list of organisations and agencies with similar goals and objectives.* The table on the next page lists the possible social alliances for community groups to assist them in the task of SM. This step should help participants to identify/decide the kind of organisations they need to work with.

Step 2: *Call meetings with local community groups to build federations and coalitions.* Coalition is defined here as groups working in a coordinated fashion towards a common goal. Coalitions can come in the form of federations of community groups and women's interest groups at the village and higher levels. The coalition may be formal or informal and based on a single issue or many issues. It can be permanent or temporary.

Step 3: *Develop a coalition plan.* Coalitions can constitute a critical force; they make programmers effective and help them make claims to other organisations and the government. A prerequisite for a coalition is that its members work toward the same objectives. Their shared experiences can help publicise values and norms to make stronger claims. Develop an action plan with the coalition or federation members to generate resources and other support for the proposal plan prepared by the group.

Step 4: *Prepare a list of resource agencies outside the community.* It should include local government representatives, donors, and government agencies, and categorise who can contribute to the process and in what way.

Step 5: *Meet the resource agencies.* Depending upon the issues, resource agencies may be either allies or targets for advocacy. For example, political parties and government bodies are often regarded as targets of SM and advocacy

due to their existing functions. The process of forming social alliances can aim to change the government from being the target of SM and advocacy to becoming a player. This can help the government to be less arbitrary, more accountable, and more bounded by law.

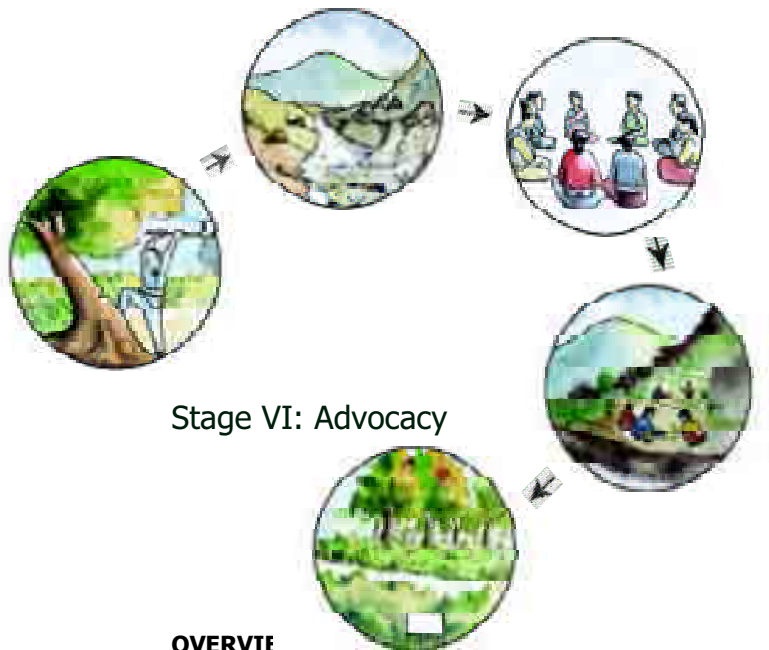
Step 6: *Invite the resource agencies to take part in the community group network.* A network is a forum through which individuals and organisations assist one another and establish relationships with outside institutions, such as national government bodies, development agencies, and donors. A network can identify influential decision-makers and resource agencies that can help provide resources and other necessary support for the groups to attain their goals. Present the coalition's needs to the resource agencies for their contributions. Networks are more fluid and informal than coalitions and federations.

GUIDELINES

1. The methods for creating and managing alliances, coalitions, and networks depend upon the context and style of the actors involved. Coalition building at the local level involves linking groups and organisations for common objectives. Coalition management involves developing and implementing common plans.
2. Strategies to network with agencies outside the community are based on the identification of the needs and specific issues relevant to each potential network member. The strategies approach each member accordingly to elicit support for advocacy and ways to maintain and manage such networks.

Community Groups' Alliances for Social Mobilisation

Who are the allies and targets?	Why form an alliance with them?
Community groups and CBOs	<ul style="list-style-type: none"> ▪ Learn from their past experience and expertise. ▪ Build a power base for making claims and advocacy. ▪ Increase solidarity and awareness to support programme goals.
VDCs	<ul style="list-style-type: none"> ▪ Ensure local ownership. ▪ Mobilise local and outside resources. ▪ Ensure sustainability.
DDCs	<ul style="list-style-type: none"> ▪ Ensure programme legitimacy. ▪ Provide funding and technical support. ▪ Influence government programme policy.
Government units	<ul style="list-style-type: none"> ▪ Obtain an efficient service. ▪ Improve programme policy. ▪ Obtain legal recognition of the SM process and the group.
Local and national NGOs	<ul style="list-style-type: none"> ▪ Develop local accountability. ▪ Build commitment. ▪ Build knowledge of community and decision-making processes. ▪ Work as an interface between groups and other agencies. ▪ Draw support for advocacy.
International NGOs	<ul style="list-style-type: none"> ▪ Have experience and expertise in supporting community groups. ▪ Network with local NGOs and other agencies. ▪ Provide funding and technical and managerial support. ▪ Deliver services to the community.
Bilateral development cooperation, international agencies	<ul style="list-style-type: none"> ▪ Provide funding and technical and managerial support. ▪ Strengthen links. ▪ Build goodwill.
UN agencies	<ul style="list-style-type: none"> ▪ Provide funding and managerial and technical support. ▪ Strengthen links and goodwill.
Media	<ul style="list-style-type: none"> ▪ Disseminate information. ▪ Help motivate and educate other people. ▪ Advocate the issues.
Political parties and parliamentarians	<ul style="list-style-type: none"> ▪ Influence government bodies and communities as a pressure group. ▪ Advocate within political parties. ▪ Influence government policy-making.



OVERVIEW...

Stage VI in the SM process is advocacy work. Advocacy means to draw attention to an important issue and direct decision-makers towards a solution. Advocacy puts the problem on the agenda and ideally provides an alternative or a solution to problems. It builds support for acting on the problem and its solution.

Advocacy

- provides support for groups and organisations to inform and educate policy- and decision-makers.
- enhances the group's capacity to advocate issues independently; and
- helps to reform existing programmes and policies.

METHODOLOGY

Step 1: *Select an advocacy issue from Social Analysis or other exercises.* Advocacy issues can be raised during the SM process when problems of poverty and inequality are identified. Identify solutions for the problem.

Step 2: *Carry out research to analyse the existing decision-making process.* Stage VI aims to influence policy, decision-making, and implementation by informing and educating leaders and policy-makers.

Step 3: *Identify the audience and develop advocacy messages according to the audience.* Advocacy consists of different strategies that aim to influence decisions made at the organisational, local, regional, national, and international levels. Strategies may include different components such as social marketing, information, education, community organisation, and others. Consolidate the activities of federations, coalitions, and networks based on issues.

Step 4: *Advocate and evaluate outcomes.* Effectiveness of advocacy can be measured by how groups reform existing policies, laws and budgets, or develop new budgets. Lessons learned during this step must be incorporated into the next group action and planning process.

Advocacy Components



GUIDELINES

1. Advocacy can contribute toward creating more democratic, open, and accountable decision-making structures and procedures. It helps local communities to understand the decision-making process better.
2. The contribution of women in advocacy may be minimal in the beginning. Women need to be encouraged because their participation will grow through small tangible successes.

Stage VII: Social Reflection

OVERVIEW

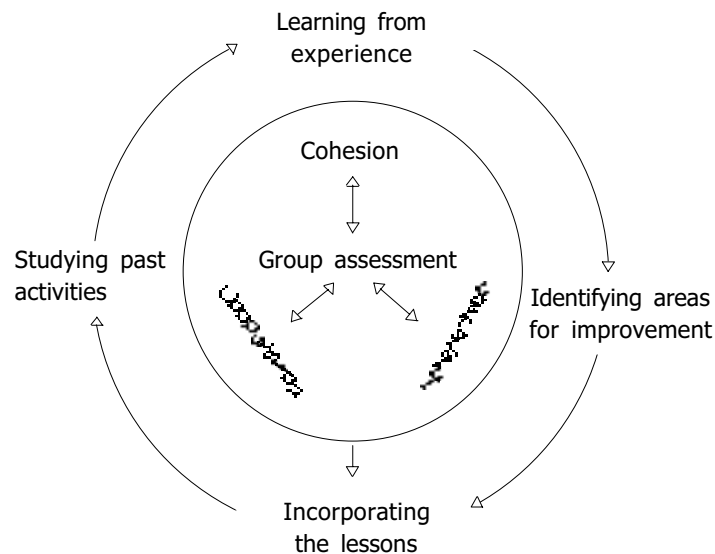
Social Reflection relates to several stages of the SM process. Initial plans of action and group strengthening might not be adequate to address the root causes of problems, or tackle all the identified needs faced by marginalised communities. A cycle of self-evaluation and reflection can allow these groups to enjoy their successes and critically reflect upon areas that still need improvement. Through the process of reflection, communities become more and more capable of transforming their lives effectively.

Social Reflection

- *helps the group recognise its capacities and become motivated to build on its successes and minimise its weaknesses;*
- *increases the group's capacity to carry out self-evaluation and reflection; and*
- *generates information to enhance advocacy for policies, programmes, and resources that improve the situation of the poor, disadvantaged, and women and children.*



A Cycle of Self-Evaluation and Reflection



METHODOLOGY

Step 1: *Discuss the objectives of Social Reflection and evaluation with the group.* The key feature of this stage emphasises 'participant-centred learning' rather than a traditional evaluation by experts. Participant-centred learning gives continuity to the action-reflection process and raises awareness among the people, so that they themselves can make necessary changes in their lives. This can contribute directly to strengthening the group's management capabilities.

Step 2: Assist the group to prepare questions for *participatory evaluation*. In participatory evaluation, the group decides what it should accomplish and how it should carry out its activities. Unlike in conventional evaluations, it emphasises the need for the group to set the evaluation criteria for itself that are accepted by all members as realistic and valid. Ideally, evaluation criteria come from the group members themselves; however, to facilitate the process, a checklist is provided in guidelines. The criteria can then become the basis for social learning, which can improve the group's capacity and performance. Allow the group to revise and finalise the questions.

Step 3: *Develop the methodology for the evaluation based on group assessment.* Group assessment provides feedback to facilitators to improve the training and other support efforts. It helps groups, projects, NGOs, and other stakeholders to achieve the following tasks:

- learn from experience to improve the relevance, methods, and outcomes of the SM process;

GUIDELINES

1. Checklist for Evaluation Criteria

Social analysis: design process, content of analysis, people's involvement, identification of beneficiaries and issues.

Group strengthening: internal organisation, management responsibilities, meetings and participation, operation of group, financial management, and gender relations.

Institutionalisation: autonomy of the organisation, membership base, and capacity to operate independently.

Linkage and networking: linkages outside programme developed and coalition within the community and region developed.

Group actions: planning, self-help activities, resource generation, support from outside, coverage of activities, and advocacy programmes.

Outputs and outcomes of group action: increase in income, benefit to poor people, improved technologies, assets developed, inequality reduced, and environmental management.

- strengthen their capacity to monitor and evaluate;
- improve the management of programmes, projects, and supporting activities and ensure optimum use of funds and other resources; and
- suggest action to policy-makers and managers in government and international development agencies.

Step 4: Conduct the evaluation. Groups critically reflect upon what they have done and identify any new information or skills needed. The SM process at this stage; therefore, brings groups to a second, higher level of functioning. At stage VII, focus is placed on the functioning of the group in terms of cohesion, cooperation, and interaction.

Step 5: Determine the conclusions and learning. Each aspect of performance and capacity should be assessed. The outputs and outcomes of the Social Action process should be reviewed in order to improve the socioeconomic situation of the people.

