

Capacity Development and Behavioural Insights

Implications for Institutional Design
and Public Policy

27-28 June 2024



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Capacity Development Forum 2024

Capacity Development and Behavioural Insights – Implications for Institutional Design and Public Policy

27–28 June 2024 | Hybrid format | IIHS, Bengaluru City Campus and Online

About the Capacity Development Forum

Through the Capacity Development Forum (CDF), IIHS aims to bring together diverse stakeholders involved in capacity development into a 'community of practice' and enable collaborations between institutions and individuals working in this space. The long-term objective of the forum is to consolidate learnings from across the country and around the world and create an open access repository of knowledge on capacity development.

CDF 2024

CDF 2024 was held on 27–28 June 2024 in a hybrid format at the IIHS Bengaluru City Campus and online. The theme was 'Capacity Development and Behavioural Insights – Implications for Institutional Design and Public Policy'. The convening brought together stakeholders from a range of sectors to discuss how the understanding of human behaviour and motivations is key to achieving larger societal objectives not only at an individual level but also at the institutional one. Panels at the convening discussed how nudges and incentives can be used to influence human behaviour and inform the design, formulation and implementation of policies and programmes to make them more effective.

The convening assembled a diverse group of practitioners, policymakers, and researchers to explore the application of behavioural insights in capacity development. The discussions highlighted emerging trends and best practices, fostering collaboration between public and private sector stakeholders.

Day 1 included panel discussions that delved into practical frameworks for embedding behavioural insights into policy making. Experts from both private and public domain highlighted the importance of leadership in fostering an organisational culture receptive to change, especially in response to external pressures like technological advancements or policy shifts.

Day 2 involved a deep dive into cases from different sectors and the use of a game-based learning method to understand various biases which affect human behaviour.

Session Notes

Day 1

Welcome Address - Aromar Revi

Aromar Revi, Director of IIHS, welcomed the keynote speaker Dr. Gayathri Vasudevan and the attendees of the Capacity Development Forum (CDF) 2024. He introduced the IIHS Urban Practitioners' Programme as a major initiative in capacity development focusing on urbanisation and urban sector practices. The capacity for reflexivity on processes and practices that the programme has developed over the years has helped it set up and anchor the CDF. The CDF serves as a platform for diverse stakeholders—private sector, non-profits, and government—to engage in discussions that bridge different perspectives and foster mutual understanding. CDF serves as a unique platform for advancing critical aspects of capacity development and fosters dialogue and innovation in areas of building capacities while taking it back to education. He said that the mandate of IIHS is to transform, and behaviour change being at the bottom of the 'transformation food chain', it is also one of the most important things that the institution is concerned about.

Revi pointed out that as economic structures evolve, gaps emerge between education and career progression, making lifelong learning essential. Post-liberalisation, while market-based institutions in India have advanced, public institutions have not been effectively strengthened. Over the past 10–15 years, IIHS has concentrated on bolstering the capacity of second and third-tier public institutions such as ULBs and Panchayati Raj institutions which are crucial for local action and innovation.

He also noted the government's initiative in this sector in setting up the Capacity Building Commission (CBC) which aimed at administrative reforms and building capacity in the government to take on the private sector's challenges, including those arising from AI. Revi stressed the importance of rapid learning and adaptability in a fast-changing world.

The CDF also incorporates international experiences and recognises that solutions from other countries may offer valuable insights even if they are not directly translatable. Revi stressed the need for interdisciplinary debates to facilitate this learning and concluded by underscoring the growing relevance of behavioural science in India's market-based economy and its implications for shaping behaviour and decisions on a large scale.

Keynote address - Dr. Gayathri Vasudevan

Dr. Gayathri Vasudevan, Chief Impact Officer - Sambhav Foundation, delivered the keynote address. Drawing on her experience of over 25 years working with underprivileged youth and the informal sector, she highlighted the complexities of behavioural challenges within education, skilling, and the employment continuum. She highlighted the paradox of high unemployment and the shortage of skilled workers in India, attributing it to people's perceptions, attitudes, and behaviours, which affects their willingness to take up certain jobs and their suitability for available jobs.

In the early 1990s, initiatives like Sarva Shiksha Abhiyaan aimed to formalise education by establishing primary schools within a range of one kilometre and middle schools within five kilometres of every child in the country. This push was driven by the promise of advancement and a better life, but access to education in India has been significantly influenced by caste and class and consequently, this promise was never realised. Dr. Vasudevan noted that factors such as appearance, behaviour, and basic expectations of employers like the ability to use toilets often dictate job suitability and how individuals are treated in the workplace. She emphasised that taught behaviours directly affect job opportunities and willingness, and that changing these behaviours requires tailored communication strategies. She stressed the importance of not just delivering learning content but also ensuring its successful transfer through supportive environments and relevant reinforcement of learning. Tailoring communication media to the audience's needs and context significantly enhances learning effectiveness.

Health, influenced by hygiene practices, is a key factor in both learner and learner absenteeism. Dr. Vasudevan underscored the importance of design in optimising facilities like homes, primary health centres, and parks, noting that design impacts health perceptions and behaviours. Reinforced perceptions shape behaviours, which in turn influence how people are perceived by others and themselves.

Dr. Vasudevan shared her critical observations on the low priority given to worker housing compared to industrial estates and warehouses, arguing that workers' perceptions and behaviours are influenced by their living conditions. She advocated for a framework to consult stakeholders, incorporate feedback, and institutionalise best practices, including treating digitisation and standardisation as public goods and integrating clean and green practices into the daily life of workers.

She also emphasised the need for the education system to teach life skills, noting deficiencies in basic skills such as note-taking, research, and the use of software among students. Rural students face different challenges, such as lack of access to public transport. Dr. Vasudevan called for consistent teaching of life skills like visualisation, behavioural change, and analytics from early schooling years.

In conclusion, Dr. Vasudevan attributed the current education and employment crisis to a lack of understanding of the complex factors shaping human behaviour. She urged policymakers to try to understand these complexities and address them to resolve the issues of unemployment and employability effectively.

Panel 1 - Policy capacity and incorporating behavioural insights

Panellists: Apoorve Khandelwal - Senior Programme Lead, Council on Energy, Environment and Water; Nila Mohanan - Joint Secretary, Department of Personnel & Training; Dr. Shagata Mukherjee - Deputy Director, Centre for Social and Behavioral Change (CSBC), Ashoka University; and Academic Lead of Behavioural Insights Unit (BIU) of India, NITI Aayog.

Moderator: Dr. Subha Muthu Kumar – Lead, IHS Urban Practitioners’ Programme

The panel deliberated upon the process of creating a capacity building ecosystem for civil servants in both central and state governments that is robust, future-ready and geared towards the effective formulation of policies. The coming together of three dimensions of competencies – behavioural, functional and domain – builds the capacity of the individual civil servant to contribute to the system within a ministry or department. One of the functional competencies identified for this is policy capacity, which includes the ability to conduct research and needs analyses, policy design & implementation, and monitoring and impact assessment. Citizen centricity is identified as a key behavioural competency that is critical for civil servants who act as intermediaries between citizens and policies.

Typically, policies are not implemented where they are designed, and it is important to bridge this gap through seamless communication and continuous feedback between the two. The experience of policy implementers should inform policy design, and interactions between government, academia, and industry are essential to align policy design with implementation. However, effective impact assessment and feedback mechanisms are still underdeveloped, limiting the ability to learn from past efforts. The Karmayogi Bharat initiative, a national programme for capacity building of civil servants, offers mechanisms for learning such as case studies, experiential learning, and technology-enabled immersive learning, aiming to shift from a rule-based to a role-based approach, adaptable to a dynamic environment. This transition, supported by online courses on the Karmayogi platform, proved critical during the COVID-19 pandemic, enabling civil servants to meet citizens' needs, including saving lives and maintaining essential supplies.

The panel underscored the importance of incorporating behavioural insights into policy design alongside learning from the instincts that bureaucrats develop over time. Policy formulation must account for the dynamic nature of situations and environmental

factors and requires an understanding of how citizens perceive policies. Behavioural insights are crucial at every stage, from setting objectives to implementing and adjusting policies. A robust impact assessment and feedback mechanism, with institutional capacity for rapid adaptation, is key. Recent policy frameworks have started to include flexibility for state-specific needs, which is crucial for India's diverse regions.

Addressing gaps in policy design, formulation, and implementation, the panel stressed on the need for broader consultation and robust real-time feedback mechanisms as ongoing efforts. It reiterated that behavioural science is based on the premise that human beings do not always act rationally, unlike the assumptions of traditional economics, and that it provides a more nuanced and holistic understanding of human behaviour and therefore leads to more effective public policy. The panel presented the need to account for various biases and motivations that human beings are subject to at every stage—right from policy design, formulation, and its implementation. Over the last 15 years, more than 200 behavioural insights units have come into being in several countries around the world. Providing the example of a successful behavioural intervention on tax compliance in the United Kingdom (UK), which was successful in bringing in massive tax revenues with a negligible investment, the panel showcased the possibilities of behavioural science to address important public and social issues. It recalled that India's own behavioural insights unit was set up in 2019 under a tripartite agreement between the NITI Aayog, the Centre for Social and Behaviour Studies, Ashoka University, and the Bill and Melinda Gates Foundation, following the government's acknowledgement of the need to institutionalise the use of behavioural science in public policy.

Stressing further on the importance of behavioural insights for civil servants, along with their instincts that have developed over time, the panel pointed out that policy is formulated in the context of a particular situation and circumstance. These tend to be dynamic; new dimensions on account of environmental factors must be considered even if the same policy for the same stakeholders is being implemented at a different point in time. Here, it is very important to understand how citizens are receiving the policy from a behavioural point of view. These behavioural insights are important at every stage, right from objective setting to translation of policy from centre to state, to enabling mid-course corrections of policies that are not getting the desired results. A robust impact assessment and feedback mechanism, and the capacity within the institutional structures and policy framework to quickly modify and adapt is key. Of late, policy frameworks have built in the ability to accommodate the flexibility needed for state specific requirements, which is important in the context of a country as diverse as India that has vast variations even between regions within each state.

The discussion also covered the heightened importance of policy capacity in a rapidly changing and uncertain world. Effective governance requires targeted, coherent policy

making that considers local needs and confers decision-making authority to lower levels. The panel cited examples like agricultural subsidies and minimum support prices that impact health, underscoring the need for a holistic view of policy consequences. Self-assessment by departments on policy capacity aspects such as information access, vision definition, priority setting, and stakeholder participation is crucial. Systematic transformation requires a roadmap with clear short-term, mid-term, and long-term recommendations, combining bottom-up and top-down approaches.

The panel highlighted the role of community engagement in behaviour change, citing the Jal Jeevan Mission's success in involving communities in water conservation and quality initiatives. By addressing behavioural barriers and using principles of communication, such as positive and negative framing, the initiative promoted water conservation. The development of a toolkit for behavioural interventions on the Ministry of Jal Shakti's website exemplifies this approach.

Scalability and sustainability of interventions depend on institutionalising programs within government and communities, emphasising ownership. Pilot programs demonstrate possibilities, build community trust, and engage community and government champions. The panel noted that while behavioural insights are linked to many central government schemes, only a few have dedicated budgets for behavioural change initiatives. The SBM Gramin scheme, which mapped behaviour change activities to measurable outcomes, is a notable example.

The panel suggested that behavioural change occurs through cognitive and social pathways. Scientific application of cognitive pathways can yield predictable results, while social pathways require understanding the social context. State behavioural insights units, closer to the ground, are vital in this regard. Gamification can engage people effectively through social pathways.

Finally, the panel stressed the importance of viewing policy effectiveness within a systems framework. For example, the Jal Jeevan Mission's impact on local water sources demonstrates the need for system dynamics models to identify negative externalities. Effective policy evaluation should focus on outcomes rather than outputs, guiding government expenditure in the right direction.

Key Takeaways:

- Citizen centricity and adapting to citizens' needs means shifting from rule-based to role-based working among civil servants for effective governance.
- The effort to reduce the gap between policy objectives and how they are experienced by citizens must be based on various feedback and evaluation mechanisms.

- Success stories in policy have behavioural science at the core of policy making.
- Institutionalising behaviour science is important to make its application more systematic.
- A systemic view is important to ensure that interventions in one sector do not adversely affect other sectors.
- Shifting focus from outputs to outcomes is the key to successful policy evaluation.

Panel 2 - International perspectives: Role of capacity building agencies in developing BeSci capacities of public officials

Panellists: Christopher Ng - Managing Director, Civil Service College (CSC), United Kingdom; Dr. Voravate Chonlasin - Executive Director, AIT Extension, Asian Institute of Technology

Moderator: Anuttama Dasgupta - Lead, IHS Urban Practitioners' Programme

The panel began with an introduction to the institutional profiles of AIT Extension, Bangkok, and the Civil Service College, London, and their respective capacity building practices in terms of sectoral focus, institutional structures, how they are organised, and how they plan and deliver capacity building programmes.

Introduction to Behavioural Sciences in the Public Sector

Christopher Ng discussed the introduction of behavioural science into the public sector in the UK noting that by that time it was widely used in the private sector, particularly to influence consumer behaviour. The UK was a pioneer in adopting behavioural science within the public sector, driven by a desire to reform bureaucracy and enhance the efficiency and responsiveness of public services to match private sector standards.

Until the 1960s, the public sector was highly bureaucratic, and process driven. However, in the 1980s, the emergence of new public management and new public governance brought private sector managerial practices into government, focusing on efficiency and customer orientation. This shift included adopting private sector terminology such as customer, client, experimentation, and the principle of 'failing fast' to avoid significant resource losses. By this time, civil servants in the UK were well-acquainted with these concepts and their applications.

This evolution improved the interface between citizens and government, changing it to a relationship between businesses and consumers. The adoption of new public governance, which emphasised working in networks and collaborating with

communities, acknowledged that governments cannot accomplish everything independently and need to partner with others. This environment facilitated the integration of behavioural science into the public sector and allowed for the establishment of the Nudge Unit with minimal resistance.

Introduction to CSC

Christopher Ng outlined the evolution of the Civil Service College (CSC), which was founded on the belief that competition drives efficiency. This belief led to the closure of the National School of Government, which was replaced by the CSC—a private, not-for-profit entity independent of the government. The CSC was established to provide public sector training with the agility and responsiveness typical of the private sector.

Since its inception, the CSC has served UK government departments, each with its own learning needs, development departments, and budgets. The CSC offers training to senior civil servants on several topics like accountability, governance, cybersecurity, risk management, and essential soft skills to name a few. It also works with several Commonwealth countries as well as Taiwan and the UAE. The CSC is funded entirely by fees from UK ministries and departments rather than government grants.

Christopher Ng highlighted several operational aspects of the CSC. The college has dedicated teams for both generic training programs and customised programs tailored to the specific needs of each department. Each UK government ministry develops its people plan, focusing on the capabilities and capacities it aims to build. The diverse demographics of public servants—from those in their 20s to those in their 50s—also influence the content and delivery of the training programs.

Most of the public servants remain in their roles due to their belief in the value they deliver through civil service. They are also keen to see tangible impact and value for money, which necessitates a tailored approach rather than a one-size-fits-all model. To address this, the CSC works closely with each department's Learning and Development (L&D) team, adopting a consultative approach. Once the requirements of each department are understood, a range of courses are proposed and scheduled throughout the year to support continuous learning and foster a learning culture.

Building resilience is a key focus of the CSC, particularly in maintaining continuity amid potential attrition. On the behavioural side, the CSC aims to foster a positive and respectful culture, help individuals overcome obstacles, silence their inner critics, and offer personalised one-on-one coaching. The CSC underscores the use of real-world problems relevant to each ministry, making the training practical rather than theoretical.

The college relies heavily on practitioners, many of whom are senior civil servants with extensive experience. These trainers, often accredited by the Chartered Institute of Personnel and Development (CIPD), bring rich, practical insights to the training sessions.

Introduction to AIT

Dr. Voravate Chonlasin introduced the Asian Institute of Technology (AIT) Extension in Bangkok, a 40-year-old institution that operates within AIT, founded in 1959. AIT Extension focuses on capacity development, executive education, and professional development. It offers short-course training and consultancy services, particularly targeting government organisations in ASEAN, South Asia, Africa, and the Solomon Islands.

AIT Extension's work encompasses capacity development assessments, training needs evaluations, and the assessment and evaluation of training programs in collaboration with the World Bank, ADB, and USAID. The organisation partners with a diverse range of entities, including networks, individual experts, companies, and corporations, to provide consultancy in institutional development, training development, HRD, and capacity building across various sectors such as agriculture, food security, banking and finance, education, development management, energy, infrastructure technology, and frontier technology.

Dr. Voravate Chonlasin outlined AIT Extension's approach to continued professional education, executive education, and capacity building, highlighting that its offerings are customised to meet the specific needs of industries, businesses, enterprises, and public organisations. AIT Extension adopts a consultative approach, working closely with client organisations to understand their needs, interests, and challenges. Courses are developed with input from subject matter experts, external faculty, practitioners, industry leaders, and grassroots organisations. A consortium of experts ensures the quality of training programs, which feature an outcome-based curriculum and assess participants' skills in relation to their workplace needs. Participants earn credits for completed courses, which can be used for professional advancement.

To enhance learning effectiveness, AIT Extension focuses on creating networks of learning partners within industry and public organisations, using real projects as learning sites. This approach helps participants connect classroom sessions and group activities with real-world workplace situations. A consortium of experts employs design thinking and relevant tools and technologies for instructional design, ensuring that the learning is both meaningful and practical for participants and their organisations. The course content is integrated into the learning process, supported by activities, and augmented with social and experiential learning to encourage participants to produce valuable outputs for their organisations. AIT Extension is also advancing the use of technology, specifically AI and prompt engineering, to improve instructional design.

Panel Discussion

The panel discussed the UK's pioneering role in integrating behavioural science into public administration. Unlike many countries where civil servants are recruited through a central exam, the UK recruits most of its civil servants through external applications. This open recruitment process allows individuals from the private sector with no prior public sector experience to apply. Clearly specified role expectations guide this process, and on-the-job challenges are identified to create structured learning plans tailored to each role's progression. Training programs are often rolled out across entire ministries, with departmental buy-ins on course content and structure sought in advance. This ensures participants know what to expect and voluntarily engage in the training. Pre-training questionnaires assess participants' needs, helping align the training with both organisational and individual goals.

The panel also covered the training of trainers and the role of professional accreditations, such as those from the Chartered Institute of Personnel and Development (CIPD), in ensuring the agility and effectiveness of capacity-building programs. These accreditations help maintain professional standards across sectors and support the continuous development of trainers.

Technology, including AI and tools like Microsoft Teams and Mentimeter, is leveraged to enhance learning. The focus is on standardising a great learning experience while integrating the instructor's style with institutional elements. Online learning modes, utilising case studies from relevant geographies, are effective when well-packaged and curated to address local needs and priorities.

Institutionalising classroom knowledge for future training is vital and therefore, feedback collection at the end of training programs, highlighting key takeaways, is crucial. While not all participants become champions of the learning, those who do can develop action plans to be incorporated into training reports. Follow-up activities, whether online seminars or on-the-job coaching, are emphasised. Involving participants' department heads and gathering their feedback can also support this process.

The panel highlighted the need for a safe environment for honest feedback, underscoring pre-course scrutiny and post-course assessment through discussions and observations to ensure training effectiveness and that necessary adjustments are made.

Impact evaluation poses challenges, particularly in committing to specific returns on investment. Immediate qualitative and quantitative feedback is manageable, but evaluating learning transfer and performance improvement requires collaboration with the client organisation. Some organisations may approach this process transactionally, affecting impact evaluation. Annual surveys, such as those in the UK, offer participants a

chance to provide considered feedback, often yielding more objective insights than on-the-spot evaluations.

Impact evaluations should aim for knowledge transfer and organisational learning dissemination. Identifying tools and processes for this ensures rationale-driven impact demonstration. Close involvement and buy-in from the client organisation can lead to impactful future activities, with advanced training incentives supporting continuous learning.

Using social media to form learner groups before training fosters peer learning and helps establish connections between facilitators and participants. Design thinking, incorporating empathy is effective in such discussions, encouraging participants to view challenges as opportunities.

In response to a question about how developing countries can learn from developed countries' behaviour change implementations, the panel stressed that simply transplanting practices without considering contextual and cultural differences is ineffective. It is crucial to understand the conditions under which solutions evolve in different settings, considering the political, legal, and cultural factors. Effective policies do not restrict themselves to just evidence and its implementation but also political will and leadership. Achieving progress often involves navigating constitutional, legal, and regulatory frameworks, with tangible results possible at more localised levels. Nevertheless, broadening perspectives through international examples and networks can provide new ideas and approaches, especially for global challenges like AI and climate change which require collective efforts.

Key Takeaways:

- Understanding culture and political contexts is very important before designing capacity building interventions.
- A system of accreditation for trainers ensures quality. An annual survey of civil servants' views on the training provides information on how effective the training has been.
- The recipient department or ministry should take ownership of the capacity building programme and collaborate to provide feedback on the transfer of training and impact.
- In international programmes, the focus should be on enabling networking and conversations to get new ideas from unfamiliar locations.
- When training is tailored to individual needs, and participants enrol voluntarily, they are more engaged and eager to get something from the training programme.

- Using a pre-training questionnaire to find out what the organisation wants and what the individual wants helps incorporate these needs into the course curriculum and design.
- Follow-up activities such as online mentoring and coaching can be used for effective engagement.
- Packaging knowledge for practical application across programmes remains a crucial institutionalisation challenge.

Panel 3 - Role of leadership in driving behaviour change

Panellists: Amit Narayan - Partner, Control Risks; Manish Dubey - Chief of Practice, IIHS; Ramesh Ramaswamy - Vice President, Business Head, APAC BoschSDS

Moderator: Dr. Geetha Krishnan - Chief – IIHS Academic Outreach and Career Development and Head – IIHS Digital Blended Learning

The panel explored the role of leadership in managing change within organisations and in dealing with changes in the external environment focusing on driving behavioural change. It used reputation management as an example, noting that the risk of losing a hard-earned reputation often grabs the attention of top management. Building a reputation is a lengthy and challenging process, but it helps organisations navigate risks. The government faces significant risks, and desires to be seen as doing the right things with the right people. The panel recounted several behavioural change initiatives the Indian government has pursued since independence, such as family planning, tree planting, vaccinations, fertiliser use, waste segregation, and toilet use. These initiatives are generally non-controversial and often avoid more contentious social issues.

Companies often adopt new technologies, philosophies, and trends, requiring strategic leadership and top-down implementation. However, in start-ups, the culture change can occur more rapidly, and bringing in people from other industries can introduce fresh perspectives and practices.

The energy sector was highlighted as an example where sustainability and environmental concerns drive change. In rapidly growing countries like India, adopting renewable energy is crucial in reducing carbon emissions. Different sectors have varied motivations for change, making it essential to identify key stakeholders, influencers, and change-makers to understand the impact and tailor policies accordingly. Behavioural science offers insights into the motivations behind adopting and changing behaviours, akin to conducting a customer survey.

Citizens expect the government to provide decent livelihoods, safety, security, education, healthcare, clean water, and environs. In return, they are nudged to adopt

behaviours like saving energy, conserving water, and segregating waste. Without clear market signals, the government must address citizens' basic needs and create conditions conducive to growth. However, government agendas, often set by bureaucracy, may not always align with citizen needs. Making compliance easier, such as by simplifying the process of giving up subsidies is crucial. For instance, building a metro system alone may not ensure its usage – factors like traffic congestion can influence its adoption. In contrast, in places like Singapore, public transport use is ingrained from a young age.

Cultural differences also impact behaviour. In India, career advancement often means moving up the hierarchy and managing others, whereas in Germany, it is possible while remaining in technical roles. In Mexico, growth may be associated with increased compensation. These cultural variations affect employee motivations and behaviours even within the same organisation.

China's culture and governance differ significantly; there is a strong entrepreneurial spirit and the government acts like a corporation with a long-term vision. The Chinese government sets targets and KPIs at the city level, with mayors motivated by intercity competition. It is also proactive in addressing societal changes, such as population decline, by investing in robotics to tackle future labour shortages, which in turn drives corporate behaviour.

The panel discussed India's role in developing a technology ecosystem, noting past tax incentives for SEZs and recent efforts to enhance digital public infrastructure. Local administrations have adopted technology using local talent, and the production-linked incentive scheme has attracted investment in advanced manufacturing, creating employment. While India has a strong services sector, it needs to develop a product mindset and talent ecosystem for manufacturing. Skilled labour is scarce, hence making it essential for companies to train their workforce. Developing a manufacturing ecosystem requires collaboration between state and central governments and investment in infrastructure such as roads, railways, telecom networks, ports, and airports. The goal is to increase the share of the manufacturing sector in India's GDP to around 35 per cent.

Key Takeaways:

- Organisations often resist change unless the market demands it. Successful change involves adapting to new technologies and philosophies, with leadership playing a critical role in driving and managing these transitions.
- Disruptive companies force entire industries to change and those that do not change will gradually decline. Changes in organisations can be difficult because of entrenched interests, positions, and roles.

- Government behaviour may differ greatly, with some behaving like corporations, and others only maintaining basic services. The government must provide an enabling environment and make behaviour change easier. Decentralisation of decision-making and targets makes governance very effective.
- Skilling in India has been a challenging issue impacting India's manufacturing sector.
- Behaviour is prompted to a great degree by culture. The effectiveness of capacity building programmes varies by country due to cultural differences, highlighting the importance of tailoring programs to local contexts.
- The government plays a significant role in driving technological adoption through digital public goods initiatives like Aadhar and Digital India.

Day 2

Learning Exchange Hub

Moderator: Iswarya R - Senior Consultant, IIHS Urban Practitioners' Programme

The Learning Exchange Hub provided the opportunity for practitioners to come together and share their experiences from their respective sectors with the community of practice and an opportunity for cross-sectoral learning from the ground. It was framed as a series of case presentations from practitioners on capacity building interventions from various sectors focusing on behavioural insights, behavioural barriers, behavioural interventions and their outcomes. Cases from health, urban mobility, disaster risk reduction, sanitation, solid waste management, and environment sectors were presented. The cases are detailed in the appendix.

Learning Workshop

Facilitators: Dr. Shagata Mukherjee - Deputy Director, Centre for Social and Behaviour Change, Ashoka University and Academic Lead, Behavioural Insights Unit of India, NITI Aayog; Dr. Akarshik Banerjee - Researcher, Centre for Social and Behaviour Change, Ashoka University

The learning workshop offered a hands-on toolkit-based approach to the application of behavioural insights in intervention design in the development sector. The workshop introduced behavioural biases to the participants through a game-based learning approach, then emphasised designing nudges with their role in mitigating biases. The participants were exposed to the four-step process of application of behaviour insights in India – from identifying behaviour barriers, designing behavioural interventions, methods of evaluation, and scaling up strategies. The participants were provided with worksheets for hands-on activity and essential reference materials to ensure maximum uptake of learning and transferability to their sectors of work.

Editors' Note

The first three convenings of the CDF were conceptualised to take on the three nested spheres of capacity development, namely individual, organisational, and the policy/enabling environment. The first CDF focussed on individual capacity building and the second focused on the enabling environment. The third CDF took up the topic of organisational capacity building but with the introduction of the cross-cutting theme of behavioural change and behavioural insights. The CDF wanted to understand how capacity building institutions build their own capacities, stay relevant and cater to market demands and what they can learn from the private sector organisations about changing as a response to external pressures. As Aromar Revi noted in his opening remarks, that human behaviour is at the base of the transformation food chain, so the biases and behavioural motivators and barriers become a key concern of capacity building practice. The discussions at CDF 2024 were multi-faceted and generated many cross sectoral insights. However, the proceedings have been edited keeping in mind the primary focus of this convening - implications of behavioural insights on institution design and organisational change. The implications for public policy have been enumerated under key takeaways in every section.

Appendix

Case 1: Dr. Usha Manjunath - Director of Institute of Health Management Research (IIHMR) Bengaluru, presented IIHMR's work during COVID and beyond with a focus on vaccination, affecting behaviour change, and building capacity and social capital.

Case Summary

The context of the case was the COVID-19 epidemic and its aftermath, accelerating the promotion of COVID appropriate behaviours and vaccination in 31 districts of the state of Karnataka starting after the first wave in August 2021 for 15 months until the end of the second wave in December 2022, with funding and support by UNICEF.

The intervention aimed to strengthen health systems through enhanced Social and Behaviour Change Communication (SBCC) efforts. This included targeted campaigns, collaboration with NGOs and CBOs, and building social capital. Key actions involved making Anganwadis COVID-safe, training frontline workers, and improving monitoring systems. Initial efforts focused on promoting COVID-appropriate behaviours and vaccinations, later expanding to other areas like WASH and nutrition.

A comprehensive 360-degree approach was employed, targeting individuals, community groups, and the broader environment. The interventions included counselling, interpersonal communication, outreach, peer education, community mobilization, and the use of media like TV, community radio, and public events. Specific strategies were adapted to address barriers within different communities, such as using street plays and songs for nomadic groups and leveraging community influencers and healthcare professionals for tribal communities.

Coordination was managed through field-level SBCC coordinators and a state-level coordinator, with monitoring and training overseen by IIHMR. Building trust was crucial, with coordinators spending time with communities to understand their needs. Challenges, especially in vaccinating pregnant women, were addressed by involving OBGYN doctors and adjusting strategies as needed. Data from district levels were collected and used to create a dashboard for ongoing monitoring and evaluation.

This IIHMR initiative coordinated across multiple district and state-level departments, including Panchayati Raj, Health and Family Welfare, and Social Welfare, and Women and Child Development, with support from UNICEF's Communication for Development (C4D). The initiative employed Social Behaviour Change Communication (SBCC) strategies, focusing on capacity building and collaboration with these departments.

Data from the Health and Rural Development and Panchayat Raj (RDPR) departments were used to create heat maps, helping to plan and fine-tune targets for higher impact. This data-driven approach built trust and buy-in from departments, as it allowed for

detailed planning, implementation, and monitoring at the level of individual Primary Health Centres (PHCs). Communication strategies for vaccination were tailored based on community-specific data, continuously monitored for effectiveness. The initiative's success was rooted in communication, education, and the convergence of various departmental efforts.

The result areas were promotion of covid appropriate behaviours, increased capacities of government functionaries of key line departments through risk communication, and strengthening and collaboration between government and local NGOs. Some of the outputs were protocols for reopening of safe Anganwadis, increased awareness about COVID appropriate behaviours, achievement of 100 per cent vaccination, and the observation of Menstrual Hygiene Day and global Hand Wash Day. Monthly newsletters were published disseminating progress made.

This case stressed the importance of building trust in changing behaviours in individuals and communities, and the usefulness of a data driven approach to identify needs, and to demonstrate and monitor progress. Once the value proposition is visible, there is a buy-in for interventions at the government, stakeholder, funder, and community levels.

Case 2: Aswathy Dilip - Managing Director at Institute for Transportation and Development Policy (ITDP) India, highlighted the power of national campaigns, drawing on ITDP's Cycles4change, Streets4people and Transformation4all programmes across various cities working with city, state and national governments in promoting and encouraging sustainable mobility during COVID, with a focus on behaviour change and building back better.

Sustainable mobility involves promoting walking, cycling, and the use of public transport; helping cities with travel demand measures such as parking management, low emission zones, congestion pricing; and helping build compact cities through transit-oriented development. ITDP has been focusing on deep dive engagements with a few cities aiming for tangible action and change. Levers in the form of policies, plans or programmes that have worked were meant to be scaled up to the state and national levels.

Case Summary

The Institute for Transportation and Development Policy (ITDP) identified key issues in promoting sustainable mobility in Indian cities. Despite most trips in cities being made by walking or bus, there is minimal budget allocation for safe infrastructure for these modes, with a preference for building roads and flyovers, which research shows doesn't solve congestion long-term. There is a lack of urgency in building safe streets, even with high pedestrian casualties, and while some cities like Bangalore and Pune have citizen

engagement, this is not widespread. Additionally, national policies and standards, like the Indian Roads Congress guidelines for footpaths, are often not implemented due to a lack of understanding among senior decision-makers and engineers.

During COVID-19, ITDP collaborated with the national government on campaigns promoting walking, cycling, and public transport under the "BuildBackBetter" initiative. The pandemic allowed for leveraging online platforms, leading to the creation of three national challenge programs: India Cycles4Change, Streets4People, and Transport4All, open to over 100 cities. These programs encouraged cities to implement pilot projects and scale them up into permanent infrastructure, embedding the vision in policies and institutional restructuring, and engaging citizens to build momentum. Incentives, such as a prize of one crore rupees for winning cities, were used to motivate participation.

The approach was to start with simple, small-scale interventions, allowing cities to test and learn from them before scaling up. Support included initiatives like cycle repair clinics and workshops to empower city officials, with step-by-step toolkits and continuous guidance through webinars. As COVID restrictions eased, in-person workshops were held to inspire and educate city officials by showcasing successful examples from pioneering cities.

The levers that helped the programme were identified by the project team. The programme had ticked the six principles of persuasion. The first was *Authority*. All cities, especially the smart cities, were reporting to the national government, and hence there was that authority aspect that the national government was coming in when they were actively engaging with these interventions. Cities usually struggle with budgets, but the national Smart Cities Mission gave the cities the opportunity to use the mission's budgets. There were cases where the engineering team members were convinced that the city needs safer footpaths and better buses, but the decision makers or political leaders were not fully convinced. But because it was a part of the national government and multiple other cities were engaged in it, the advocacy required was much less.

The second was *Reciprocity*. Every time the cities were asked to act, the programme also gave them support, and told them how exactly to do it, creating a dialogue between the programme team and the cities involved.

The third was *Consistency*. Each of the challenges was very clear in what was expected from the cities. There was no change in goal posts, every webinar that was held once in 45 days brought the city teams together, and they were nudged towards a simple action that built towards the larger goal.

The fourth was *Consensus*. Cities inspired each other and that fuelled further action.

The fifth was *Scarcity*. Since there was a deadline, and everybody knew that there would be a jury, and only the ones who acted would move into the next step, that created an urgency for the cities to act.

Last but not the least was *Liking*. When cities acted and received credit and appreciation for those actions, they liked it. At every webinar, however small the action, cities who acted were spotlighted and were asked to share their journey. They shared their challenges and inspired others.

In terms of impact, about 35 plus cities were testing these quick and low-cost interventions. An example was the city of Kohima, where a lot of parked vehicles were removed, and the space was converted into a public space. In the next stage the cities also converted those tested pilots into permanent interventions. For example, in Pune and Newtown, Kolkata, the streets were transformed. Once the street was transformed, there was a huge level of ownership from the public. There were lots of people who began using these streets.

And these were then embedded in their policies for long term vision and success. More than 24 cities adopted the Healthy Streets policy. Cities also took up campaigns and communication with the stakeholders.

All this would not have been possible but for the Smart Cities budgets from the SCM. The challenge is to maintain the achievements even when officials get transferred, for them to take their learnings with them and to continue to keep up the work going forward.

One of the important learnings from this case is that incentives and inspiration can create a change in behaviour leading to urgency for action.

Case 3: Mr. Bhupendra Mishra - Founder of Resilient Foundation and Programme Manager at Aga Khan Agency for Habitat, presented a case on disaster resilience capacity building at the grassroot level, focusing on mindset, policy, funding, standards, and convergence.

Case Summary

The key to capacity building in disaster management is shifting the perception that disasters are not natural but can be mitigated through proactive measures. Traditionally, communities engage in disaster management training mainly when incentivized, such as with free rations. However, once they understand that capacity building can prevent future disasters, they become more involved.

Effective capacity building goes beyond training; it requires a comprehensive approach. For instance, in a school safety program, local community members were hired to regularly assess and manage risks in schools, helping them realise that managing these risks can reduce the impact of disasters at both the school and community levels.

Initially, some communities, like a Gram Panchayat facing cyclones, felt powerless, viewing disasters as acts of God. However, efforts are now focused on empowering communities to understand, identify, and reduce risks, leading to greater preparedness and independence.

In Pune, capacity building efforts with a tribal community focused on training youth to lead projects and pursue career opportunities, benefiting the community. Resistance was encountered when teachers were reluctant to change their disaster management terminology, but it was explained that the shift to disaster risk management reflects a new, internationally recognised approach. This new understanding redefines a disaster as an incident causing significant loss of life, shifting the focus from managing disasters to managing and reducing risks.

The issue of disaster management in India is complex and requires diverse interventions. One key problem is outdated disaster education in schools, where textbooks still use outdated terms like "natural and manmade disasters" instead of the more accurate "natural hazards." Additionally, although the 15th Finance Commission allocated over INR 1,00,000 crores for disaster management, there is no clear policy on how to use these funds at the grassroots level, leading to underutilisation.

There is also a lack of coordination between panchayats and government bodies, preventing the effective use of available funds for innovative disaster management programs. Furthermore, there are no fixed standards for capacity building across India, resulting in inconsistent definitions and approaches across different training programs. Establishing uniform standards is essential for ensuring a consistent understanding of disaster management at all levels.

The impact of these interventions has been in terms of a mindset shift towards identifying hazards and reducing them. The interventions have also empowered communities to get rid of their feeling of helplessness and take their safety and well-being into their own hands. Communities that are prepared to overcome hazards can focus on their livelihoods better.

The above case was about creating a shift in mindset within communities and enabling them with the right terminologies and right definitions to overcome their sense of helplessness and take their safety and well-being into their own hands, without any unrelated incentives, treating disasters not as acts of God, but preventable events.

Case 4: Rohini Pradeep - Senior Programme Manager, CDD Society India, an NGO based in Bangalore, presented the work of CDD with communities and local governments in Karnataka on nature-based sanitation solutions systems for water and wastewater management, stressing the importance of creating a complete enabling ecosystem including policy, elements for implementation, capacity building, funding, convergence across schemes and programmes, and involving the local community in finding solutions.

Case Summary

In 2018, funding from the Swachh Bharat Mission focused on building toilets, but it soon became clear that infrastructure alone was insufficient. There was a need for policies, standard operating procedures (SOPs), and guidelines for operating and maintaining sanitation infrastructure. In response, Karnataka was divided into four divisions—Mysore, Bengaluru, Gulbarga, and Belgaum—where pilot projects were initiated in small Gram Panchayats.

A detailed study of the water and sanitation situation was conducted, followed by capacity-building programs targeting three levels: cluster (taluka), district, and technical personnel. At the cluster level, Gram Panchayat leaders were oriented on the importance of liquid waste management without covering technical details. At the district level, decision-makers, including CEOs of Zilla Panchayats, were briefed on the program.

Technical personnel from various departments were given in-depth training on designing liquid waste management interventions. These sessions were hands-on, involving site visits to pilot villages where participants developed practical solutions. The training culminated in ready-to-implement designs for each village.

Operational training, which is ongoing, focuses on maintaining the systems. Women from self-help groups and panchayat officers are being trained for this purpose. So far, approximately 3,200 officials from various departments, including Mahatma Gandhi National Rural Employment Guarantee Act, 2005 (MGNREGA), Drinking Water & Sanitation (DWS), and Public Works Department (PWD), have been trained in liquid waste management.

A technical support unit manned by engineers or MSW graduates functioning as a helpline at the central office in Bangalore was proposed, which would help in operation and maintenance related issues, and help Gram Panchayat officials on how to select the technology, its design, and operations. Whenever someone is faced with any issue, they can call the engineers or the consultants who are at the office and get their help and guidance. There is also a field support group. Then there is a state level technical support group with higher end technical resources, which reviews every Detailed

Project Report (DPR) that comes in every month. They get together to review DPRs for implementation. Due to standardisation, the time taken is curtailed and a lot of templates have been developed.

The engineers from each Gram Panchayat, or a Panchayat Raj Department or a technical assistant, will present the concept. The State Level Training Centre (SLTC), the technical committee, who are experts in the water and sanitation sector, from the water board of Karnataka, persons from PWD, external experts all sit together and then review each concept. This helps because the funding from the central government and the state government that have been spent are accounted for and reviewed at a different level.

With 2–3 years of technical support in Karnataka around 13 treatment systems for faecal sludge are operational, 300 plus are under tendering. Every Gram Panchayat has at least one grey water management system, even if it is a simple soak pit or an in-line treatment or a dedicated treatment system. The whole programme has been tailor made for different stakeholders that are involved, based on their skill. Every pilot site had five solutions which served as a menu of solutions that could be used for implementation.

The other impact is monitoring, in which the engineers who have been part of this programme had to update what had been done towards liquid waste management. An excel sheet to be updated every month during an SLTC meeting was developed. A feedback mechanism was set up through the technical helpline. Refresher courses were organised which could be attended online.

In Karnataka, after the implementation of the programme, operations have been taken care of by the Self Help Groups (SHG) or Community Development Officer (CDO) groups.

One of the key aspects of this programme was convergence, which the Karnataka government did very well with the funds of the Swachh Bharat Mission, 15th FC grants, and MGNREGA combined.

This case highlighted the need for governments to be responsive to find solutions to problems once they have been identified, using local playbooks that involve the community, and innovative funding mechanisms to support interventions.

Case 5: Sanskriti Menon - Senior Programme Director, Centre for Environment Education (CEE), presented the centre's work as a civil society actor working with the Pune Municipal Corporation on outreach and 'in-reach', building awareness, bringing together institutions, and promoting the importance of urban mobility initiatives

particularly the Bus Rapid Transit System, the Cycle Plan, and initiatives for safer mobility for children and adolescents in Pune.

Case Summary

The case highlights Pune's role in pioneering Bus Rapid Transit (BRT) in India, starting with a pilot in 2003/4, and later developing the Pune Mahanagar Parivahan Mahamandal Limited (PMPML) BRT with World Bank funding. The BRT aimed to improve public transport comfort, convenience, and efficiency. CEE played a key role in promoting the BRTS, creating outreach materials, and engaging with the community and policymakers. Despite initial success, the BRTS in Pune faced challenges, including insufficient buses and public opposition, leading to its eventual dismantling, though it continues to function in Pimpri Chinchwad.

The Pune Cycle Plan of 2015, developed through participatory planning, aimed to promote cycling but faced implementation challenges, with only a fraction of the proposed 800 km of cycle tracks being realised. The plan included institutional elements, such as a bicycle department and a Non-Motorised Transport Committee but lacked effective enforcement and integration into the city's development plan.

The case also discusses the importance of road safety, especially for children, and the need for a comprehensive approach involving multiple stakeholders, including the Municipal Corporation, traffic police, and emergency services. Initiatives like the Pune Cycle Partnership aim to promote cycling and create safe routes to schools, but progress is hindered by competing interests, such as demands for parking space. The emphasis is on making streets safe for children, acknowledging that they cannot be held responsible for their own safety, and that adults and institutions must take responsibility.

In the development of the Pune BRTS, collaboration among four key authorities—Pune Municipal Corporation (PMC), Pimpri-Chinchwad Municipal Corporation (PCMC), Pune Mahanagar Parivahan Mahamandal Limited (PMPML, the transit provider), and the traffic police—was crucial but challenging. Despite initial enthusiasm, political issues and lack of coordination among these entities hindered progress. CEE's involvement focused on fostering communication and collaboration between these organizations through leadership meetings, team-building exercises, and technical onboarding.

A significant effort was also made to involve school communities by activating School Transport Committees (STCs) mandated by Maharashtra law, which work on road safety in coordination with municipal authorities. This initiative aims to ensure safer transportation for children, with road safety audits and cooperation between schools, parents, and the community.

Overall, the work helped build a better understanding of sustainable mobility among municipal officials, engineers, and leadership, establishing policies for non-motorized transport (NMT) and road safety in Pimpri-Chinchwad.

The impact of this project was to make streets safe for children for walking and cycling, and to make public transport more viable and increase its use in the Pune Pimpri Chinchwad region.

There are multiple drivers of change, some of which are good policy legislation, good enforcement or monitoring and evaluation, and great technology. Finance may also come, but the product must be there. Buses must be available for the BRT to function, no matter how much public outreach is done.

Education is really the major driver behind each of these – emancipatory policies, good enforcement or use of technology. Education can take diverse forms – capacity building, exposure visits, demo, and any other medium that can enable change.

Case 6: Professor Krishnaraj - Environmental Economics professor from the Centre for Economic Studies and Policy at the Institute for Social and Economic Change (ISEC), presented the constitutional framework for policy in India, grounded in constitutional values, highlighting the need for institutions, public policies and markets to work together to resolve conflicts between developmental, and social and environmental objectives.

Case Summary

Professor Krishnaraj spoke about the convergence and divergence of public policies in India. Public policies in India are aimed at achieving certain goals and objectives, which are societal as well as developmental. He pointed out that institutions, public policies and markets must work in tandem, without which most of them will fail.

From the context of the nature of behavioural insights, public policies originate under the pillars of the Constitution – liberty, equality and fraternity – which direct how the government must formulate policies. The constitution provides guidelines, but the government must take it forward. The role of institutions is to realise societal and developmental goals. Democracy has four pillars: legislature, executive, judiciary and media. All of these must work together to effectively implement the government policies to realise developmental goals.

After 1991, in the era of market economy, policies of liberalisation, globalisation and privatisation were being prepared and implemented, focusing more on larger developmental needs than local needs, leading to conflict. Markets work on incentives and disincentives or economic instruments that drive the market. One of the important

drivers of the market is price, which determines production and consumption of goods and services, or supply and demand for certain goods and services.

Developmental policies have largely favoured developmental needs rather than environmental and societal needs. For example, the recent policies of the Government of India want to achieve Viksit Bharat or Developed India by 2047 when India completes 100 years of independence. On the other hand, the same government wishes to have a net zero emission by 2070. The development policy that is Viksit Bharat targets to achieve 30 or 40 trillion USD economy, and at the same time, our net zero emission targets are a reduction of greenhouse gas emissions by 2050 and even 2070. The question is, how can they converge for sustainable development?

The government is focused on creating wealth. But a capitalist economy is also creating more income and wealth inequality.

There are various drivers that shape the policies of the government. There are mainly three ways the government wants to implement policies. One is through information and education. The second is economic incentive-based policies, for example, various agriculture industrial and education policies. Third is the creation of awareness through education, so that people start realising the importance of these policies and then the policy will be more effective after implementation.

Over a period, given the education level of the people in India and asymmetric information in various sectors, the objectives of these policies have not been realised when compared to other countries like the UK, USA, China and other countries.

The status of development in India is still not comparable to most of the developed countries. The per capita income of India is still very low, which shows that our developmental policies have not reached to the grassroots level or to rural India. This has created a deep divide in accessing various resources, such as health, education, energy and other resources.

To attract foreign direct investment, the government is providing various types of incentives, such as land, electricity and water, so that industries can be established, it helps the economy in provision of employment, and at the same time it invites these industries that pollute more and that affects the local people.

Another type of policy is the command-and-control policy, like the Pollution Control Board, traffic regulation, imposing fines and restricting vehicles. These policies do not seem to work.

In recent times, behavioural insights have been incorporated in policies to bring behavioural changes among the people based on the theory of Nudge developed by economists Richard Thaler and others. In this case, instead of using incentives and

disincentives, the government gives some choices to people. In developed countries, because of the higher levels of education, these nudges work. But in the case of India, these types of policies may not work given the education level and the understanding about the products and choices that are available to the people.

Development must meet the needs of both present and future generations. For example, the role of public transport and NMT is important. People should be encouraged to cycle and use buses to go to offices and various other places. Construction of roads are meant for larger developmental needs i.e., to accommodate cars rather than meeting the local needs. Time is lost in congestion and fuel wastage is high, and it also causes pollution. As a result, the health impacts, environmental impacts and burden of disease is also very, very high. Constructing highways and tunnel roads will not solve the problem.

In the education policy, there was a three-year degree, now it has been extended to 3 + 1 or four-year degree. This gives a choice to students to exit, but when they are applying for a job, it is not clear if a three-year degree has any value and on what basis this is decided. The policy is disjointed with the job market.

Further, education in India is more privatised now. There is a widening gap between those who do and do not have access to education or to quality education. This is a problem hindering India from realising sustainable development or developed country status. There is an urgent need to have pragmatic policies or integrated and effective policies that take care of the needs of everyone.

Case 7: Amarpreet - Project Officer, Communications & IEC, Centre for Environment Education (CEE) presented CEE's Social and Behavioural Change Communication (SBCC) interventions on plastic waste management and sanitation, focusing on challenges such as lack of standardisation, culture and perceptions, knowledge and infrastructure gaps, behavioural inertia, and lack of trust and transparency, bringing together impacts on the environment, women's empowerment, collective social responsibility, community engagement and behavioural change.

Case Summary

CEE Delhi is leading programs on dry and plastic waste management, focusing on creating a circular economy by promoting the three Rs: reduce, reuse, and recycle. They face challenges due to the lack of standardisation in waste management rules across states, leading to confusion and low community participation. Many people see waste management as inconvenient and are resistant to changing old habits.

To tackle these issues, CEE uses the Social-Ecological Model (SEM) to address behaviour at multiple levels—individual, interpersonal, community, organisational, and policy. They emphasise community mobilisation through information, education, and communication (IEC) to sustain desired behaviours. Tools like Participatory Rural Appraisal (PRA) help map waste management resources in villages, while gamification, such as using a snake and ladder game, educates students on waste management concepts.

In Kagaz Nagar, Telangana, CEE introduced cloth bag vending machines to reduce single-use plastic. Additionally, campaigns involving students in four states have successfully engaged communities in waste management practices, earning positive responses from municipal officials.

Tailoring units have been set up to reduce the usage of single use plastic bags in this initiative. Women SHGs have been empowered. Cloth material was provided to stitch cloth bags for shopkeepers and now they're also stitching clothes for their own household and for others. This way they are motivated and encouraged to generate their own livelihood and they are now self-made entrepreneurs.

Through 807 awareness campaigns, 126 training sessions, 28 workshops and 25 health camps, 310,357 people have been reached.

There has been increased awareness and knowledge among all the stakeholders' groups now and they are fostering collective social responsibility. People now have developed a sense of ownership that they have to take care of the local resources, specifically the SHGs. They have been empowered and have developed the capacity to look after the tailoring units that they have created, and they are now able to look after these CVM machines that they are operating.

To amplify the impacts certain Service Value System (SVC) principles can be followed for community-based interventions and IEC. A systematic strategy and approach with research assumptions backed by theories and models, considering the social context - because every rural and every urban district is unique. The focus must be on the audience, with audience analysis and stakeholder analysis being key. Setting out realistic objectives, involving partners, and choosing strategies that are motivational and action oriented is the key.

Case 8: Dr. C R Magesh - Scientist C, National Museum of Natural History (NMNH), Ministry of Environment, Forest and Climate Change, Government of India, presented on the mission Lifestyle for Environment (LiFE), encouraging sustainable lifestyles, environmental preservation, and tree planting.

Case Summary

When Mission LiFE was launched, they had seven themes: save energy, save water, say no to single use plastic, adopt sustainable lifestyle, adopt healthy lifestyle, reduce waste, and reduce e-waste.

Acknowledging the key role of NGOs in adopting Mission LiFE, Dr. Magesh laid out the steps beginning with creating awareness, especially among children and young people, by connecting with what they identify with and what is important to them, and then relaying the message, to keep their attention. The next step is to encourage them to act. As part of this, a book of paintings by children on Mission LiFE was launched at the Conference of Parties in Sharm El Sheikh, Egypt for which they were awarded cash prizes.

Dr. Magesh pointed out that for any initiative or intervention to be successful, it should fulfil the following criteria: it should be politically acceptable, socially desirable, technologically feasible, financially viable, administratively doable, judicially tenable, and environmentally sustainable.



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