# Social and Behaviour Change Module

## for Child Protection and Allied Functionaries

## Workforce Development
## District Level Training Module

new concept
Centre for Development Communication

unicef
for every child

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# ABBREVIATIONS

| | |
|---|---|
| AHDs | Adolescent Health Days |
| ANM | Auxiliary Nurse Midwife |
| ASHA | Accredited Social Health Activist |
| AWC | Anganwadi Centre |
| AWW | Anganwadi Worker |
| BI | Behavioural Insights |
| CCI | Child Care Institution |
| CCL | Children in Conflict with Law |
| CLPRA | Child Labour (Prohibition and Regulation) Act |
| CNCP | Children in Need of Care and Protection |
| CP | Child Protection |
| CPC | Child Protection Committee |
| CWPO | Child Welfare Police Officer |
| CWC | Child Welfare Committee |
| DCPU | District Child Protection Unit |
| GBV | Gender-based Violence |
| GC | Group Communication |
| IPC | Interpersonal Communication |
| JJ Act | Juvenile Justice (Care and Protection of Children) Act |
| JJB | Juvenile Justice Board |
| MLA | Member of Legislative Assembly |
| MP | Member of Parliament |
| OECD | Organisation for Economic Co-operation and Development |
| PCPNDT | Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act |
| PIP | Programme Implementation Plan |
| POs | Probation Officers |
| PRI | Panchayati Raj Institution |
| SBC | Social and Behaviour Change |
| SEM | Socio Ecological Model |
| SHG | Self-Help Group |
| SJPU | Special Juvenile Police Unit |
| SMC | School Management Committee |
| UNCRC | United Nations Convention on the Rights of the Child |
| UNICEF | United Nations Children's Fund |
| VHSNDs | Village Health Sanitation and Nutrition Days |
| VLCPC | Village Level Child Protection Committee |

# DISTRICT LEVEL TRAINING MODULE

## Overview

This module is an introduction to the concept of Social and Behaviour Change (SBC) and communication skills that will help make the trainings undertaken on Child Protection (CP) effective and productive. In addition, the module talks about communication skills and skills required to communicate with children such as active listening, empathy and teamwork, amongst others. The module also covers sessions on SBC tools for CP, team work, convergent action planning and implementing training programmes for CP functionaries including police officials and skills needed for effective implementation of SBC programmes, strengthening convergence and coordination in prevention, response and rehabilitation.

## SESSION PLAN: DISTRICT LEVEL TRAINING MODULE - 1.5 DAYS

### Day 1

| S. No. | Session | Content/Objectives | Methodology | Time | Capacity gap area addressed |
|---|---|---|---|---|---|
| 1 | Introduction | • Expectations from the session<br>• Pre assessment<br>• Objectives of the training<br>• Ground rules | | 30 minutes | |
| 2 | Introduction to Child Rights and CP | • Introduction to child rights and principles of CP<br>• Identifying CP priorities<br>• Identifying the social, cultural and economic factors that influence CP issues | Interactive session with PPT and examples | 60 minutes | Lack of understanding of principles of best interests of the child |
| 3 | Understanding SBC | • Understanding SBC<br>• Behavioural insights (BIs) as a tool for behavioural change<br>• Understanding behaviour change process<br>• Tools for SBC<br>• Role of SBC to achieve CP priorities | Activity | 90 minutes | Lack of understanding of SBC principles and how it is different from Information, Education & Communication (IEC), Lack of understanding of SBC processes and methods and tools such as interpersonal and group communication (GC) |

| | | | | | |
|---|---|---|---|---|---|
| ***Lunch Break*** | | | | | |
| 4 | Communicating with Children | • An introduction to communication<br>• Defining communication - elements, communication loop, verbal/non-verbal<br>• Skills for effective communication<br>• Qualities of a good communicator | Activity and PPT | 120 minutes | Need for improvement in interpersonal communication (IPC) and counselling skills; Need for improving the implementation of child-friendly procedures |
| 5 | Introduction to CP Smart Kit | • Brief summary of eight modules and roles and responsibilities | PPT | 60 minutes | |

## Day 2

| S. No. | Session | Content/Objectives | Methodology | Time | Capacity gap area addressed |
|---|---|---|---|---|---|
| 1 | Recap | | | 15 minutes | |
| 2 | Understanding Team Work | • Understanding how teams should work<br>• Role of each member of the team<br>• What type of leadership would bring about the best results? | Activity | 45 minutes | Need for improvement in convergence and collaboration |
| 3 | Convergent Action Plan | • Development of SBC strategy and communication strategy<br>• Planning and rolling out SBC interventions<br>• Developing a convergent action plan<br>• Identifying roles and responsibilities of each stakeholder | PPT<br>Group exercise | 90 minutes | Need for improvement in interdepartmental convergence; Need for improvement in leveraging resources, schemes |
| 4 | Wrap Up/ Conclusion | • Post assessment<br>• Feedback<br>• Vote of Thanks | | 30 minutes | |

# DAY 1

## SESSION 1

# INTRODUCTION

### SESSION OUTCOMES

At the end of the session, participants will be able to:

- familiarize with each other and list out the objectives of the workshop
- list out their expectations from the training
- list out agreed upon ground rules

### MATERIAL REQUIRED

- Projector, Pre-Training Evaluation Forms, Flip chart, Visualization in Participatory Planning (VIPP) cards.

### DURATION

30 minutes

## PROCESS

- Welcome everyone and give a brief background of the training.
- Conduct the Think, Pair and Share ice-breaker and carry out a round of introduction for all.

  Ask participants to form pairs. Tell them that each member of the pair has to share the following with one another:
  - Name
  - Place/District
  - Number of years of experience as CP professional
  - Identify any one thing that they were very fond of during their childhood. This could be a food item or a toy or any other thing that they may want to share. Also ask them to share one child rights issue that they are very passionate about and why
  - Give them 2-3 minutes to share this information with each other

Then ask each member of the pair to introduce the other person.

- Distribute the Pre-Training Evaluation Form (if any)
- Ask the participants to fill it, stressing that this is not to judge them, but to get an idea regarding their knowledge with respect to the themes being covered during the workshop. It will also help the facilitator to gauge effectiveness of the training in imparting the information in the module.
- Next, distribute a VIPP card each to the participants and ask them to fill their expectations from the workshop on it. Collect all the VIPP cards and paste/stick them on chart paper on the wall/pin-up board.
- Set the ground rules for conducting the sessions in consultation with all the participants. Encourage them to come up with the ground rules that they would follow rather than being told about them. Write them on a chart and hang the chart in the training hall.
- Share the following objectives of the training with the participants
  - To introduce the participants to CP - its priorities, structure, programme, policies and mechanisms
  - To familiarize the participants with the role and importance of SBC in achieving CP priorities and programme outcomes
  - To develop plan of action for roll-out of SBC interventions to achieve CP priorities

SESSION 2

# INTRODUCTION TO CHILD RIGHTS AND CHILD PROTECTION

## SESSION OUTCOMES

At the end of the session, participants will be able to:

- define child rights
- list out CP principles
- list out CP priorities
- delineate the social, cultural and economic factors that influence CP issues

## MATERIAL REQUIRED

- Projector, PPT
- Wants and Needs Card sheets (4-6 sets) (see Annexure 1), flip chart, marker pens

## DURATION

- 60 minutes

## PROCESS

- Ask the group to describe who is a child. Note down responses on a flip chart.
- Show following definitions of a child:

"The United Nations Convention for the Rights of the Child (UNCRC) (Article 1) defines a 'child' as a person below the age of 18 years. The Juvenile Justice (Care and Protection of Children) Act (JJ Act), 2015 [Section 2 (12)], prescribes that a 'child' means a person who has not completed 18 years of age."

- Ask the participants that having known what is the meaning of the word 'child', it is also important to know what is meant by the term 'rights'. Ask them to describe what rights are.

  Listen to their responses and discuss on the basis of the following points:

  - 'Right' is a claim, which places obligations over others to respect, to protect or to fulfil.
  - 'Child rights' can be termed as inherent rights.
  - What we claim for ourselves, others also have a right to claim for themselves and everyone has corresponding obligations.
  - Respecting a right means fulfilling an obligation. In case of children's rights, parents, caregivers and duty-bearers have an obligation to respond to their needs (care, provide nurturing environment, safety, protection, other physical, emotional and mental needs).

- Ask the participants what they understand by 'child rights'. Note down responses.
- Conduct the activity: Understanding Child Rights through the Wants, Needs and Rights exercise.

a. Material required: Wants and Needs Card sheets (4-6 sets) (see Annexure 1), flip chart, marker pens.
b. Method: Divide all the participants into four groups and ask them to assume that they have become children again. Give them half a minute to get into the role. Give each group a set of card sheets with various wants and needs. These sheets contain 20 wants and needs.

In addition, there are four blank boxes. Ask the groups to add four more wants and needs that they think they desire as children. Once all the groups have done this, tell them that the country is going through economic crisis and therefore they have to curtail their list from 24 to 16. Give them five minutes to bring the number down to 16 as they would need to discuss amongst group members and decide.

**Health and Medical Facilities**

Ask them to write them on a sheet of paper. Tell them that this list of 16 has to have the consensus of all group members. Now tell them that the country is experiencing civil war and therefore they need to further reduce their list to 12 so that the government can make several cuts in expenses. Give them three more minutes for this task.

**Clothes**

Next, ask the participants to further reduce their list to eight as the country is dealing with economic crisis and civil war as well as floods resulting in an emergency situation. Ask groups to explain to the larger group as to how they came up with the consensus to shorten the list. Ask all the groups to display their list of eight items. Highlight the common ones from all the groups.

**Nutritious food and clean water**

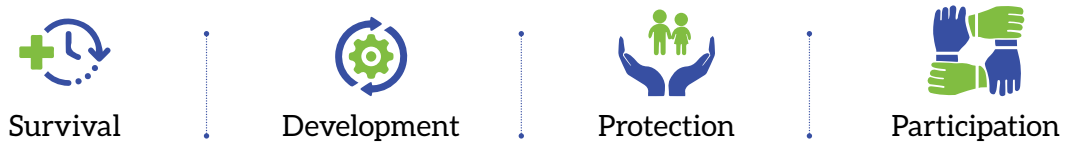
Explanation: Help the participants understand that what they eliminated in the first round were things which were least important. In the second round, they may have eliminated some important things but perhaps some of them were not as important for all the children in the country. Finally, what they got was the list of the most important wants and needs, by and large common to all the children, which they felt were non-negotiable even in an emergency situation.

Conclude as follows:

- Different people have different wants and needs, but rights are the basic needs that are common to all. All wants are not needs. But some certainly are, e.g. essentials for survival, such as food, healthcare, shelter.

- Every child has rights. No matter which region/state they are from, which community or religion they belong to, how old they are, whether they are a boy or a girl, disabled or not - all have same rights.
- Things that are WANTS but not NEEDS are the ones that are desirable but not necessary for survival such as toys, fast food or gadgets. Rights are legal entitlements recognized by the governments. Rights are non-negotiable in any situation whatsoever. The key aspect of rights is that they are indivisible. One right cannot be at the exclusion of another and all rights are equally important. One cannot say that if a child has the right to survive, then the right to protection is not important.
- Governments are the duty bearers of the rights of children. They have an obligation to fulfil them. Where families are unable to meet their obligations towards their children, governments have to ultimately step in to protect and ensure children their basic human rights.

- Now ask the groups if the eight most important and non-negotiable wants and needs (rather rights) can be clubbed together under four main groups on the basis of the purpose they meet e.g. nutritious food, healthcare and decent shelter are necessary for survival. Similarly, playground and education are necessary for development. Help the participants categorize the eight rights under the following heads:




Such categorization will explain that sometimes it is difficult to club a particular right under any one category as it may fulfil more than one purpose. For example, decent shelter may be clubbed under survival as well as protection, because homeless children are very vulnerable to exploitation and abuse; inadequate housing not only exposes children to disease but also to exploitation and abuse. We do need to understand the interconnection of these rights along with the fact that they are unalienable.

- Show the participants the following definition of child rights:

UNCRC defines "child rights as the minimum entitlements and freedoms that should be afforded to every citizen below the age of 18 regardless of race, national origin, colour, gender, language, religion, opinions, origin, wealth, birth status or ability and therefore apply to all people everywhere. These rights encompass freedom of children and their civil rights, family environment, necessary healthcare, education, leisure and cultural activities and special protection measures. All children have these rights and these rights are all equally important, as well as connected to each other."

- Show the categories of child rights.

The UNCRC classifies children's rights into four broad categories that suitably cover all civil, political, social, economic and cultural rights of every child:

**Right to survival/life:** Include the child's right to life and the needs that are most basic to existence, such as nutrition, shelter, an adequate living standard, and access to medical services.

**Right to development:** Every child has the right to development that lets the child explore and develop to her/his full potential. It includes the right to education, play, leisure, cultural activities, access to information, and freedom of thought, conscience and religion.

**Right to protection:** Children have the right to be protected from being hurt and mistreated, physically or mentally. It ensures children are safeguarded against all forms of abuse, violence, neglect and exploitation, including special care for refugee children; safeguards for children in the criminal justice system; protection for children in employment; protection and rehabilitation for children who have suffered exploitation or abuse of any kind.

**Right to participation:** Encompasses children's freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully according to their age and maturity. This means that children have the right to participate in the activities of their society, in preparation for a responsible adulthood.

India ratified UNCRC in 1992 and has enacted various legislations to protect the above rights. Ask participants to think of acts which seek to protect one or more of these rights.

**Examples:**

- Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act (PCPNDT) Act – Protects children's right to survival
- Right to Education – Protects children right to development and participation
- JJ Act – Protects children's right to survival, protection

Ask which rights The Child and Adolescent Labour (Prohibition and Regulation) Act protects?

- It is important to note that the above mentioned are child rights and protection is one of the rights. Children's right to protection includes protection from abuse, violence and neglect. Children's right to protection specifically includes protection from child labour, drug abuse, sexual exploitation, abduction, sale and trafficking, inhumane treatment and detention, war and armed conflicts among others.
- Ask the participants why do they think children need separate rights?

The possible responses could be:

- Children are vulnerable and they are the least powerful section of society, economically, politically as well as physically.
- Gender and caste-based discrimination make the girl children all the more vulnerable when they are not given proper food, not educated, married early and denied many other social rights as compared to boys of the same categories.
- Children cannot carry their voice to policy makers and legislators as they cannot vote and therefore make it even more incumbent on adults to carry their voice.
- Children are often abused in different societies and this includes beating at home and at school, trafficking, kidnapping, drug pushing, forced prostitution, being forced to beg and sexual violence.
- Children are often not regarded as full human beings. Girl children are often discriminated with less education, less nutritious diet, less healthcare than the male children. They are also subject to more social taboos and restrictions, which makes them more susceptible to rights violations.
- Children need special protection as they are vulnerable to child labour, early marriage, sexual abuse, being deprived of family care, being in conflict situations or natural disasters. In all cases, children tend to bear the brunt and therefore, special measures are needed to safeguard their rights.
- Children do not get to participate as their views and feelings about matters that affect them are seldom given serious consideration.

- Discuss with participants due to these vulnerabilities, children have been accorded separate rights and the JJ Act of 2015 was launched to protect children's best interests. Ask participants if they are aware of foundational principles which not only guide the Act but also guide functioning of CP functionaries. Show them the JJ Act principles and ask them to respond what each principle means and how it is connected to their work.

Possible responses are listed in the matrix below:

| Principles | Meaning |
|---|---|
| Principle of presumption of innocence | Child shall be presumed to be an innocent of any mala fide or criminal intent up to the age of 18 years |
| Principle of dignity and worth | All human beings shall be treated with equal dignity and worth |
| Principle of participation | Every child shall have a right to be heard and to participate in all processes and decisions affecting his interest and the child's views shall be taken into consideration with due regard to the age and maturity of the child |

| Principles | Meaning |
| --- | --- |
| Principle of best interest | All decisions regarding the child shall be based on the primary consideration that they are in the best interest of the child and to help the child to develop to full potential. |
| Principle of family responsibility | The primary responsibility of care, nurture and protection of the child shall be that of the biological family or adoptive or foster parents, as the case may be. |
| Principle of safety | All measures shall be taken to ensure that the child is safe and is not subjected to any harm, abuse or maltreatment while in contact with the care and protection system and thereafter. |
| Positive measures | All resources are to be mobilized including those of family and community, for promoting the well-being, facilitating development of identity and providing an inclusive and enabling environment, to reduce vulnerabilities of children and the need for intervention under this Act. |
| Principle of non-stigmatizing semantics | Adversarial or accusatory words are not to be used in the processes pertaining to a child. (accusatory words, such as, arrest, remand, accused, charge sheet, trial, prosecution, warrant, summons, conviction, inmate, delinquent, neglected, custody or jail) |
| Principle of non-waiver of rights | As per this principle, no waiver of any of the rights of the child is permissible or valid, whether sought by the child or person acting behalf of the child, or a Board and a Committee and any non-exercise of a fundamental right shall not amount to waiver. |

| Principles | Meaning |
| --- | --- |
| Principle of equality and non-discrimination | There shall be no discrimination against a child on any grounds including sex, caste, ethnicity, place of birth, disability and equality of access, opportunity and treatment shall be provided to every child. |
| Principle of right to privacy and confidentiality | Every child shall have a right to protection of his privacy and confidentiality, by all means and throughout the judicial process. |
| Principle of institutionalization as a measure of last resort | A child shall be placed in institutional care as a step of last resort after making a reasonable inquiry. |
| Principle of repatriation and restoration | Every child in JJ system shall have the right to be re-united with his family at the earliest and to be restored to the same socioeconomic and cultural status that he was in, before coming under the purview of this Act, unless such restoration and repatriation is not in his best interest. |
| Principle of fresh start | All past records of any child under the JJ system should be erased except in special circumstances. |
| Principle of diversion | Measures for dealing with children in conflict with law without resorting to judicial proceedings shall be promoted unless it is in the best interest of the child or the society as a whole. |
| Principles of natural justice | Basic procedural standards of fairness shall be adhered to, including the right to a fair hearing, rule against bias and the right to review, by all persons or bodies, acting in a judicial capacity under the JJ Act. |

- Ask the participants to share what are some of the most prevalent child rights violations that must be prevented in their district, and note down their responses on a flip chart. Then show them the CP priorities of United Nations Children's Fund (UNICEF).

Strengthening CP Services

Ending Child Marriage

Preventing Child Labour

Ending Violence, Abuse and Exploitation against Children

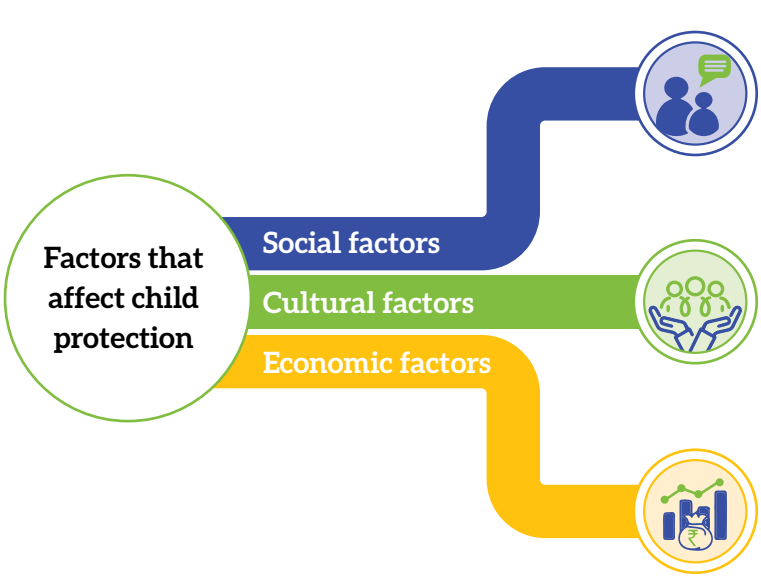
Enabling Empowerment of Adolescents, especially Girls

Adolescent Parenting

Compare the list on the flip chart and conclude as follows:

The national and state level evidence shows that children are vulnerable to various violations such as violence, abuse, exploitation, child labour and child marriage. Therefore, CP services must be geared up to prevent and respond to these violations. At the same time adolescents and their parents must be empowered to report such violations

- Ask the group to think of examples where they observed that certain children were more vulnerable than others and ask them to list down the reasons for the same and categorize them into social, cultural and economic factors. Give them 2-3 minutes to think of these factors and then list them down on a flip chart. Then show them the following:




- Social class and status
- Education of parents
- Family
- Social connections
- Gender

- Ethnicity
- Religion
- Beliefs and moral values
- Norms and traditions

- Poverty and income
- Food security
- Housing
- Employment and occupation
- Health care and child development services (access and quality)

Give examples how social, economic and cultural affect child protection.

- Social factors – Children from marginalized castes and classes are likely to face discrimination and girls face discrimination based on gender.
- Cultural factors – Ethnic and religious differences between groups lead to discrimination and violence, and children are often most affected by it. Norms which prescribe girls should be married early result in child marriage.
- Economic factors – Families hailing from poor background are not able to send children to school or provide them adequate nutrition. These are violation of children's rights.

Conclude as follows:

Social, cultural and economic factors affect i.e., enable or hinder children's development. Therefore, to ensure that children's rights are protected, governments and duty bearers, through their work, have to address many of these factors such as economic incentives given by government to delay marriages. This step is addressing both social and normative factors contributing to child marriages.

SESSION 3

# UNDERSTANDING SOCIAL AND BEHAVIOUR CHANGE

## SESSION OUTCOMES

At the end of the session, participants will be able to:

- describe SBC
- provide an overview of BIs as a tool for behaviour change
- describe behaviour change process
- list out tools for SBC
- explain role of SBC to achieve CP priorities

## DURATION

- 90 minutes

## MATERIAL REQUIRED

- Projector, PPT, slips with names of various stakeholders related to child marriage, Nandini's story, case study for BIs

Adolescent girl, Father of adolescent, Mother of adolescent, Grandfather of adolescent, Grandmother of adolescent, Elder sibling of adolescent, Peers, Neighbours of family of adolescent (husband, mother-in-law, in case adolescent is married), Relatives of the family

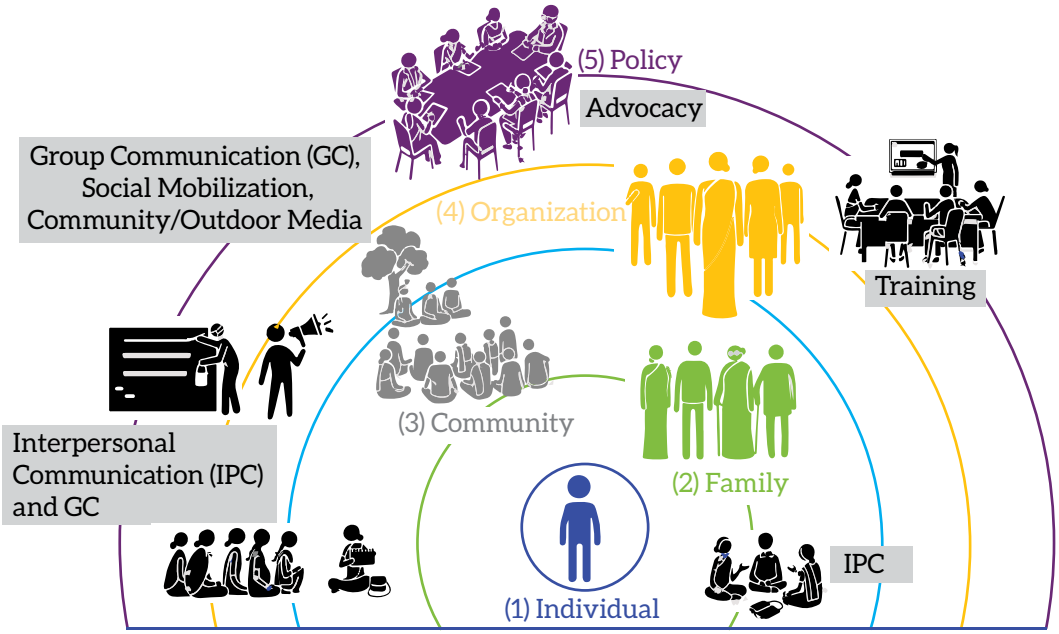
School teacher, Child Marriage Prohibition Officer, Panchayati Raj Institution (PRI) members, Self Help Group (SHG) members, Accredited Social Health Activist (ASHA), Auxiliary Nurse Midwife (ANM), Anganwadi workers (AWW), Doctor, Members of Village Level Child Protection Committee (VLCPC)

District Child Protection Unit (DCPU) staff, District level officials such as members of Child Welfare Committee (CWC), Juvenile Justice Board (JJB), Special Juvenile Police Unit (SJPU) officials, Member of Legislative Assembly (MLA), Member of Parliament (MP), Media, Brand ambassadors, Officials at the Centre

## PROCESS

**Activity:** Let the participants pick up one slip each. Instruct them not to discuss contents of their slips with others. Make all participants stand in a circle. Ask, if we were to take the example of an adolescent girl who wants to continue her education beyond high school, around what age would she be? Possible answers would be 16-17 years and above. Then say that we all know that those who fall in the age group 10-19 years are called adolescents. Ask participants having adolescent girl written on his/her slip to come in the centre.

- Now ask the participants, "Who are the people who influence you most in your family? (Suggested answers: father, mother, grandparents, siblings etc.) Ask all those who have these names written on their slips to come and form a circle around the participant having adolescent girl slip. Ask how they influence your life and major decisions and can they think of any recent example where they influenced their decision?
- Next, ask these participants in the second circle, "Who are the people who will influence you related to education of your daughter?" (Suggested answer: neighbours, relatives, village level functionaries, PRI members etc.) Repeat the process by calling participants having these slips and ask them to form a third circle around the second circle. Tell the participants that the inner most circle comprises of an adolescent girl. The second circle comprises her immediate family members and people whom she interacts with on a day-to-day basis. The third circle comprises of relatives, neighbours, friends, peers or community members who live in the same area. Ask participants how neighbours, friends, peers or community members influence them? Can they share an example of how they influenced them recently?
- Continue in similar manner for the remaining stakeholders by asking who all influence people in the fourth and fifth circle respectively. The fourth and fifth circle thus formed will be called as organizations and policy makers. Ask the participants to share more examples of organizations that affect them and their life. Likewise how policies affect them directly or indirectly.
- Explain that this activity reveals that for children and adolescents' well-being and growth, supportive environment is required at all the levels. This not only helps an individual to adopt healthy behaviours but also maintain their practice. This linkage of children with their environment at multiple levels is based on Socio Ecological Model (SEM).
- Also explain that at each of these levels there are enablers and barriers which affect children and adolescents. Ask the group to think of examples of barriers to education and reasons for school drop-outs at family, school and community level. These would include poverty, need for children to contribute to income or marrying children early at family level; discrimination, teacher absenteeism, bullying may be barriers at school level; lack of support to continue children's education, the norms

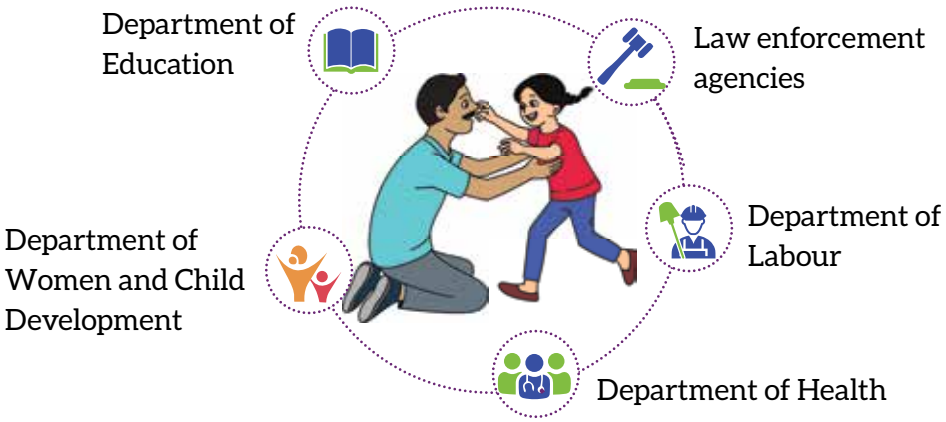



of marrying children early may be the barriers at community level; gaps in implementation of laws, policies and schemes promoting children's education, prohibiting child marriage and child labour may be the barriers at organization and policy level.

- Also ask the group to think of a situation where the scenario was completely inverse. This would mean families and communities being supportive of children's education, fighting against child labour, delaying child marriage and demanding better delivery of schemes and programmes meant for children. Parents ensuring gender-responsive parenting means giving equal opportunities to girls and boys in terms of nutrition, education, play and participation. Likewise, schools becoming an inclusive, joyful and engaging place to learn and teachers committed to ensure that all children are retained in school and working with parents and communities to make schools child-friendly. Additionally, programme implementers and policy makers ensuring adequate implementation of child marriage and child labour laws and penalizing the offenders and violators.
- Given the above barriers and enablers with respect to every level of the SEM, explain to the participants that there is a need for cooperation and support from multiple stakeholders. To ensure a protective and supportive environment for children and adolescents, CP functionaries and duty bearers are required to engage and collaborate with all these stakeholders. This is called multi-stakeholder engagement. Cite examples of preventing child marriage – wherein AWWs and ASHAs along teachers with PRI members play a crucial role in reporting the case, the police and Child Welfare Police Officers (CWPOs) along with PRI members intervene to stop the marriage. Ask participants who are the stakeholders with whom they need to work with and share some examples wherein they worked with other stakeholders to protect a child.
- It is critical that these stakeholders work in harmony with each other. To this end, these stakeholders must be sensitized to the crucial role they play in protecting children and how working together they can improve coordinated response and action. These stakeholders must come together to draw a plan of action to prevent and respond to

child rights violations and support and rehabilitate those children and families who are affected. For instance, Departments of Women and Child Development, Education, Labour and Health along with law enforcement agencies must work with communities to prevent child labour and stop child marriages. Here each of these Departments would play a critical role. Explain with the example of responding to child labour. To protect children from child labour, provisions of various acts must be referred to other than the Child Labour (Prohibition and Regulation) Act (CLPRA).

- These include Right to Education Act which makes elementary education a fundamental right and denying the same to a child and forcing him/her into labour a violation of this right.
- The JJ Act provisions come into play wherein Child Protection Committee (CPC) looks at child labour cases and issues directions for care, protection and treatment or rescued children.
- The provision of Immoral Traffic Prevention Act would come into play if the child has been trafficked for domestic work and labour and enforces strict punitive measures for traffickers and rehabilitation measures.
- Thus, various laws intersect to ensure protection of children from child labour. Naturally, multiple stakeholders must work together towards prevention, response and protection from child labour. Discuss the possible roles of the following departments in child labour response and prevention.

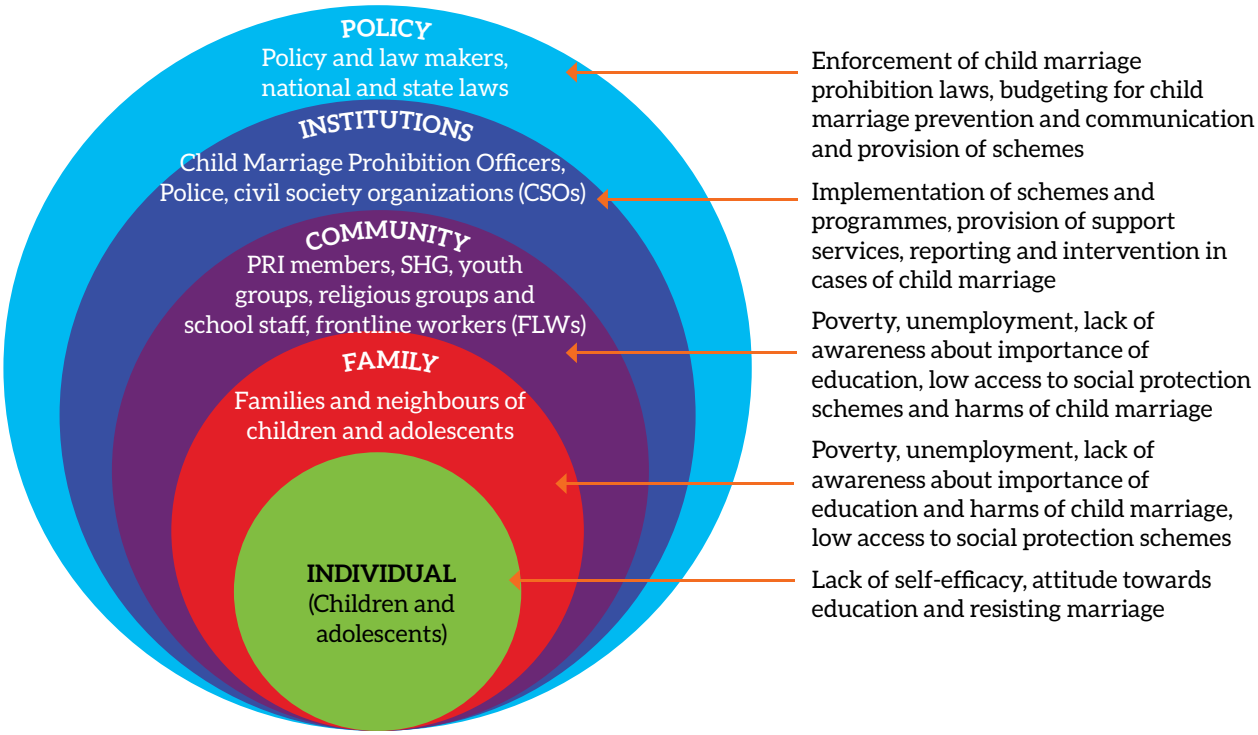



1. Department of Education: School authorities and teachers would have a role in identifying school drop-outs particularly from very poor and vulnerable families. It would be contingent upon them to report these drop-outs to PRI members and frontline functionaries.
2. Department of Women and Child Development: Frontline functionaries including AWWs, CP functionaries and communities will visit families with children engaged in labour. They may, in coordination with police and Department of Labour, also undertake rescue operations to pull children out of hazardous labour.
3. Law enforcement agencies: They will support in conducting rescue operations and ensure that offenders and violators such as employers are penalized and punished.

4. Department of Labour: Apart from supporting the rescue operations, will ensure that adequate compensation is paid to children rescued and they are rehabilitated.
5. Department of Health: The health functionaries would ensure treatment of injuries or occupational hazards that the rescued children may be affected with.

- For these multiple departments and stakeholders to work together seamlessly, they must have a common understanding of each other's role and the support they require from one another. To ensure this, convergent planning is critical – where they all come together and agree upon their roles and responsibilities in ensuring each child in their areas of jurisdiction is protected.
- Show them diagram on SEM and the influence of various stakeholders on a CP issue. The following figure shows influence of various stakeholders on child labour. Discuss and re-emphasize the importance of engaging with each of these stakeholders to address the issue of child marriage.

Share with the participants that there are various factors affecting children's well-being. Therefore, CP is a multisectoral issue from the SEM lens because CP indicators directly contribute to the outcomes of other sectors. For example ending child marriage ensures that children are in schools and complete school education. Likewise, delaying marriage also ensures that girls and boys grow into healthy individuals, protected from risks of early parenthood.




Emphasize that it is necessary to address barriers that each of these stakeholders may pose in realization of children's rights. This would require change in their knowledge, attitudes and practices. For instance, families and communities where child marriages are rampant must be informed of evils of child marriage (knowledge), efforts required to work with them

and motivate them so that they perceive child marriage as violation of children's rights (view child marriage negatively – attitude) and finally the families and communities begin to reject child marriages (behaviour).

To bring changes in knowledge, attitude and behaviours – SBC interventions are required. Simply put SBC means processes, approaches, tools, strategies and tactics that promote positive and measurable changes in people's environments, societies, and behaviours.

Since SBC requires change in not just individuals but societies and environments, it requires efforts at all levels of SEM i.e., children, families, communities, organizations and policy.

Further explain that SBC has a critical role in achieving CP outcomes. Since CP is a multisectoral issue and requires collaboration with various stakeholders at individual, community, organizational and policy level, SBC is integral to CP interventions. At every level knowledge, attitudinal and behavioural shift is required. Therefore CP and allied functionaries must be adept in SBC processes and tools.

Conclude as follows:

- We now know that CP priorities are affected by social, cultural and economic factors.
- Children are nestled in interconnected systems with different stakeholders. These stakeholders must work together to ensure realization of children's rights. However, there could be barriers at the level of each of these stakeholders. These barriers must be addressed through SBC efforts.

As we have discussed earlier, SBC aims at promoting positive and measurable changes in people's environments, societies, and behaviours. It also intends to lower structural barriers that hinder people from adopting positive practices, and hinder societies from becoming more equitable, cohesive and peaceful. However, often knowledge isn't enough to change behaviours. There is a need to partner with families and community leaders to understand their needs, identify their strengths and lower barriers to positive change. To this end, local knowledge and insights and understanding communities' pulse is very important. District officers and functionaries possess this local knowledge and insights and understand community needs. Thus, they are critical actors for SBC. There are various models and approaches for behaviour change such as SEM discussed earlier and social learning theory which propounds that change occurs through observation, imitation, and modelling. Another critical model of SBC is the BI model. Let us understand the model with a small activity. Divide the participants into two groups and give the participants the following caselet:

In a block, teachers and education professionals were trained to identify children at risk of dropping out and at risk of violence, child labour or child marriage. They were supposed to report these children to CP Officers. However, the reporting remained low. The trainers and project implementers tried to identify what were the barriers. It was revealed that professionals did not always receive feedback on the results of the reports submitted to the CP system. Behavioural science literature suggests that timely feedback on a decision or action is more likely to change behaviour the next time a similar decision or action is required. Therefore, an electronic feedback mechanism piloted for the project where once teachers reported a case to CP system, they received a feedback email on necessary action

planned within 48 hours. The feedback mechanism guided the teachers to take further steps. The mechanism also included nudges such as telephonic and SMS-based reminders to continue to report such cases. This motivated teachers and they actively started reporting cases. Once the feedback mechanism showed results, it was built into the project.

Ask participants the following questions:

- What was the problem here?
- What were the barriers to desired behaviour?
- What was done to address the barriers?
- Was the corrective action tested?

Give the groups five minutes to discuss and 2-3 minutes to present.

Discuss the above with the participants and show them the following steps of BI approach.

- Define the problem
- Diagnose each stage of the decision-making process to identify barriers to optimal decision-making and follow-through
- Design a programme or intervention that breaks down these barriers
- Test the efficacy of the intervention using rigorous evaluations

BI is defined by the Organisation for Economic Co-operation and Development (OECD) as an inductive approach to policy-making that combines insights from psychology, cognitive science and social science with empirically tested results to discover how humans actually make choices. This field of work is based on human behavioural traits and intervention design experiments spread across multiple fields with successful results in education, energy, environment, finance, health and safety, labour, public service delivery, taxes and telecommunications (OECD, 2017).

The term 'nudging' is commonly used to describe the use of choice architecture and behavioural tools and levers (prompts, reminders, commitment devices, social influence, etc.) to overcome cognitive biases.

Research in behavioural science – regarding how people make decisions and act on them, how they think about, influence, and relate to one another, and how they develop beliefs and attitudes – can inform optimal programme design. Behavioural science research reveals that even small, subtle, and sometimes counter-intuitive changes to the way a message or choice is framed, or how a process is structured, can have an outsized impact on the decisions we make and the actions we take.

Further show them text on "SIMPLER" – that articulates a set of common "nudges" that can be used to improve programme outcomes and efficiency. Discuss and ask them to give examples of each.

- SOCIAL INFLUENCE: Persuade by referencing peers (other parents motivating a family to delay child marriage)
- IMPLEMENTATION PROMPTS: Establish steps to desired action (These could be emphasizing impact of child marriage on girls and boys, highlighting benefits of education, linking families to scholarship and social assistance schemes, parents continuing children's education and delaying child marriage)
- MANDATED DEADLINES: Make deadlines prominent (In case of child marriage, deadlines could be not marrying boys and girls before 18 and 21, deadline for applying for scholarship or other social assistance schemes, attending parents and community meetings of child marriage)
- PERSONALIZATION: Use name, not generic greeting (Personalized nudges means focused interaction that is customized for a given action and/or user, for instance each family may have different circumstances and reasons for marrying children early, interacting with each of them through an individualized approach)
- LOSS AVERSION: Emphasize losses, not just gains (Talk about losses that child marriage would result at the child, family and societal levels)
- EASE: Reduce steps in a process (Keep the process of delaying child marriage simple with 2-3 key actions such as letting children continue education, accessing scholarship and social assistance schemes and reaching out to CP functionaries in case of need or assistance)
- REMINDERS: Use phone calls, texts, postcards (Keep reminding parents, families and communities that child marriage is illegal and should be rejected)

Further tell participants that BIs help in understanding barriers to behaviour change and nudges help throughout the behaviour change process which will be discussed in the next segment.

Conclude as follows:

- BIs help in understanding, how people make decisions and act on them, how they think about, influence, and relate to one another, and how they develop beliefs and attitudes. Even small, subtle, and sometimes counter-intuitive changes to the way a message or choice is framed, or how a process is structured, can have an outsized impact on the decisions we make and the actions we take. For instance in the case story including a feedback process of reminders improved reporting of children at risk of child rights violation by teachers.
- To derive BIs, efforts are required for defining the problem: diagnose each stage of the decision-making process to identify barriers to optimal decision-making and follow-through; design a programme or intervention that breaks down these barriers and finally test the efficacy of the intervention of whether it works or not through evaluations.

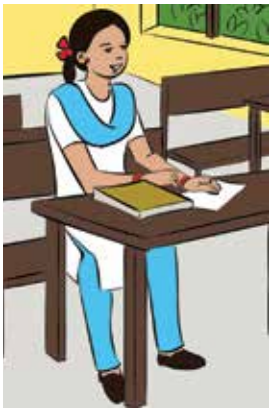
- Nudges play a critical role in changing behaviours. Common nudge principles can be summed up as SIMPLER. These include:
  - Social influence
  - Implementation prompts
  - Mandated deadlines
  - Personalization
  - Loss aversion
  - Ease
  - Reminders

Divide participants into two groups and give them a caselet to review and ask them to answer questions that follow:

## Nandini's Story

Nandini was the most intelligent student of her class. But during the pandemic, her father lost his job. Nandini could not get enough facilities to be able to continue her studies online. Her parents decided to get her married rather than making her sit at home. Nandini's teacher got the information about her marriage through her friend and visited Nandini's house to talk to her parents. The teacher explained the benefits of continuing Nandini's education. She also informed them about the scholarship scheme that Nandini could avail in order to continue her studies. This would not add extra financial burden of educating their daughter on them. The teacher also gave Nandini her old smart phone using which Nandini could resume attending online classes and asked her to come to school next Monday to submit the application for scholarship.

The following Monday, Nandini did not go to meet her teacher. The teacher along with the school headmistress visited Nandini's house. The parents told the teacher that Nandini did not find it convenient to attend online classes using the smart phone and therefore she would not be continuing her studies and that they were keen to get her married. Both the teachers patiently discussed the matter with Nandini's parents and made them understand that Nandini was still a child and it was not a good idea to get her married at this age. Finally, they convinced Nandini's parents to call off the alliance and allow her to continue her education. Nandini finished her school with flying colours and joined college to pursue higher studies. Nandini's parents are very happy that not only did they make her pursue her dreams but motivated other girls in the village to continue their studies and realize their dreams.



- What was the problem in the story?
- Which behaviour needed to change?
- How did the change happen?
- Who all were involved in making the change happen?

Give each group 5-7 minutes to discuss and 2-3 minute to present. Discuss the findings and conclude with the following points after showing them the following:

- Step 1 in the change process is to become **AWARE** of a change that needs to take place. Write 'AWARE' on the board and discuss how Nandini and her parents became aware that there are various scholarship schemes that are good for their daughter to continue her studies. This awareness could come from a neighbour, a relative or a friend or through a school teacher, any member of the School Management Committee (SMC) or any other functionary in the village. It could also be through the media - newspaper, radio or TV. Once the same message is heard several times (e.g. all girls should complete their education, every child should be in school, etc), one develops a DESIRE to test the change.

**Behaviour Change Process**

- This is Step 2 of the change process. Write **DESIRE** on the board as shown in the figure and draw an arrow indicating that awareness leads to a desire for change. Now that one desires the change, one will look at ways to make the change and this could be acquiring a new SKILL (as in the case of the skill to fill the scholarship form the right way) or KNOWLEDGE (as in the case of knowing when and where to submit the filled-in scholarship form, which additional documents to append along with, etc.).
- Therefore Step 3 is acquiring the necessary skill or knowledge to make the behaviour change. Write **KNOWLEDGE or SKILL** on the board as shown and draw an arrow to indicate that desire leads to acquiring the necessary knowledge and/or skill to make that change.
- Now that one has acquired the knowledge and/or the skill, Step 4 will be to TRY OUT that change (e.g. attending online classes using the mobile and filling up the scholarship form). Write **TRY OUT** on the board as shown in the chart and discuss this as Step 4 in the change process.
- Individuals analyze the experience of trying out the new behaviour and if the assessment is negative (as in Nandini's case), the person drops out from the process. If it is positive, the tendency is to try it out once again. In other words, **REPEAT** the action. This is Step 5 of the cycle.
- If the experience of Step 5 was good, one will tend to repeat the action. In other words MAINTAIN (Step 6) the behaviour and soon it becomes a SUSTAINED (Step 7) BEHAVIOUR CHANGE or a habit. Write **MAINTAIN** and **SUSTAIN** on the board as in the figure with the arrows linking them.
- The behaviour change process is thus completed.

SBC requires use of various approaches and tools. The approaches include:

- IPC, i.e. one-to-one communication – the SBC tools that can be used for IPC include flip books, flash cards, leaflets, and audio videos.
- GC i.e. when communication happens between more than two people – for GC again flip books, flash cards, leaflets, audio videos can be used.
- Community mobilization efforts would involve communication with many people at one go – here again radio, TV commercials, posters, loudspeaker announcements can be used.
- Capacity building of children, families and communities would require use of training modules, booklets and other capacity building aids.
- Digital engagement – use of social media.
- Use of more than one tool would make SBC more impactful

Add that we will talk more about these approaches and tools on Day 2.

Conclude as follows:

- Since CP is a multisectoral issue it required coordination and collaboration with various sectors and multiple stakeholders. SBC plays a critical role in this.
- SEM model helps in understanding stakeholders who influence children.
- BI tools help in understanding barriers to behaviour change and how those barriers can be broken down and addressed.
- Nudges particularly help in changing behaviours. They could be used throughout the behaviour change stages of awareness generation, creating a desire to change, knowledge building, trying out the new behaviour, maintaining and sustaining to prevent drop out.
- Different SBC approaches and tools are required for different stakeholders. SBC tools make communication more effective and impactful.

SESSION 4

# COMMUNICATING WITH CHILDREN

## SESSION OUTCOMES

At the end of the session, participants will be able to:

- define communication, its elements and communication loop
- list out tips to communicate effectively with children
- delineate skills for effective communication
- describe qualities of a good communicator

## MATERIAL REQUIRED

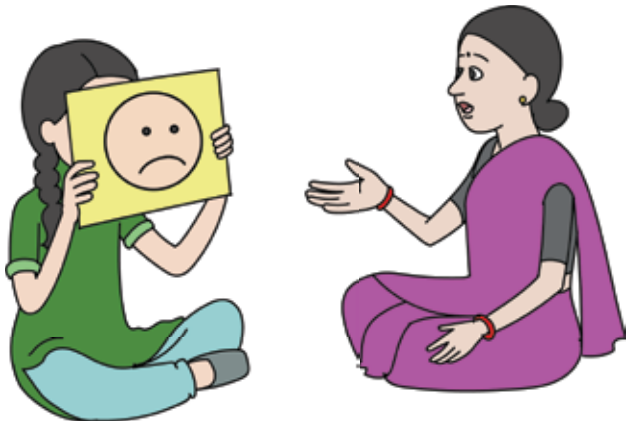
- Projector, PPT, picture of railway compartment, instructions for verbal and non-verbal communication activity, case scenarios, Avinash's story, YouTube link of MBBS video, list of open- and close-ended questionnaires, copies of knowledge, attitude and values handouts (25 copies)

## DURATION

- 120 minutes

## PROCESS

- Ask participants what is communication? The possible responses could be exchange of information and ideas.
- Ask participants why communication is important for CP functionaries? The possible responses could be to share information, to make aware and alert the stakeholders and to listen to their problems and perspectives.
- Build on the discussion to drive home following points:
  - Communication is a process of exchange/transfer of information (including ideas, emotions, knowledge, data and skills etc.) from one person or persons to another or others. Communication is a fact of everyday life. Every day, we perform activities of listening, speaking, reading or writing or take recourse to facial expressions, gestures, movements of hands and arms, body movements and feelings.
  - Communication plays a very important role in any task. It becomes more important when dealing with issues of CP. Given the sensitivity of the issues involved, CP personnel with effective communication skills will be able to handle the situation more effectively.



  - Communication is an instrument for partnership and participation based on a two-way dialogue. Communication involves looking at situations from the viewpoint of other people, and understanding what they are looking for. It also means understanding obstacles that become barriers in the process of change.
  - CP is a complex issue and an effective communicator can handle issues skilfully.
  - Different situations call for different sensitivities and skills for CP personnel. The skills and knowledge required to communicate with adults is different than children. Similarly, different set of skills are required to supervize adult offenders on probation as opposed to supervizing juveniles in conflict with law.
  - The essential power of any official or functionary dealing with Children in Need of Care and Protection (CNCP) or Children in Conflict with Law (CCL) is their communication skill. If they can inspire the child, s/he can become filled with a genuine desire to gain their approval; if the parents accept them unreservedly as a wise friend of the family and benefit by their suggestions on the upbringing of their offspring; if the child does not look on them as a sort of police whose watchfulness it is almost a point of honour to cheat; then the officials may hope for true success.

- Tell participants we will do an activity.
  - Ask for six volunteers. One of the facilitators takes volunteer #1 and leaves the training hall. S/he gives the volunteer a picture of a railway compartment and tells her/him to study it (give 2 minutes to study the picture).
  - The facilitator informs the volunteer that her/his task will be to convey what is in the picture to volunteer #2.
  - Once the volunteer is ready to describe the picture, ask her/him to come into the training hall. Now the other five volunteers are taken out of the training hall by the second facilitator. Then volunteer #2 from among them is called in. Ask volunteer #1 to describe what was in the picture to volunteer #2. Tell her/ him that s/he can only listen to what volunteer #1 is saying. S/he cannot ask any questions for clarification. Once volunteer #1 has completed describing the picture, ask her/him to sit among the participants and not to talk to anyone.

  - Now tell the participants that the exercise is not yet over. Call in volunteers #3 and #4. Give the picture to volunteer #3 and ask her/him to study it so that s/he can describe it to volunteer #4. Volunteer #4 should not see the picture. Once s/he is ready describe the picture, take it away. Now ask volunteer #3 to describe the picture to volunteer #4. Tell volunteer #4 that s/ he can ask questions to get clarifications.
  - Once volunteer #3 completes describing the picture to the satisfaction of volunteer #4, ask volunteer #4 to describe the picture to all the participants. Once again show the picture to all participants so that they are able to make out the distortions.
  - Tell the participants that there is one more part to the exercise. Call in volunteers #5 and #6 and give the picture to volunteer #5. Ask her/him to study the picture so that s/he is able to convey what s/he sees to volunteer #6. Once s/he is ready, ask her/ him to describe the picture to volunteer #6 and tell her/him there are no restrictions. S/he can even show the picture and describe it. Now tell volunteer #6 to describe the picture to the participants. Stop the exercise here; ask all participants to go back to their original seats.
  - Ask the participants, "What did we see here? What were the differences in the three parts of the exercise? Which team/pair was able to give the best description of the picture?" Ask the following questions and note the answers:
    i. How many women are there?
    ii. How many persons are there?
    iii. How many children are there?
    iv. Which language has been used by the railways on the compartment partitions, by passengers on their luggage? (Facilitator to note: Does someone point out that everything is written in mirror image?)
    v. Why did that team/pair succeed? Allow sufficient time for the participants to reflect and share their views. The points emerging from the discussions are noted on the board.

vi. Ask the participants whether they have had any experience where messages got distorted. Have 5-6 participants share their experiences.

- Concluding the activity
  i. We saw three different communication methods here.
  Case 1: The communication was one-way where the listener could not ask any questions. S/he could only listen to the volunteer.
  ii. Case 2: The listener was free to ask questions and get clarifications. In this case the message was better delivered compared to the first case.
  iii. Case 3: The messenger and the listener were both able to discuss the picture while looking at it. The listener fully participated in deciding what the picture depicted. S/he was not just a silent listener who could only ask questions but was actively involved in deciding what the picture depicted. The third communication style gave the best description.
  iv. When the message is not clear, or language is confusing, it often gets distorted.
    1. Some new things get added and some information goes missing. Little things assume big proportions and big things are trivialized.
    2. Of the many facts, only a few are transmitted as they are passed from one person to another.
    3. Very often, unusual interpretations are given, and often these have much to do with a person's mind, temperament and prejudices.
    4. These can also end up as rumours or a story.

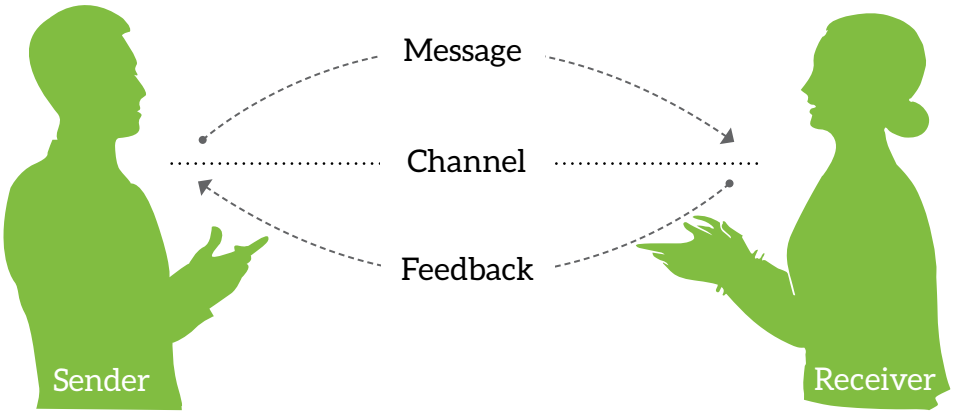
  v. Therefore, for communication to be effective there has to be a dialogue where the communicator and listener are actively involved and interact with each other.
  vi. When a message is conveyed by one person, the other should receive it without distortions. Getting feedback from the receiver is a confirmation that the message has been conveyed with or without distortion. So, effective communication should have a loop which ensures that the sender and the receiver have the same understanding.
  vii. So, when we communicate with women, families and communities it is very important that we take feedback from them and listen to them very carefully to ensure that the message has been understood clearly.

- We now know that communication is an exchange of ideas, knowledge and information. A two-way communication with clear and precise messaging helps. Let us now look at communication loop and its elements. Communication can be of two types: one-way and two-way communication.

- **One-way communication process:** When information flows in one direction it is known as one-way communication. In this communication process, information flows from sender to receiver and receiver does not send any feedback to the sender. One-way process of communication can be shown in the following figure:

**Figure:** One-way communication process

- **Two-way communication process:** Two-way communication occurs when the receiver sends response or feedback to sender's message. Communication process basically indicates the two-way process whereby both the sender and receiver can understand each other's view or opinion. It is also known as circuit communication process. The two-way process of communication is shown below:

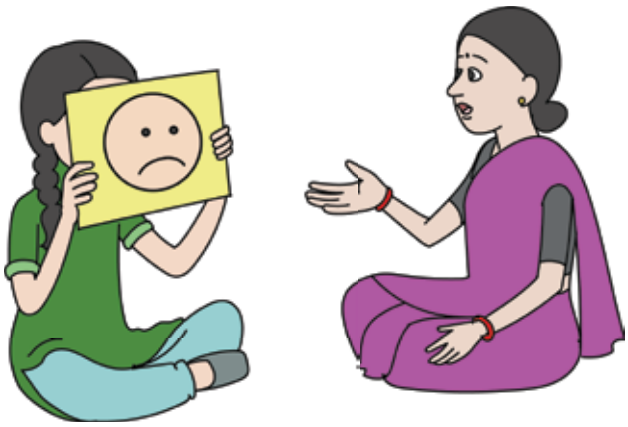



- Elements of two-way communication
  - **The Source:** The first element in the process of communication is source. The source is the originator of the message. The source can be an individual, group of individuals or an institution or organization. The source is important in the communication planning process, because of credibility attached to the messages by virtue of their source.
  - **The Message:** The message is the idea being communicated. The message should be simple, straightforward, clear and precise. The content of the message should be clear for intended audience and not based on the perception of the programme staff.
  - **The Channel:** The channel is the means by which the message travels from the source to receiver/audience. The channels may be interpersonal where the message passes directly from source to receiver, or GC where several receivers receive messages from one or several sources. They may involve media, such as print, telephone or satellite transmission or radio. The choice of the channel is important in determining the efficiency and effectiveness of the communication. Multiple channels of communication should be used for better results.
  - **Receiver or Target Audience:** Who is the target audience for specific messages? Audience segmentation or grouping is essential to identify an audience. Some examples of target audience in broad categories are children, parents, friends, and colleagues.
  - **Feedback:** Feedback is an essential element of communication. Feedback is the response or reactions by the receiver to the source. Perceptible feedback originating from the receiver serves as useful data to the source to modify its messages. Experienced communicators are always sensitive to feedback and continuously modify messages in the light of what they observe or hear from the intended audience. Without feedback of the audience, the communication is one-way traffic.

- **Verbal and Non-Verbal Communication:** Ask participants if we communicate only through spoken words. Can silence, our expressions and body language send a message? The possible and likely response would be yes, we do communicate both with words and our expressions. Tell participants that now we will do an activity and ask them to stand in a semi-circle.
  - Tell the participants that you are going to give them a series of instructions and you want them to follow them as fast as they can.
  - State the following actions as you engage in them:
    - Put your hand to your nose
    - Clap your hands
    - Stand up
    - Touch your shoulder
    - Sit down
    - Stamp your foot
    - Cross your arms
    - Put your hand to your mouth (but while saying this one, put your hand to your nose)
  - Observe how many participants copied what you did instead of what you said.
  - Share this observation with the group and lead a discussion on how body language can influence our understanding and our reactions.
  - It can reinforce what we hear or it can interfere with what is being said. The more aware we are of this possibility, the better communicators we become. It is vital to keep your own body language in mind, just as it is vital to notice and understand others' body language.

So we now know that we can communicate both with words and our body language.

- **Verbal communication** is thus through speech or spoken words. These are the most common means of communication with children in their home settings or at a Child Care Institution (CCI)/home. It is an accepted method of giving information. Some Probation Officers (POs)/CWC members or JJB members are very good in speaking and they articulate so well that it leaves indelible impressions on the minds of other people. What to speak, when to speak, how to speak and with what objectives to address should be clear to the speaker. The situations vary and the contexts differ. The spoken words should be clear and adhere to local dialects, clearly audible, specific to a subject, and simple enough to be understood. Use of technical terms and jargon must be avoided, especially when communicating with children.



  **Verbal communication** is both an art and a skill which gets enriched with experience. The limitation of verbal communication is that one cannot hold the attention of a listener

for too long; it is forgotten quite often and poorly understood or comprehended and least acted upon. A common saying is "I hear, I forget".

- Tell participants that body language is a form of non-verbal communication. Non-verbal communication is both intentional and unintentional communication through body language, facial expressions, eye contact, hand gestures etc. Explain that intentional communication is when we use body language willingly to make communication more effective such as nodding to show agreement.

  As counsellors/POs/JJB members/CWC members or SJPU officials, why do we need to be aware of non-verbal communication?

  a. We need to be aware of what children/clients communicate non-verbally, for example, fear, embarrassment, discomfort, shame, anger, resentment. We also need to be conscious of what we communicate non-verbally to children/clients, for example, disappointment, frustration, etc.
  b. Silence also communicates a lot and makes much sense. Communication is also done through visual contacts, by frowning, gazing, nodding head, symbolic movements of body parts, facial expressions, gestures, laughing, sadness and anger. Combining verbal and non-verbal cues is an art to enrich the process of communication. Sometime not a single word is said but meaning is expressed using silence and thereby a lot of communication has been done.

- **Skills of Effective Communication:** Discuss with participants that more than just the words used, effective communication combines a set of skills including non-verbal communication, engaged or active listening, managing stress in the moment, the ability to communicate assertively and the capacity to recognize and understand one's own emotions and those of the person who is being communicated with.

  **Rapport formation:** Tell the group that we will now do a group activity. Divide the participants into two groups and give them the following case story to review and answer the questions that follow. Give the two groups five minutes to discuss and two minutes to present.

  - Avinash ran away from his home and was found by CHILDLINE team. One of the members of the team was consoling Avinash as he was crying and was in a lot of distress. The member offered the child water and asked him did he run away from home and how did he land in the city. Avinash remained scared and did not say anything.

    At this point, the other team member intervened. He asked Avinash his name and if he was feeling alright. Avinash responded to him. He then asked Avinash if he was hungry. Avinash said yes and the member offered him something to eat. The member then asked Avinash if he lived in the city. Avinash slowly opened up and told him that he lived in the village. Further, the member asked him if he came with someone to the city. Avinash then told him that his father hit him as he had bunked school and in anger he ran away from his home. The member continued the conversation and slowly sought other details from Avinash.

- Why did Avinash not talk initially?
  Possible answer: The first member asked him a leading question that he must have run away from home. He did not form a rapport with him. For this reason, Avinash did not talk to him.
- Why did Avinash open up later on?
  Possible answer: The second member began by comforting Avinash and asking him what he needed first. He asked him impersonal and non-threatening questions first, such as what was his name and if he lived in the city. He was able to establish a rapport with Avinash and that is why Avinash opened up to him.

Discuss that in the first scenario the CHILDLINE team member was not able to establish a rapport with the child but in the second scenario, the team member was able to. Then explain that rapport is a state of harmonious understanding with another individual or group that enables greater and easier communication. In other words, making a connection or rapport is getting on well with another person, or group of people, by having things in common, and this makes the communication process easier and usually more effective. Share with the group the following:

- Break the ice, do or say something to relieve tension or get the conversation going in a strained situation or when strangers meet.
- Use non-threatening and 'safe topics' for initial small talk. Talk about established, shared experiences, the weather, 'how you travelled to where you are?'
- Use the child's/other person's name early in the conversation. This is not only seen as polite and helps in building rapport but also reinforces the name in the mind, so one is less likely to forget it.
- Avoid asking direct questions about the other person.
- Listen to what the other person is saying. Looking for shared experiences or circumstances gives more to talk about in the initial stages of communication.
- Look at the other person for approximately 60 per cent of the time, having plenty of eye contact but being careful not to make them feel uncomfortable.
- Lean forward towards the person one is talking to, with hands open and arms and legs uncrossed. This is open body language and helps the speaker as well as the child who is being talked to, feel more relaxed.
- Make sure the other person feels included but not interrogated during initial conversations.
- Put the other person at ease; this will enable him to relax and conversation to take on a natural course.
- Although initial conversations can help to relax, most rapport-building happens without words and through non-verbal communication channels.

- Voice Modulation: Vary voice, pitch, volume and pace in ways to make what we are saying more interesting but also to come across as more relaxed, open and friendly. Try lowering tone, talk more slowly and softly, as this will help to develop rapport more easily.
- When in agreement with the child/other person, say so openly and share why, building on the child's/other person's ideas.
- Be non-judgmental, letting go of stereotypes and any preconceived ideas about the child/ other person.
- If there is disagreement with the other person, give the reason first, rather than saying that you disagree.
- Admit when don't know the answer or having made a mistake. Being honest works best. Acknowledging mistakes shows your humbleness and it helps to build trust.
- Be genuine, with visual and verbal behaviours working together to maximize the impact of communication.
- Offer a compliment, avoid criticism and be polite.
- Create and maintain rapport subconsciously through matching non-verbal signals, including body positioning, body movements, eye contact, facial expressions and tone of voice with the other person. It is important that appropriate body language is used.

**Empathy** is, at its simplest, awareness of the feelings and emotions of other people. It is how we, as individuals, understand what others are experiencing as if we were feeling it ourselves. Empathy goes far beyond sympathy, which means 'feeling for' someone. Empathy instead is 'feeling with' that person, through the use of imagination. Some definitions of Empathy: "Empathy is awareness of others' feelings, needs and concerns". Remember rapport is all about making a connection with the other person by finding similarities and 'being on the same wavelength' as somebody else, so being empathetic will help to achieve this.

**Note for the facilitator:** SHOW FILM CLIP: Munna Bhai MBBS https://www.youtube.com/watch?v=9b04PlVrxiQ

The film clip from Munna Bhai MBBS: The character Munna sees a health worker cleaning the floor and a nurse passes over the cleaned floor making him angry. Munna shows how he approaches the angry and disgruntled worker and makes effective communication. His body language (Jadu ki Jhappi) makes the worker happy, even though he also makes the mistake of walking over the cleaned floor. In this clip, Munna showed empathy towards the worker by acknowledging his menial and never-ending task.

Further add, there is an important distinction between empathy, sympathy and compassion. Both compassion and sympathy are about feeling for someone; seeing their distress and realizing that they are suffering. Compassion has taken on an element of action that is lacking in sympathy, but the origin of the words is the same. Empathy, by contrast, is about experiencing those feelings for yourself, as if you were that person, through the power of imagination.

**Listening:** Tell participants that listening is the most fundamental component of communication skill. Listening is not something that just happens (that is hearing); listening is an active process in which a conscious decision is made to listen to and understand the messages of the speaker. Listeners should remain neutral and non-judgmental; this means trying not to take sides or form opinions, especially early in the conversation. Active listening is also about patience – pauses and short periods of silence should be accepted. Listeners should not be tempted to jump in with questions or comments every time there are a few seconds of silence.

'Active listening' means, as its name suggests, actively listening. That is fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker. Active listening involves listening with all senses as well as giving full attention to the speaker. It is important that the 'active listener' is also 'seen' to be listening, otherwise the speaker may conclude that what they are talking about is uninteresting to the listener.

Interest can be conveyed to the speaker by using both verbal and non-verbal messages, such as maintaining eye contact, nodding head and smiling, agreeing by saying 'Yes' or simply 'Mmm hmm' to encourage them to continue. By providing this 'feedback', the person speaking will usually feel more at ease and therefore communicate more easily, openly and honestly.

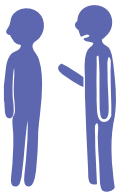
Some non-verbal signs of active listening include:

- **Smile:** Smiles can be used to show that the listener is paying attention to what is being said or as a way of agreeing or being happy about the messages being received. Combined with nods of the head, smiles can be powerful in affirming that messages are being listened to and understood.

- **Eye Contact:** It is normal and usually encouraging for the listener to look at the speaker. Eye contact can however be intimidating, especially for more shy speakers. Gauge how much eye contact is appropriate for any given situation. Combine eye contact with smiles and other non-verbal messages to encourage the speaker.

- **Posture:** Posture can tell a lot about the sender and receiver in interpersonal interactions. The attentive listener tends to lean slightly forward or sideways while sitting. Other signs of active listening may include slight slant of the head or resting the head on one hand.

- **Mirroring:** Automatic reflection/mirroring of any facial expressions used by the speaker can be a sign of attentive listening. These reflective expressions can help to show sympathy and empathy in more emotional situations. Attempting to consciously mimic facial expressions (i.e. not automatic reflection of expressions) can be a sign of inattention, demonstrating that you can understand how the child feels and can see things from his/her point of view.



- **Distraction:** Active listeners will not be distracted and therefore will refrain from fidgeting, looking at a clock or watch, doodling, playing with their hair or picking their fingernails. When listening, nod and make encouraging sounds and gestures.
- **Be Aware that:** It is perfectly possible to learn and mimic non-verbal signs of active listening and not actually be listening at all. It is more difficult to mimic verbal signs of listening and comprehension.

Verbal signs of attentive or active listening include:

- **Positive Reinforcement:** Although a strong signal of attentiveness, caution should be used when using positive verbal reinforcement. Some positive words of encouragement may be beneficial to the person who is speaking. The listener should use them sparingly so as not to distract from what is being said or place unnecessary emphasis on parts of the message. Casual and frequent use of words and phrases, such as: 'very good', 'yes' or 'indeed' can become irritating to the speaker. It is usually better to elaborate and explain why you are agreeing with a certain point. However, judicious and mindful use of these word at appropriate places can also be encouraging and motivating.

- Remembering a few key points, or even the name of the speaker, can help to reinforce that the messages sent have been received and understood – i.e. listening has been successful. Remembering details, ideas and concepts from previous conversations proves that attention was kept and is likely to encourage the speaker to continue. During longer exchanges, it may be appropriate to make very brief notes to act as a memory jog when questioning or clarifying later.

- **Questioning:** Listeners can demonstrate that they have been paying attention by asking relevant questions and/or making statements that build or help to clarify what the speaker has said. By asking relevant questions, listeners also help to reinforce that they have an interest in what the speaker has been saying. Asking open-ended questions indicate that they require more than a yes or no answer. (Discussed in more details later in session)

- **Reflection:** Reflecting is closely repeating or paraphrasing what the speaker has said in order to show comprehension. Reflection is a powerful skill that can reinforce the message of the speaker and demonstrate understanding.

- **Clarification:** Clarifying involves asking questions of the speaker to ensure that the correct message has been received. Questions of clarification usually involve asking open-ended questions which enable the speaker to expand on certain points as necessary.

- **Summarization:** Repeating a summary of what has been said back to the speaker is a technique used by the listener to repeat what has been said in their own words. Summarizing involves taking the main points of the received message and reiterating them in a logical and clear way, giving the speaker a chance to correct if necessary. It also includes talking about things that refer to what the child had said earlier.

**Giving Examples:** Examples should be based on the situation and relevance. While giving examples, following points should be kept in mind:

- Examples should be correct
- They should be easy to understand
- They should be in local context
- They should not offend anyone
- They should be related to the topic of discussion
- While giving examples, one must ensure privacy of the person being cited
- Socio-cultural elements should also be factored while choosing the examples

Tell participants, we will now do an activity. Divide the participants into two groups. Hand one case study each to both the groups and ask them to give their opinion on whether the example mentioned in the case study was as per points to be kept in mind while giving an example. Each group shall share pros and cons of the case studies given to them with the audience.

**Situation:** Ask the participants to imagine that CWC members organized a small function on Republic Day at the local Observation Home. After the function was over, CWC members addressed the children. The following two incidents were narrated as examples:

- Case Study 1: "In Nigeria, the Observation Homes have stringent rules. Any child who breaks the rules of the Observation Home is reprimanded, whereas children maintaining discipline are encouraged. Therefore, it will be nice if you all also maintain discipline of this Observation Home. The CWC member also shared that a child was felicitated for being proactive in community service.
- Case Study 2: Harsh was in an Observation Home for about two weeks when this function on Republic Day was held. He had been brought to the Observation Home while trying to save his sister from molestation and the molester had got killed. He was finding it difficult to adjust to the environment of the Observation Home and had been aggressive with other children who had been branding him as a murderer. He even got into a scuffle with few of the children there. The CWC members gave example of Harsh to others as to how he had not been adjusting with fellow children and that how all children should behave well and live cordially.

**Paraphrasing:** Here, the communicator rephrases the content of the message given. Example: "I have been waiting in the queue for so long, I have been unwell and still brought my daughter for her admission to high school. I know it doesn't help by getting angry with the school authorities for taking so long to complete the admission formalities".

Communicator: "It sounds like you know you should avoid getting angry at the school authorities".

Purpose of paraphrasing is to:

- Convey that you are understanding the person who is talking
- Help the person by simplifying, focusing and crystallizing what was said
- It may encourage the person to further elaborate
- Provide a check on the accuracy of your perceptions

**Encouraging:** No communication is effective till the time it is two-way communication. Encourage people to speak out, ask questions, and give their opinion, even if they disagree. Respect their ideas and opinions. Encourage them to have good rapport.

Example 1: I had explained to you about the benefits of mixing up with other inmates and participating in helping younger children at the Observation Home. It is nice that you have started doing all this after listening to me.

Example 2: It is really nice that you mix up with other inmates and participate in helping younger children at the Observation Home.

Discuss the two examples and let the participants share which one is better and correct way of encouraging and why.

**Summarizing:** A summary is a collection of two or more paraphrases that summarizes messages or a session.

Purpose of summarizing is to:

- tie together multiple elements of client messages
- identify a common theme or pattern
- interrupt excessive rambling
- start a session or to end a session
- review progress, reiterate and recapitulate important points
- serve as a transition when changing topics

**Asking Questions:** Questions are part of communication interventions and are integral to two-way communication. Here we are talking about two main types of questions: open-ended questions and close-ended questions.

**Open-ended questions** are those questions that cannot be answered with "Yes," "No," or one- or two-word responses. For example:

- Tell me what kind of problems you face in school?
- What is your daily routine at home?
- What do you talk to your parents about?

The purpose of open-ended questions is to encourage elaboration and motivate and encourage the person.

**Close-ended questions** are those that can easily be answered with a "Yes", "No" or one- or two-word responses.

- Do you get along well with other classmates?
- Do you participate in community service activities?
- Do you talk to your parents about your career?

Purpose of close-ended questions

- To obtain specific information
- To identify parameters of a problem or issue
- To narrow the topic of discussion
- To get a concise answer

Tell participants that they have to identify the type of question from the list given below:

- Do you know that it is important to follow the rules of the Observation Home?
- Are you getting along with other inmates?
- What are the challenges that you are facing here?
- What activities are you undertaking as part of community service?
- Do you participate in community service?
- How do you spend your time here?

Tell the participants that there are few things to be kept in mind in addition to asking open-ended or close-ended questions. Ask the following questions:

- While asking questions, is it alright to use such words which people cannot understand? Why?
- Is it ok to ask too many questions in one go? Why?
- Is it alright to wait for the answer after asking the question? Why?
- If a particular question has not been understood, should it be repeated in the same manner or should it be asked differently? Why?

Discuss that apart from these IPC skills, it is important for CP functionaries to hone their group and community mobilization skills. Critical among these include:

1. **Engaging with groups:** The skill would include talking to community groups and representatives, particularly local influencers, for their support to children's issues. GC would entail bringing together a group around a

particular issue to find a solution or set of solutions. In GC it is important to keep in mind the following:

- **Seating:** Make people sit in a circle to make it easier to interact. If space is insufficient, let participants sit in rows or concentric circles but make sure they can interact with each other.
- **Rules:** Make and announce basic rules for group discussion before starting it. These could be talking one by one, not cutting the other person, not starting parallel discussions between two people.
- **Role of facilitator:** If you have organized the group, don't guide the discussion, only facilitate by asking open-ended questions.
- Intervene only if a few participants dominate the discussion.
- Maintain **eye contact** with all the participants in the group while talking and not only with the person who is talking while ignoring others.
- Don't assume that someone who is not speaking is not participating. This person may be listening carefully and could be in agreement with what is being said. Request such a person to paraphrase/repeat what has been discussed so far and you will know.
- Keep the focus of the discussion on the main issue. If someone digresses tell the person politely to come to the point of discussion.
- Ensure that every member in the group gets time to be able to share her/his views.
- Do not allow power dynamics to interfere in the discussion. It means only the more extrovert or those who are in power or position of authority are only talking. Others are quiet.
- Encourage not so open and shy participants share their views.
- In case a participant is taking too much time; interrupt by saying that we also need to listen to others in the group.

2. **Creating platforms for dialogues and discussions:** Effective communicators must also create platforms for dialogues and discussions such as delivering CP messages during *panchayat* meetings, village fairs, mothers' meetings at Anganwadi Centre (AWC), Village Health Sanitation and Nutrition Days (VHSNDs) and Adolescent Health Days (AHDs), SHG meetings, *Beti Bachal Beti Padhao* and other task force meetings. CP functionaries must identify and leverage these messages through multiple platforms.

3. **Fostering intergenerational dialogue:** Effective communicators must create platforms and opportunities for intergenerational dialogues wherein parents and adults and children can come together to discuss CP issues such as organizing parent-children meetings; involving children to share their perspectives in *panchayat* and village-level meetings

4. **Identifying and strengthening peer to peer support networks:** Effective communicators must also identify and strengthen peer to peer communication through forming peer groups, youth groups, leveraging school-based platforms such as school cabinets, Meena and Raju manches

In summarizing this session, make the following observations:

- Listening is an important skill for effective communication
- In order to make people open up and have proper communication, encourage them to give their opinions and ask questions
- It is important to give relevant and contextual examples
- Messages should be simple and short. Summarizing in between long conversations helps to understand the message better
- Communication is not only giving information, but it is also motivating people, praising them, making emotional connects, asking the right questions

Based on the above discussion, summarize that the following points should be kept in mind to ensure effective communication:

- Give due respect to the person
- Give correct and complete information
- Be sensitive to people's needs, timings and convenience
- Maintain confidentiality
- Remain positive. Accept people as they are. Do not try to point out their shortcomings
- Do not form opinions or be judgmental
- Remain calm and maintain a balanced attitude
- Maintain relationships
- Use gender sensitive language to ensure a gender equitable approach
- It is important to give correct and complete information at the right time. In case information is not known, accept the fact that you need to update yourself
- Encourage people to ask questions and to share their point of view
- Use simple or colloquial local language

**Qualities of Good Communicator:** Ask the participants what competency means. Generate a discussion. Conclude by saying that 'competency is the ability of a person to carry out an activity or a task effectively, producing the desired results'.

Then ask, "What are the essential ingredients that constitute competency?" Generate a discussion on this. Conclude by saying that competency consists of three key elements: Knowledge of the task, skills to perform the task and the right values and attitudes that make one perform the task well. In the case of a communicator, the skills required are good communication skills.

Distribute the handout having quiz on 'Knowledge, Communication Skills and Values' to the participants and ask them to mark the given columns with 'K' 'S' or 'V' based on their understanding. Encourage them to fill in the blank columns with additional knowledge, skills and values.

Give them about five minutes to fill in the handout.

| | | | |
|---|---|---|---|
| Knowledge on the topic and how it has to be handled | Ability to see oneself as one among the community | | Ability to build rapport with individuals and groups |
| Ability to negotiate and handle arguments, etc. | Ability to empathize | | Ability to use different tools for effective communication - posters, flip charts, exercises |
| | Information and knowledge on the local leaders, opinion makers. functionaries, etc. | | Has a Plan B for reaching across |
| | Ability to speak effectively | Respect for all, including the poor and marginalized | Knowledge about the target population being addressed - their beliefs, values, traditions, social norms, etc. |
| Passionate and belief in the cause | | | Ability to listen attentively |
| Treating all equally irrespective of religion, caste. gender, age, physical condition and socio-economic status | Ability to analyze situations and different points of view | Works with full dedication | Knowledge of the region where one is working |
| Ability to use positive body language for best impact | | Believes one's role is to provide them with the right knowledge and skills to make 'informed choices' | |

Discuss the responses and reiterate that good communicators should have the knowledge, skills and the right values and attitudes to be effective in the field. Lack of any one of the above qualities makes them ineffective. We need to be motivated and committed to bring about change within communities.

SESSION 5

# INTRODUCTION TO CHILD PROTECTION SMART KIT

## SESSION OUTCOMES

At the end of the session, participants will be able to:

- describe contents of CP Smart Kit
- provide an overview of the eight modules, objectives

## MATERIAL REQUIRED

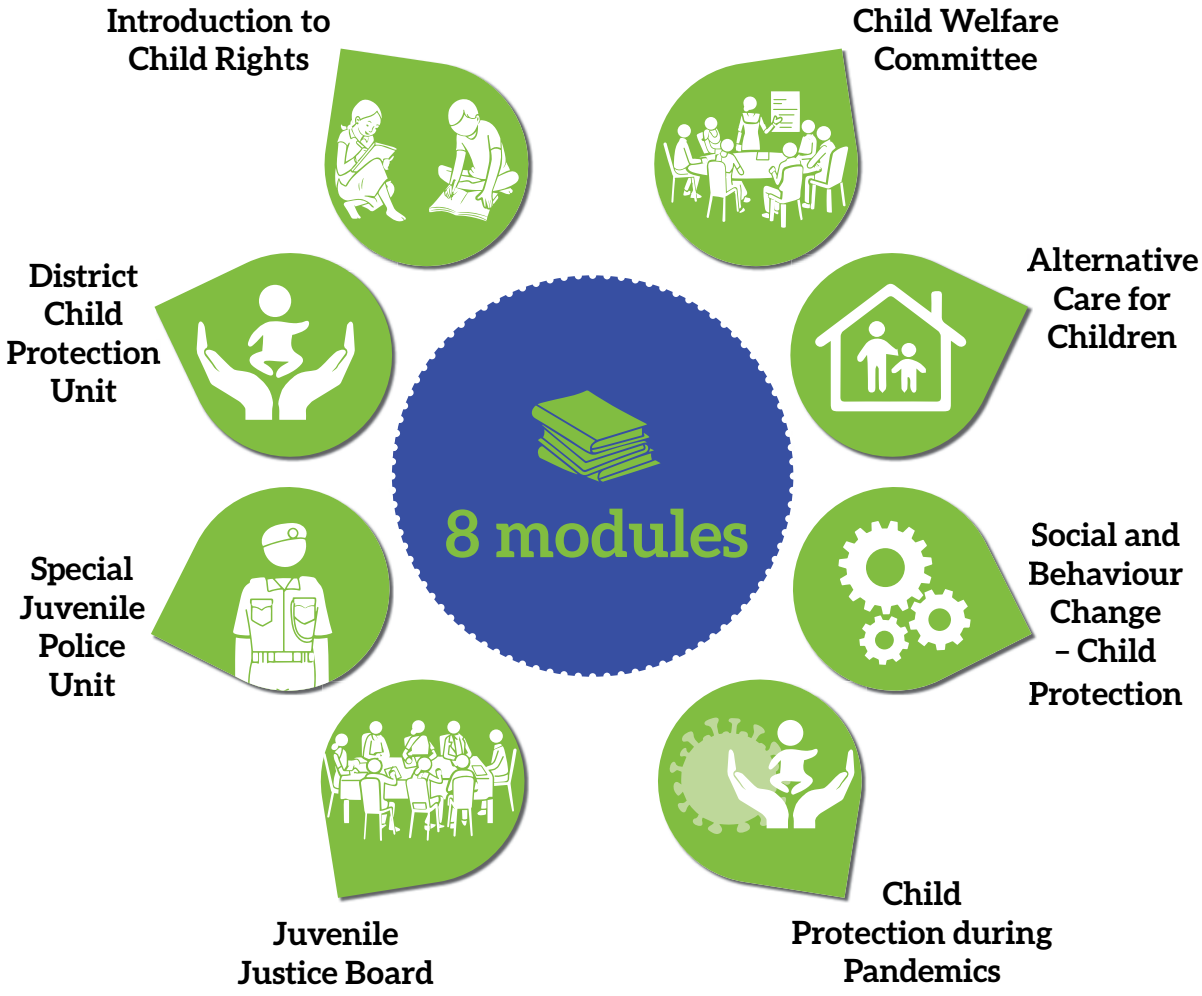
- Projector, PPT, slides

## DURATION

- 60 minutes

## PROCESS

Introduce the CP Smart Kit. Explain that the kit is called Smart Kit as it will allow any trainer to customize their own content, which can be used for training of entities on CP or for making presentations at various platforms. The Smart Kit allows the trainer to 'pick and choose' from seven modules, based on specific requirements. The trainer can also browse through the PPTs (job aids) and customize as per their requirement by choosing suitable content. Link to access Smart Kit: https://prachicp.com/tarunya/child-protection-kit.html




**Module 1: Introduction to children's rights and protection laws:** Explain that Module 1 of the Smart Kit covers topics which were covered in Session 1 of the present training i.e. introduction to child rights, CP priorities and needs. Additionally, it comprises sessions on CP laws and legislations. The module covers the following sessions:

**Session 1** Introduction to Child Rights
Session 1.1: Concepts of Child Rights and Need for Separate Child Rights
Session 1.2: Child Rights: Principles and Shift in Approach

**Session 2** Child Protection

**Session 3** Legal Framework for Protection of Children
Session 3.1: International Convention
Session 3.2: Child Protection Laws in India

**Session 4** Mission Vatsalya for the Well-being of Children

**Module 2: District Child Protection Unit:** This module covers the DCPU and its structure. It gives an insight of the specific roles and responsibilities of DCPU officials/staff and broad issues and challenges faced by them in working. In addition to participatory exercises, the module has few case studies on real life scenarios and how to deal with a particular situation of violation of child rights.

**Session 1** Introduction to DCPU and its Structure

**Session 2** Specific Roles and Responsibilities of DCPU Officials and Staff

**Session 3** Issues and Challenges

**Exercise** Recapitulation of Learnings through Case Studies in Groups

**Module 3: Special Juvenile Police Unit:** This module covers the structure and functions of SJPU and the roles of police personnel dealing with CCL as well as CNCP. The module has some case studies and FAQs to comprehend the technical information in an easy manner.

**Session 1** Structure and Functions of SJPU

**Session 2** Roles of Police in Dealing with CNCP

**Session 3** Procedure in Relation to CCL

**Session 4** Specific Roles and Responsibilities of SJPU Officials and Staff

**FAQs**

**Module 4: Juvenile Justice Board:** This module covers the structure and composition of the JJB, details of the JJ Act, 2015 and what are the procedures in relation to CCL.

**Session 1** Structure and Composition of JJB

**Session 2** Procedure in Relation to CCL

**Module 5: Child Welfare Committee:** The module on CWC talks about the structure and composition of the committee, and the procedures with regard to CNCP. It has case studies for easy understanding of the technical components.

**Session 1** Structure and Composition of CWC

**Session 2** Procedure in Relation to CNCP

**Module 6: Alternative Care for Children:** This module covers all the institutional and non-institutional care mechanisms for CNCP as well as CCL. The module has detailed mention of various functioning processes of different types of childcare institutions. The module also touches upon why non-institutional care is important and institutional care should be considered as the last alternative

**Session 1** Alternative Care under JJ Act

**Session 2** Institutions under JJ Act – Definition, Composition and Purpose
Functioning Processes of Various CCIs

**Module 7: Social and Behaviour Change – Child Protection:** This module is an introduction to the concept of SBC and communication skills that will help make the trainings undertaken on CP effective and productive. In addition, the module talks about communication skills required to talk to children such as active listening, empathy and teamwork, amongst others. It is highly recommended that all facilitators who use the Smart Kit must go through this Facilitators Guide thoroughly before using other modules on CP series. The latter part of the module also covers the facilitation skills required to train professionals engaged in CP activities. Hence the module can be used for not only training the CP task force but also for training the trainers. Considering that the trainee participants would all be adults, the module also covers adult learning principles and different learning styles required for making training sessions and retention of the content effective.

**Session 1** Introduction and Context Setting

**Session 2** Understanding Social and Behaviour Change

**Session 3** Importance of Communication for Child Protection Professionals
Session 3.1: An Introduction to Communication
Session 3.2: Defining Communication
Session 3.3: Skills for Effective Communication

**Session 4** Behaviour Change Process Parts I and II

**Session 5** Behaviour Change Process Parts III and IV

**Session 6** Creating a Supportive Learning Environment

**Session 7** Qualities of a Good Communicator

**Session 8** Understanding Social Inclusion and its Importance in Social and Behaviour Change

**Session 9** Dialogues and Discussions of Change

**Session 10** Counselling for Children and Families under the JJ Act

**Session 11** Using Communication Materials

**Session 12** Understanding Team Work

**Session 13** Community Dialogue Tools: Village Level Child Protection Committee

**Session 14** Creating a Positive Learning Environment

**Session 15** Theory of Adult Learning and Learning Styles

**Session 16** Perception

**Module 8: Child Protection during Pandemics:** This module focuses on the impact of COVID-19 pandemic on children and highlights CP risks during pandemics and role of CP functionaries in pandemics.

**Session 1.1** Understanding Pandemics and Need for Child Protection during Pandemics
**Session 1.2** Pandemics, Examples of Pandemics and Understanding COVID-19
**Session 1.3** Socio-ecological Impact of COVID-19
**Session 1.4 CP** Risks during Pandemics

**Session 2.1** Role of CP Functionaries in Pandemics

**Session 2.2** COVID-19 Control and Prevention Measures for CCIs

**Session 3** Providing Psychosocial Support to Children and Addressing Stigma and Discrimination

**PowerPoint Presentations:** The Smart Kit has seven sets of PPTs which can be used as job aids while facilitating the respective sessions. While preparing the particular session, it is suggested that the facilitator go through the session in detail and refer to the matching PPT beforehand. The PPTs are to be used only as job aids and not in lieu of the modules.

**Posters and Leaflets:** There are 11 posters and six leaflets in the Smart Kit on various issues of CP including child marriage, child abuse, child labour, missing children and non-institutional care. These are also printable and can also be used as job aids wherever necessary.

# DAY 2

## SESSION 1

# RECAP

### SESSION OUTCOMES

At the end of the session, participants will be able to:

- recap topics covered on Day 1 including child rights, CP priorities, social and behaviour change, communicating with children and CP Smart Kit

### MATERIAL REQUIRED

- White board and markers

### DURATION

- 15 minutes

## PROCESS

Identify volunteers from the group to recap each session and ask other group members to fill in if anything is missed.

The volunteers should be able to delineate key takeaways as follows.

### Session 1

- Expectations from the workshop were noted down
- Pre-assessment forms were distributed
- Key objectives of the training were delineated. These include capacitation of participants on SBC processes, approaches and methods and convergence for achieving CP objectives and outcomes
- Ground rules for the training were decided in participatory manner and everyone agreed to abide by them

### Session 2

- Child rights were defined through the help of wants and needs exercises
- Another activity was conducted to identify CP priories and how social, economic and cultural factors influence CP issues
- SEM was introduced to establish that CP is a multisectoral issue and needs cooperation and collaboration between various stakeholders

### Session 3

- The session included a case study exercise on BI tool for change and nudges were explained through SIMPLER acronym
- Key steps in the process of SBC were explained with the help of Nandini's story
- Tools for behaviour change were introduced briefly
- Role of SBC and multisectoral collaboration to achieve CP priorities was highlighted

### Session 4

- Communication was defined as the process of exchange of ideas and knowledge between people
- One-way and two-way communication was discussed along with communication loop which included elements viz., sender, receiver, channel, message and feedback
- Verbal and non-verbal communication was discussed with importance of body language in communication with children

- Skills for effective communication such as rapport building, active listening, giving examples etc. were discussed
- An activity on qualities of a good communicator was conducted with the conclusion that a good communicator must have knowledge, right attitude and values to engage with various stakeholders

## Session 5

- Eight modules of CP Smart Kit were introduced
- These included

  i. Module 1: Introduction to Children's Rights and Protection Laws
  ii. Module 2: District Child Protection Unit
  iii. Module 3: Special Juvenile Police Unit
  iv. Module 4: Juvenile Justice Board
  v. Module 5: Child Welfare Committee
  vi. Module 6: Alternative Care for Children
  vii. Module 7: Social and Behaviour Change – Child Protection
  viii. Module 8: Child Protection during Pandemics

SESSION 2

# UNDERSTANDING TEAM WORK AND OTHER CRITICAL SKILLS

## SESSION OUTCOMES

At the end of the session, participants will be able to describe:

- how teams should work?
- what is the role of each member of the team?
- what type of leadership would bring about the best results?

## MATERIAL REQUIRED

- 12 pieces of the Broken Square
- The key (guide) to the Broken Square exercise
- Blackboard and chalk or chart paper and sketch pens
- Case study scenario

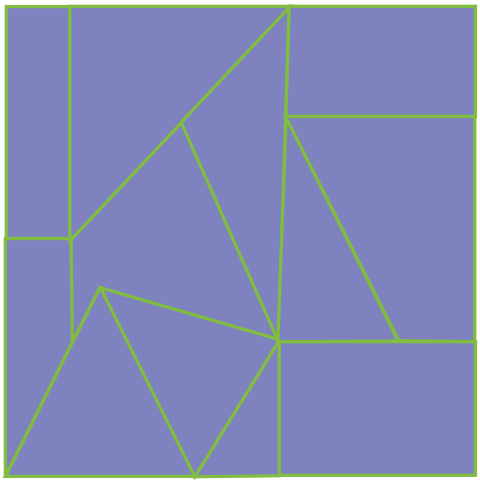
## DURATION

- 45 minutes

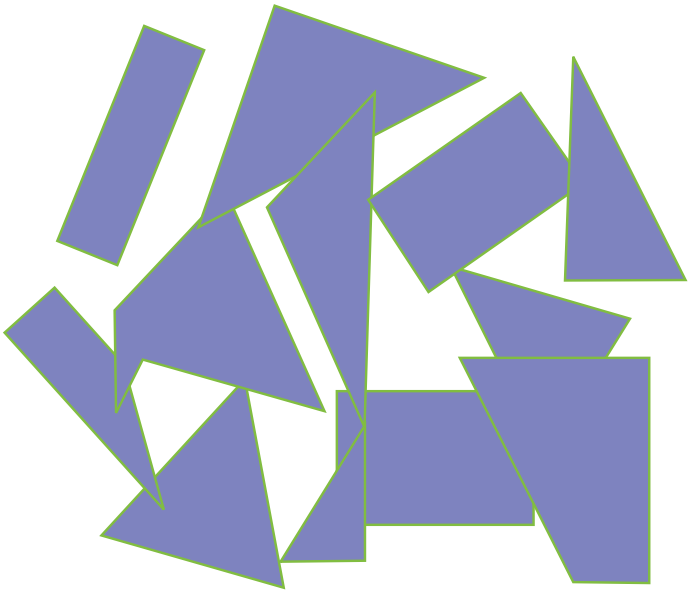
## PROCESS

- Tell the participants, "Our session now will be on team work, what a team means, its characteristics and the role that the members and the leader play."
- Ask them whether they belong to any team/s. If some of them answer "yes", ask them which team they are members of, and who the other members of the team are. Ask them whether they have worked as members of a team and if the participants answer "yes", ask two or three participants to share their experiences very briefly.
- Tell the participants that usually they have to work in two types of teams. One within their own department, as part of a team which comprises of their colleagues – peer level, juniors and seniors. The other team is outside the department at the field level where they interact with people from other departments and achieve a common goal. Like the CWC, JJB, DCPU, SJPU share a common goal of protection of child rights.
- In this session, we will discuss the cross-functional teams.

  Ask for five volunteers and send them out of the training room (Planning Team). Ask for five more volunteers (Implementing Team) and send them out of the training room also.
- Address the participants inside the training room "You are the observers. Your task will be to observe how each individual behaves in both the Planning as well as the Implementing Team. Also note the dynamics among the members as well as between the two teams. You will also observe different leadership styles as well as leadership transferring from one person to the other. Make a note on each member and her/his behaviour.
- At the end of the exercise you will have to share your observations with all the participants. "Keep your eyes and ears open; you will have a lot of fun".



Guide to making the square



The 12 pieces that make the square

- Call in Team no.1 and tell them the following: ***"You are the 'Planning Team' and you have an Implementing Team that will carry out the task of making a square under your instructions. Your task is to direct your Implementing Team to make a square by putting together the 12 pieces kept on the table. You will be given five minutes to look at these separate pieces of the square and plan how they can be put together to make a perfect square. The Guide on how the square could be made is also on the table to help you. After five minutes, the Guide will be removed."***
- After five minutes, your Implementing Team will be called in and you will be given another five minutes to instruct and advise them on how to make the square. You are not allowed to touch the pieces while instructing your Implementing Team. Your success depends upon making of 'square' by your Implementing Team.
- Address the Implementing Team members: ***"You are the Implementing Team." A square has been broken into pieces. You have to put these pieces together to complete the square. You have a Planning Team that knows how this can be done and they have been given five minutes to give you instructions to complete the task. During these five minutes you are not allowed to touch the pieces. Once the Planning Team completes the instructions you will be given another five minutes to make the square. You will not be allowed to consult any members of the Planning Team while you are making the square. Your success in completing the square will also be the success of your Planning Team."***
- Ask the Planning Team to start briefing the Implementing Team on how to make the square using the 12 pieces. Remember to put away the Guide. Also remind them that they are not allowed to touch the pieces. Give them five minutes to do this. At the end

of five minutes tell the Planning Team members that their job is over and that they should move aside, leaving the Implementing Team members to make the square.

- Give the Implementing Team five minutes to make the square. After five minutes ask them to stop work. In most cases, they would not be able to complete the task. Ask all the participants to go back to their respective seats.
- Ask the Planning Team members the following questions and give the team members sufficient time to reflect and respond.
  - Did your Implementing Team succeed in making the square?
  - Are you happy with the outcome?
  - Why did they fail? What was the problem?
  - Were you able to instruct the Implementing Team on how to make the square?
  - Did you plan well?
- Now ask the Implementing Team members the following questions and give the team members sufficient time to reflect and respond.
  - Did you succeed in accomplishing your task?
    i. Why did you fail?
    ii. What was the problem?
    iii. Did your Planning Team give you the right instructions?
    iv. How was the coordination among your team members?
- Now ask the other participants the following questions:
  - Why did the Implementation Team fail in its task?
  - Did the Planning Team do its job well?
  - What do you think went wrong?
  - What were the dynamics among the members of both the teams and between the teams?
  - Who were the leaders in the two teams? What were their characteristics? What characteristics should a good leader have?
  - Were there members who were dominating?
  - Were there members who were passive?
- Generate a discussion around these questions and give sufficient time for the participants to respond. Then ask whether the members worked as a team. What are the important characteristics of a team?
- Bring out the following characteristics of a good team: Every good team will have
  - Clear goals that all members share and aspire to achieve
  - A detailed plan where tasks and responsibilities are clearly spelt out
  - A maximum of about 15 members to be effective
  - Strong bonding between members with mutual respect and appreciation
  - A code of conduct with some rules and regulations that all members abide by
- A leader who is democratic and sensitive and respected by members. Additionally, leaders encourage other team members to participate and perform well. Summarize that team building exercise brought out characteristics of team work and leadership. Ask the group that we will now read a case study and answer the questions that follow.

## Case Study

Nandlal and Sunita live in a small village that has a primary school. Their daughter Pooja has completed class five. But the middle school is 3 kms away in another village. Her parents do not want to send her there and want her to discontinue studies. Pooja's father is now considering sending her to the nearby town with a family member who works there and has assured to find a good home for working there. However, Pooja's mother thinks it is not safe for her daughter as she has reached puberty and asks her husband to consider having her married. She sought help of Pooja's teacher to talk to Nandlal and convince him not to send her to the other town. The teacher visited the father and informed him that Pooja must continue her education. She informed him of Right to Education Act and scholarships that Pooja can avail.

She further informed him of the provisions of CLPRA Act and how it was risky to send Pooja with someone to another town. But Pooja's father was not ready to change his mind. The teacher reached out to the *Sarpanch* of the village and sought his support to change Nandlal's mind. The *Sarpanch* along with the teacher met Nandlal and Sunita and gave example of his own daughter that he was about to pull her out of school and marry her but the teacher and his wife convinced him not to do so. As a result, his daughter completed school and college education and is now working in a big company and married to an educated boy. The *Sarpanch's* story struck a chord with Nandlal but he was still worried how Pooja will go to school. The *Sarpanch* then suggested that he will arrange for transport of students in the village through *panchayat's* contribution. Nandlal was then relieved and finally agreed to send Pooja to middle school.

- What is the dilemma that Nandlal and Savita are facing?
- How was Nandlal's decision influenced?
- What efforts were made by the teacher to negotiate and convince Nandlal to continue Pooja's education?

Discuss the following:

- Decision making: Nandlal and Savita were required to make a difficult decision. While making the decision they were supported by the teacher who gave them relevant information and explained benefits of education, available scholarship schemes and risks of child labour. Additionally, the *Sarpanch* helped them understand the alternative scenario where Pooja continued her education using the example of his own daughter. Thus, decision making skills require a person to understand the issue and critical factors that affect it. The person then gathers information on alternatives solutions and risks and benefits (the outcomes) of each one of them and then choose the most appropriate option.
- Negotiation: Further, Nandlal and Savita had different points of view regarding Pooja's future. Savita sought support of the teacher to negotiate with him. Negotiation involves discussion intended to resolve an issue in a way that both parties find acceptable. Savita and the teacher exchanged information with Nandlal on Pooja's education but Nandlal did not agree. They then brought in the *Sarpanch* who shared his point of view. This affected Nandlal's decision but he was still worried about Pooja's transportation to school and was

not fully convinced. To address his worries, the *Sarpanch* offered to arrange for transport. Thus, negotiation skills involve exchanging information. This is the point at which both sides will present their initial positions in terms of what they want and are willing to give in return. This is followed by bargaining which involves a little give and take on both sides. The last step is consensus building where both sides agree on an amiable solution.

- Drive for results: The teacher in the case study took on the task of convincing Nandlal to not pull Pooja out of school. She made all out efforts to ensure that Pooja's future was not jeopardized. She first made individual efforts and then sought support from the *Sarpanch* to convince Nandlal. She demonstrated that she was committed to help Pooja continue her education. Thus, she had a drive for results which means the ability to be persistent and tenacious in ensuring that envisioned goal is achieved. She did not give up and went the extra mile. As a result she not only became instrumental in creating an enabling environment for Pooja's education but also for other children in the village.

Conclude the session as follows:

- "We are all members of different teams – the CWC, CHILDLINE and functionaries of health and education departments are a team. The team could be expanded by including NGOs, *Panchayat* members, etc., depending on the tasks to be accomplished. Only when all members work as a team, can results be achieved. Everyone should have the same goals and share the same vision and values. Each one should play his/her role well since these roles are inter-dependent. If one member does not perform well, the team does not perform well. This is something that all of us should remember always."
- Teams require good leaders who are democratic and sensitive and respected by members. Such leaders encourage other team members to participate and perform well.
- CP functionaries require leadership skills while working within teams.
- Effective functionaries must also possess skills such as decision making, negotiation and drive for results while working with communities.

SESSION 3

# CONVERGENT ACTION PLAN

## SESSION OUTCOMES

At the end of the session, participants will be able to describe:

- SBC strategy
- process of planning and rolling out SBC interventions
- developing a convergent action plan and identifying roles and responsibilities of each stakeholder

## MATERIAL REQUIRED

- PPT
- Blackboard and chalk or chart paper and sketch pens

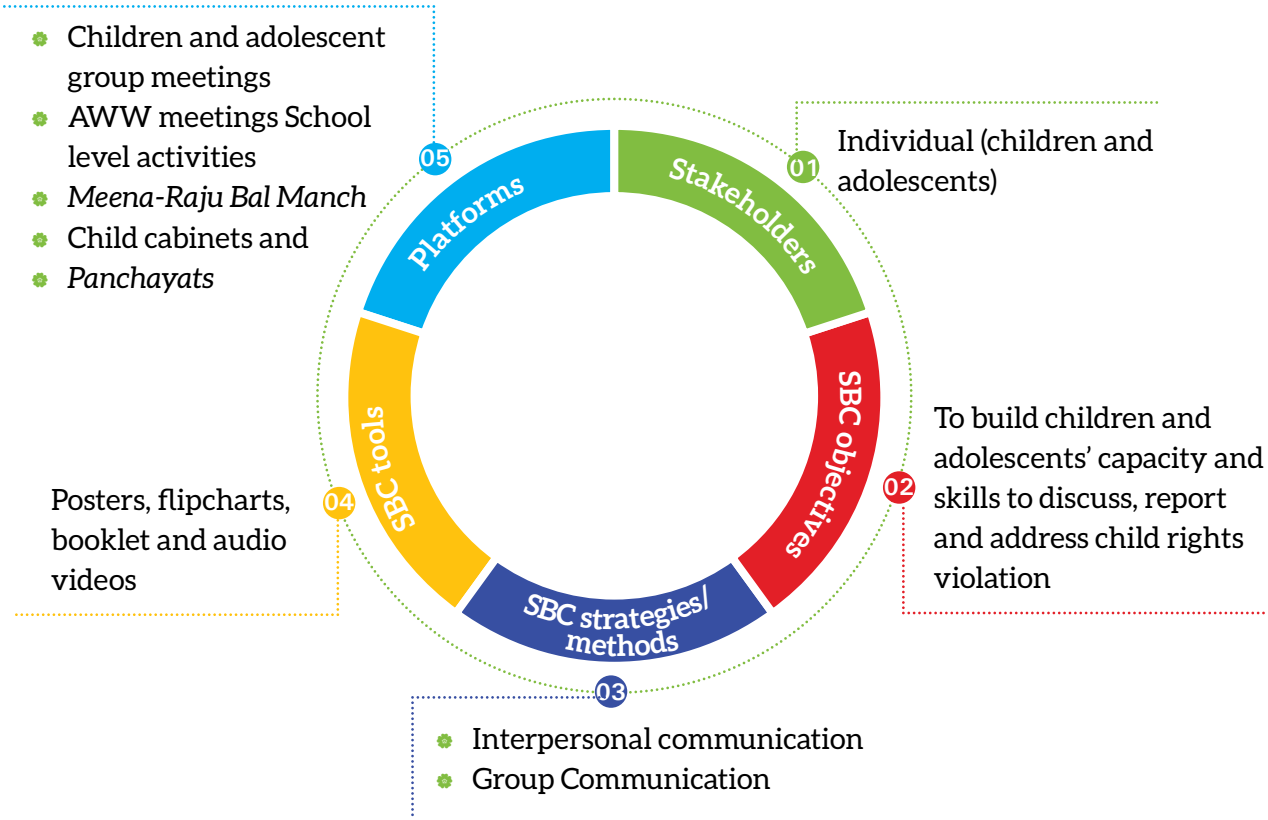
## DURATION

- 90 minutes

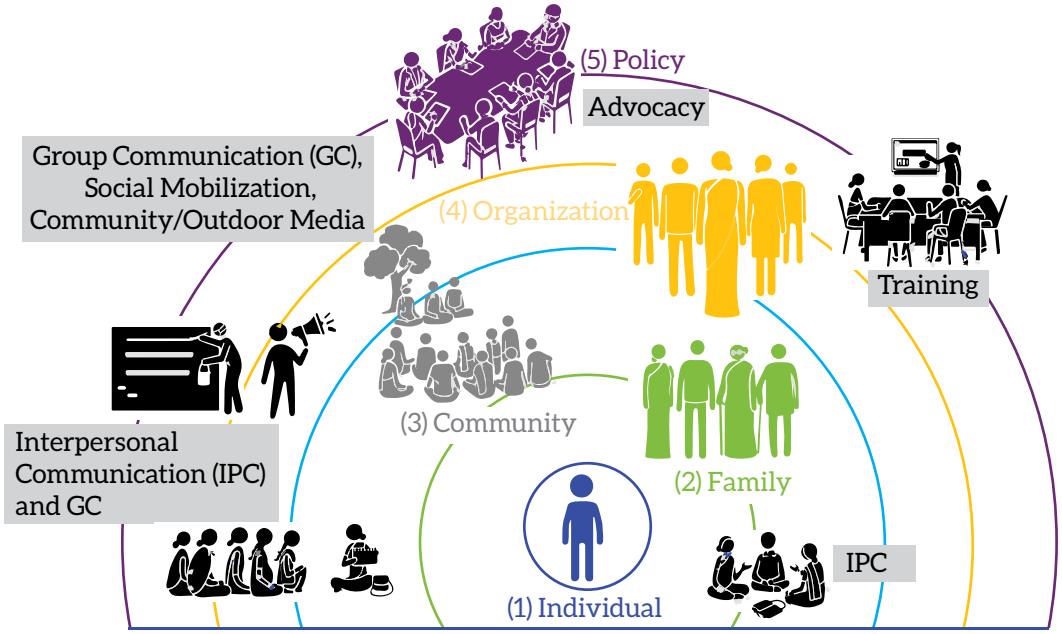
## PROCESS

- **Group work:** Divide the participants in four groups – Family, Community, Organization and Policy Makers.
  - Discuss with each of the above five groups based on the takeaways from previous session where it was discussed that CP is a multisectoral issue and needs collaboration between various sectors. Also reiterate that each stakeholder of SEM must be engaged to protect children rights. Given this understanding, they need to deliberate and answer the following questions:
  - What would be the objectives of engaging with the stakeholder assigned to them?
  - What communication methods will they use to engage with the stakeholder assigned to them?
  - Which communication tools will they use to engage with the stakeholder assigned to them?
  - Which platforms would they use to engage with the stakeholder assigned to them?

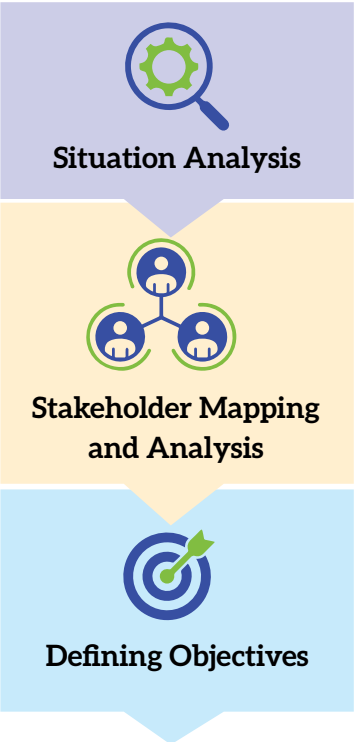
Ask every group to collate their findings in the following format and explain what they need to exactly do with the help of this example.



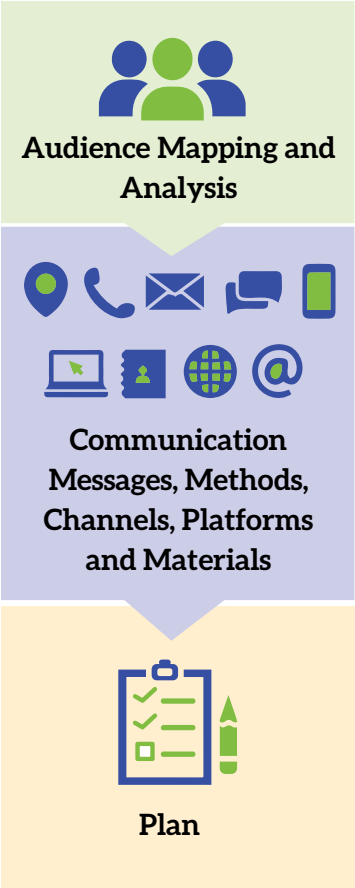

- Give 10 minutes for discussion and 5 minutes each for presentation to all stakeholder groups.
- Discuss that for every stakeholder group, communication objectives, strategies, methods, tools and platforms vary. Show them the following figure.




- Now explain to the participants that at every level of the SEM, there is a need for different types of communication. For example, at the individual level, the type of communication would be IPC. At the interpersonal level of the SEM, it would be IPC and intergenerational communication. At the community level, GC and social mobilization is carried out through community engagement. At the organization level, capacity building of service providers is carried out and finally, at the policy level, advocacy is done.
- Ask the participants to think and answer at what level of the SEM do they see themselves and at what all levels do they have to carry out communication with different stakeholders. Encourage them to think and answer.
- Show them the following elements of SBC strategy development:




- ***Situation Analysis:*** Develop a thorough understanding of the existing situation through desk-based or secondary review and primary data collection. The review focuses on current problems and pressing issues, barriers, triggers, influences, audiences, current individual behaviours and social practices.
- ***Stakeholder Mapping and Analysis:*** Mapping all relevant stakeholders concerning an issue at individual, family, community, organizational and policy makers' level.
- ***Defining Objectives:*** What are the current gaps in knowledge, attitude and behaviours and desired change? For example: to end child labour communities would require knowledge on evils of child labour and how education could contribute to children's intellectual growth and help them acquire skills to secure better jobs in future with higher incomes. Attitudinal change would




entail parents having a negative outlook for child labour – that it is a child rights violation and puts their children at risk and a positive outlook towards education – that it contributes to children's growth and well-being and helps them transition into capable individuals. Behavioural change would be when parents pull their children out of labour and send them to schools.

- ***Audience Mapping and Analysis:*** Priority audiences, whose behaviour the intervention aims to change, may not necessarily be those who are most affected by the problem but are those whose behaviour change will most likely achieve the programme goal. Once the stakeholders map is made, it is important to obtain information about the demographics, location, knowledge, attitudes, aspirations, BIs, beliefs, media habits and emotions of the stakeholders or audience.
- ***Communication Messages, Methods, Channels, Platforms and Materials:***

  i. Messages may include preventive and promotive messages such as children have a right to education, children should be in schools, children must be given opportunities to participate in family and school-level activities. Messages could also be punitive or prohibitive such as do not marry children before the legal age as it is a punishable offence. The message construction and delivery will vary for each stakeholder including children, parents, communities, frontline functionaries and policy makers.

  ii. Communication approaches and methods: IPC, GC, mass communication, community mobilization and multisectoral collaboration that involve all relevant sectors in communication efforts, for instance child protection, health and education functionaries delivering and reinforcing messages on ending child marriage.

  iii. Interventions would include capacity building of functionaries, intergenerational dialogues between parents and children, community meetings and sessions, social mobilization campaigns, peer group formation and meetings.

  iv. Channels and materials required: Communication channels include mass media, social media and transmedia and materials include print, audio, video materials.

  v. The platforms could be one to one (home visits), group (group meeting at AWCs or community-based platforms (VHSNDs). Platforms for sectoral convergence may include leveraging school-based platforms such as PTMs, Meena and Raju Manch; community platforms for convergence could be village meetings, VHSNDs, AHDs among others. On such platforms, issues of health, child protection, education can be effectively discussed and delivered.
- ***Plan:*** The plan entails developing a blueprint of SBC activities with roles and responsibilities and timelines.

- Ask participants to list down stakeholders from other departments with whom they work. List down these stakeholders. Ask a few participants to share how they collaborated with these stakeholders. The list would look like this:
  - Health and nutrition functionaries
  - Education functionaries
  - Sanitation functionaries
  - Functionaries from rural development and municipalities
  - Labour department functionaries
  - Law enforcement functionaries
- Start a discussion on the role participants can play to support CP work. The likely responses might include:
  - Identification and reporting of CP issues
  - Awareness generation on CP issues during their work and service delivery
  - Engaging with parents, families and communities by layering CP messages with their programme messaging
  - Responding to CP issues and cases in collaboration with CP functionaries
  - Providing health, nutrition, education and social protection services
  - Providing referral and support services
- Show the definition convergent programming "Convergence is coordination and integration across sectors, departments, ministries and agencies to build linkages between children's issues, such as education, sexual and reproductive health, child protection, prevention of gender-based violence (GBV) and humanitarian response." It also involves carving out opportunities and platforms where various sectors come together to discuss and address children's issues through multi-stakeholder approach.
- Convergent action planning for CP functionaries would entail using the above principles and steps while making DCPU's action plan as part of the Programme Implementation Plan (PIP). The SBC plan would be integrated as part of the DCPU action plan and respond, contribute to and complement its measurable goals and objectives.
- Group work: Divide participants into three group A, B and C.

  a. Give them the following situation "You are a part of the District Magistrate's committee which has been tasked with making a plan to make the district child marriage free in the next one year. You have been asked to identify allied stakeholders and key actions they will take to make the district child marriage free. Please prepare an action plan in the following template." Please feel free to modify the format in line with DCPU action plan/PIP templates.

| Stakeholder | Objective | Key inputs or support to stakeholders | Key outputs or action expected from these stakeholders | Platforms to be leveraged for engagement |
|---|---|---|---|---|
| | | | | |

b. Assign each group the action planning for the following:
   - Group A: Health functionaries
   - Group B: Education functionaries
   - Group C: Law enforcement functionaries
c. Give 10 minutes to the groups to discuss and fill the format and 5 minutes each to share
d. Post the sharing discuss: Were key actions linked of each functionary? What will happen if one stakeholder falls short of fulfilling the action assigned to them? Once again highlight the importance of multi-stakeholder engagement and convergent action for ensuring children's well-being who are the future of the nation.
e. Ask participants that after making action plans for the entire team with clear roles and responsibilities, each team member can make their own individual action plan by further segmenting tasks and setting individual targets which will contribute to the team plan. The suggested format could be used or modified. Ask them to fill the templates and keep for self-reflection.

| Objectives | Key roles and responsibilities | Current status of tasks to be accomplished | Envisaged target | Timeline | Skills required | Support/ resources required |
|---|---|---|---|---|---|---|
| | | | | | | |

## Key takeaways

- Allied functionaries such as health, education, law enforcement, labour among others play a critical role in supporting CP work, supporting identification and reporting of CP issues, awareness generation, family and community engagement and extending support services.
- Convergent programming "Convergence is coordination and integration across sectors, departments, ministries and agencies to build linkages between children's issues, such as education, sexual and reproductive health, child protection, prevention of GBV and humanitarian response."
- CP functionaries must collaborate with allied functionaries. A definite step in this direction is convergent action planning. It entails consultation with these stakeholders to work towards common goals and shared objectives and clearly delineating the input/ support they require, expected output and actions they will take with targets and timelines.
- Convergent action planning for CP functionaries would entail making DCPU action plan as part of the PIP. The plan must integrate SBC activities in a way that they directly contribute to overall goals and objectives of the action plan.
- Individual action plan aligned with team plan helps in elucidating the importance of individual roles and responsibilities and tracking self-progress in effectively meeting team goals.

## SESSION 4

# WRAP UP/CONCLUSION

### SESSION OUTCOMES

- Post assessment
- Feedback
- Vote of Thanks

### MATERIAL REQUIRED

- White board and markers
- Post test assessment formats

### DURATION

- 30 minutes

## PROCESS

- Distribute the Post-Training Evaluation Form (if any)
- Ask the participants to fill it, stressing that this is not to judge them, but to get an idea which areas they were able to familiarize themselves with respect to the themes being covered during the workshop. It will also help the facilitator to gauge effectiveness of the training in imparting the information in the module and seek participants' feedback if any. Give them 10 minutes to fill the form.
- Now discuss the following with the participants:
  - What are some of their key takeaways from the training?
  - What were some of the training themes they would like to apply in their work and daily life?
  - What are some of the themes covered in the training that they would like to know more about?
  - Any specific observation or thoughts regarding the training they would like to share.
- Conclude the training as follows:
  - CP is a multisectoral issue which requires effective collaboration between functionaries from various departments. CP and allied functionaries have critical and complementary roles to ensure each child is protected.
  - Together all of you are working to change unhealthy behaviours and norms and promote healthy behaviours. Therefore, SBC is an integral part of your work.
  - Engaging with multiple stakeholders, requires skills for SBC particularly communication and community mobilization skills. Effective communication is, therefore, key to engage with all the stakeholders who influence children directly and indirectly.
  - Let us continue to engage with children, families and communities to create child-friendly communities.

# ANNEXURE 1: CARD SHEETS

Health and Medical Facilities

Bicycle

Happy Home

Clothes

Picnic and Entertainment

Nutritious Food and Clean Water

No Scolding

Education

Being Heard

Smart Phone

Fast Food

Play Grounds

Caring Family

Safe Environment

Toys and Games

Ability to Buy Things

Non-discrimination

Participation

Sleeping as Long as Desired

TV and Computer