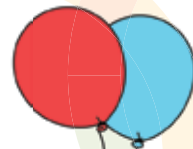


Social and Behaviour Change Module

for Child Protection and Allied Functionaries



Workforce Development State Level Training Module



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ABBREVIATIONS

ANM	Auxiliary Nurse Midwife
ASHA	Accredited Social Health Activist
AWCs	Anganwadi Centres
AWW	Anganwadi Worker
BI	Behavioural Insights
CCL	Children in Conflict with Law
CNCP	Children in Need of Care and Protection
CP	Child Protection
CWC	Child Welfare Committee
DCPU	District Child Protection Unit
JJB	Juvenile Justice Board
MLA	Member of Legislative Assembly
MP	Member of Parliament
PRI	Panchayati Raj Institution
PTMs	Parents Teachers Meetings
SBC	Social and Behaviour Change
SEM	Socio Ecological Model
SHG	Self-Help Group
SJPU	Special Juvenile Police Unit
UNCRC	United Nations Convention on the Rights of the Child
VHSNDs	Village Health Sanitation and Nutrition Days
VLCPC	Village Level Child Protection Committee

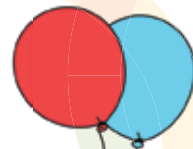
STATE LEVEL TRAINING MODULE

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 describes communication skills required to talk to children such as active listening, empathy amongst others. The module also covers effective implementation of SBC programmes, strengthening convergence and coordination in prevention, response and rehabilitation.

SESSION PLAN: STATE LEVEL TRAINING MODULE- 3 HOURS

S.No.	Session	Content/Objectives	Methodology	Time
1	Introduction	<ul style="list-style-type: none"> Ice breaker Objectives of the training Ground rules 		10 minutes
2	Understanding SBC and Multi-stakeholder Engagement in CP context	<ul style="list-style-type: none"> CP as a multisectoral issue through the Socio Ecological Model (SEM) lens Need for multi-stakeholder engagement for CP Identifying the social, cultural and economic factors that influence CP issues Introduction to child rights 	Activity Group work Examples PPT	60 minutes
3	Strategic Communication for SBC	<ul style="list-style-type: none"> Importance of communication for SBC and CP Behavioural insights (BI) for SBC SBC and Communication Strategy Skills needed for effective communication for SBC 	Group work Examples PPT	60 minutes
4	Convergent Action Planning	<ul style="list-style-type: none"> Identifying allied functionaries and their roles and responsibilities Convergent programming Convergent action planning 	Group work Examples PPT	50 minutes



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
- Participatory Planning (VIPP) cards



DURATION

10 minutes



PROCESS

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

Ask the participants to share their:

- 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.
 - Give them one minute to share this information
- 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 objectives of the training with the participants:
 - To introduce the participants to CP - Its priorities, structure, programme, policies and its 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

UNDERSTANDING SBC AND MULTI-STAKEHOLDER ENGAGEMENT IN CP CONTEXT



SESSION OUTCOMES

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

- describe CP as a multisectoral issue through SEM lens
- describe need for multi-stakeholder engagement for CP
- delineate social, cultural and economic factors that influence CP issues
- define child rights



DURATION

60 minutes

- SEM activity, multi-stakeholder engagement and social, economic cultural factors – 40 minutes
- Child rights – 20 minutes



MATERIAL REQUIRED

- Projector, flip chart, slips with names of various stakeholders related to child marriage
- Suggested stakeholders are shared here though more can be added based on need and situation

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) and 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 and 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 and Officials at the Centre

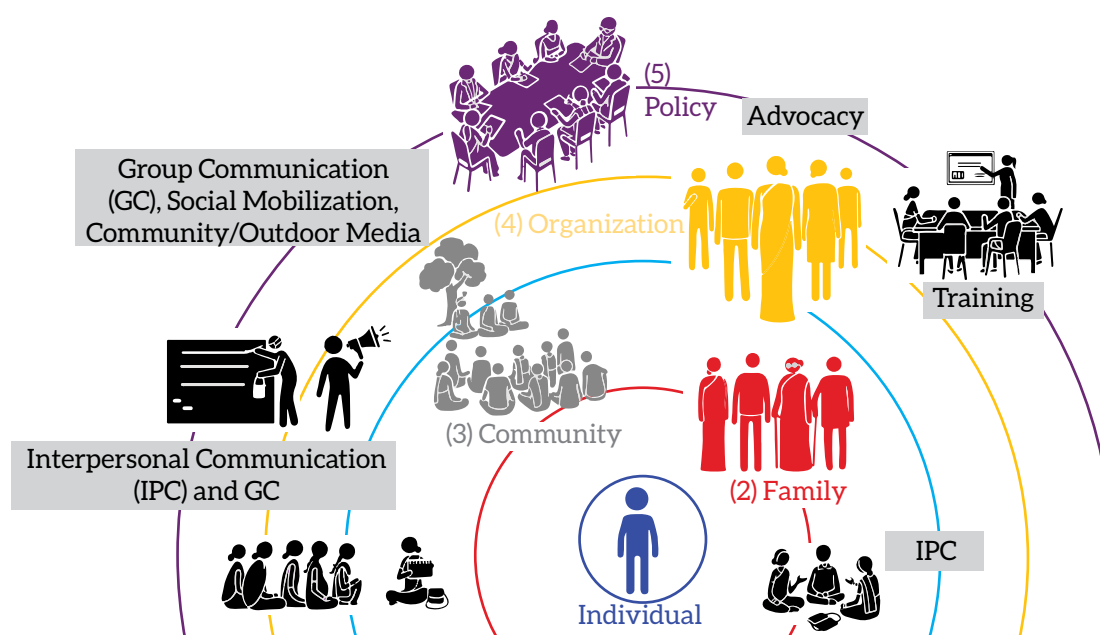


PROCESS



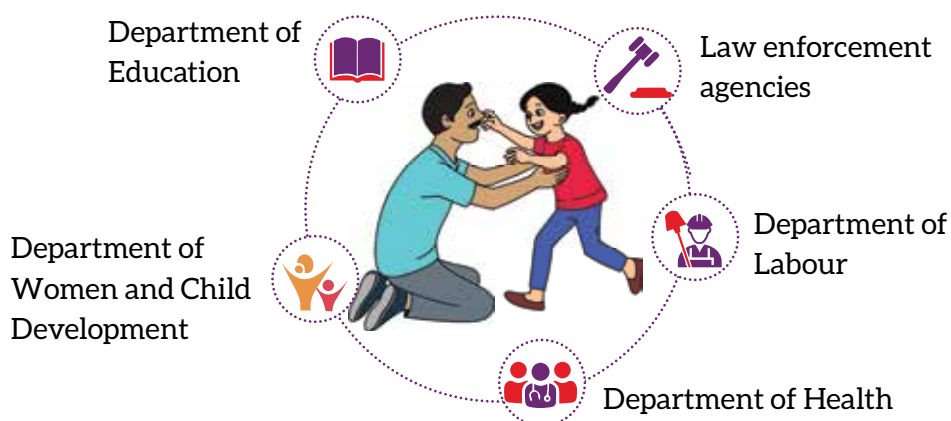
Activity: Let the participants pick up one slip each. Instruct the participants not to discuss contents of their slips with others. Make all participants stand in a circle. Ask, if we were to take the example of an adolescent girl who wants to continue her education beyond high school, around what age 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.
- Next, ask these people in the second circle, “Who are the people who will influence you related to the 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.
- Continue in similar manner for remaining stakeholders by asking who all influence people in the third and fourth circle respectively. The fourth and fifth circle thus formed will be called as organizations and policy makers.
- Explain that this activity reveals that for children and adolescents’ well-being and growth, supportive environment is required at all levels. This not only helps an

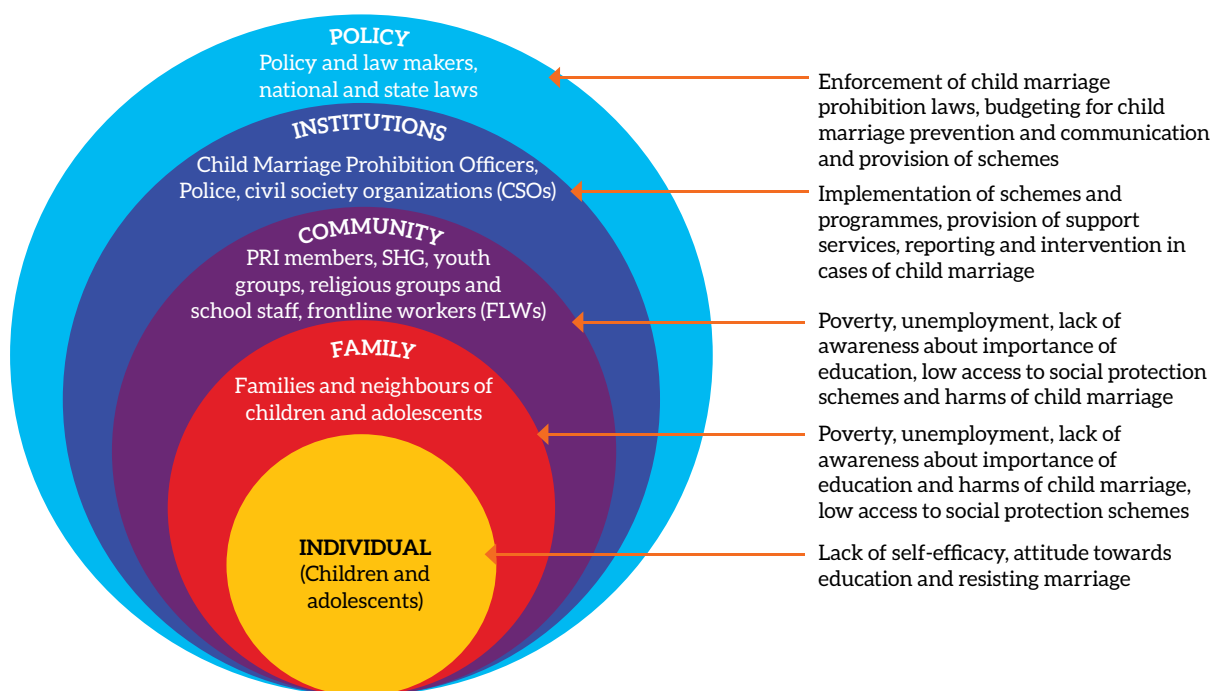


individual to adopt healthy behaviours but also maintain their practice. This linkage of children with their environment at multiple levels is based on **SEM**.

- ✿ 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 it 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 penalising 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**. Not only this, it is critical that these stakeholders work in harmony with each other. To this end, 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.



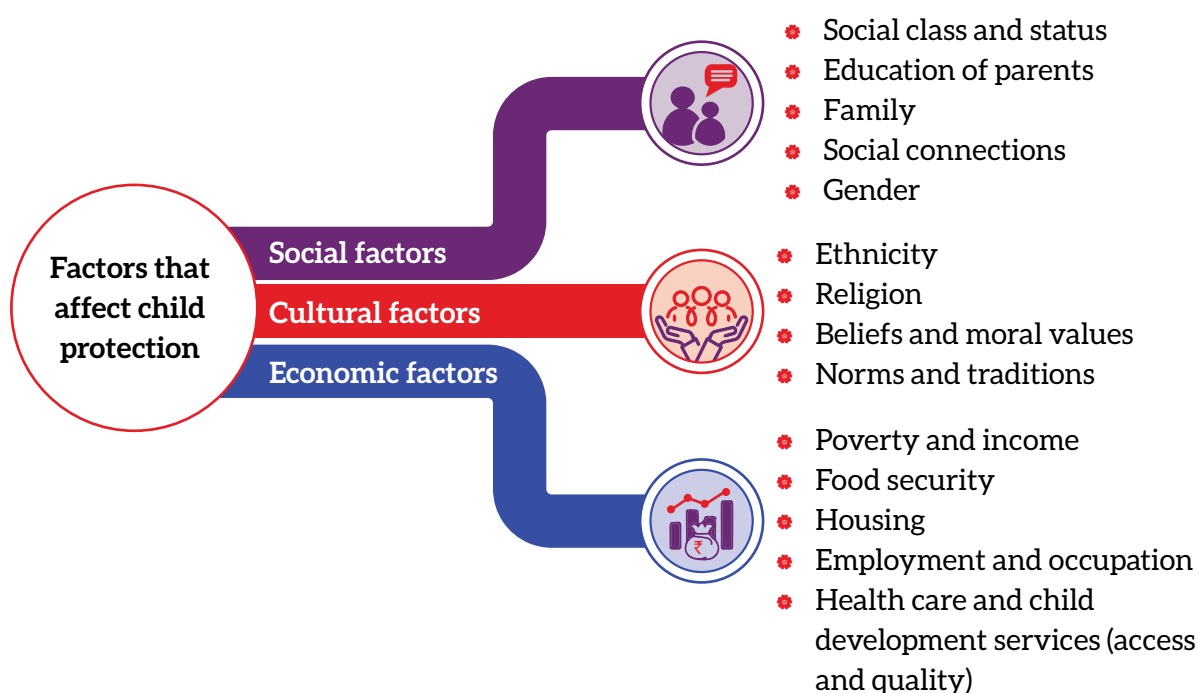
1. **Department of Education:** School authorities and teachers would have a role in identifying school drop-outs particularly from very poor and vulnerable families. It would be contingent upon them to report these drop-outs to PRI members and frontline functionaries.
 2. **Department of Women and Child Development:** Frontline functionaries including AWWs, CP functionaries including CHILDINE 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.
 - ✿ 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 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.



Activity: Ask the group to list down social, cultural and economic factors that affect CP. Give them two minutes to think of these factors and then list them down on a flipchart.



- Discuss examples how social, economic and cultural factors affect CP.
 - **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. 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.

Now give them five minutes to discuss amongst themselves how social, cultural and economic factors affect child marriage and how these factors can be addressed by collaboration between various sectors such as CP, health, education and law enforcement.

Conclude as follows:

'Social, cultural and economic factors affect i.e., enable or hinder children's development.

Therefore, to ensure children 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.' No one sector can alone end child marriages as it is a complex challenge. As discussed CP, health, education, local governance and law enforcement will have to join hands to make communities, states and the country child marriage free.

Ask the group: Having known the stakeholders and the factors that affect CP, ask the group what are the various child rights issues and challenges prevalent in their areas of operation and state. Note down their responses on a flip chart.

- Now show the following to participants. Divide the participants in two groups A and B. Assign one group 'survival and development' and the other 'protection and participation.'

Issues affecting children



Survival



Development



Protection



Participation

- Ask Group A to sort CP issues into individual categories of 'survival' and 'development'. Ask Group B to sort CP issues into individual categories of 'protection' and 'participation'. Give them five minutes to do the exercise and five minutes each to present the findings.
- Discuss with the group that such categorization will explain that sometimes it is difficult to club a particular issue under any one category as it may influence a child in more than one way. 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.
- Conclude that to ensure children's survival, development and protection and participation, they have certain rights called child rights.

What are child rights?

- 'Right' is a claim, which places obligations over others to respect, to protect or to fulfil.
- 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).
- United Nations Convention on the Rights of the Child (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."

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.

These rights are interconnected and they are unalienable i.e., they cannot be taken away in any circumstances.

✿ **Group work:** Ask the two groups A and B, to discuss why children need separate rights. Give them five minutes for discussion and five minutes to each group to share their findings.

- **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:** Children's views and feelings about matters that affect them are seldom given serious consideration.

Conclude as follows:

Since children are vulnerable and do not have the agency to voice their concerns, so they are accorded child rights.



KEY TAKEAWAYS

CP is a multisectoral issue requiring engagement and collaboration of family, community, organization and policy makers. These can be viewed as different levels of SEM which influence child.

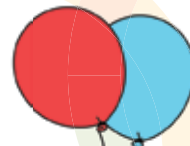
Ensuring CP requires multi-stakeholder engagement. Therefore, CP functionaries must work and collaborate with not just children and their families but also other government functionaries (health, education, labour etc.), civil society organizations and policy makers.



Social, economic and cultural factors affect children and their survival, development, protection and participation. Thus, they have child rights.

Child rights are 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.

Children's rights can be divided into four categories - survival, development, protection and participation. Children are vulnerable and do not have the agency to voice their concerns, so they are accorded child rights.



SESSION 3

STRATEGIC COMMUNICATION FOR SBC



SESSION OUTCOMES

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

- describe the importance of communication for SBC and CP
- elaborate upon importance BIs for SBC
- list out elements of SBC and Communication Strategy
- delineate skills for effective SBC



DURATION

60 minutes

- Communication for SBC and CP and importance of BI – 10 minutes
- SBC strategy – 40 minutes
- Skills for SBC – 10 minutes



MATERIAL REQUIRED

- Projector, PPT, flip chart



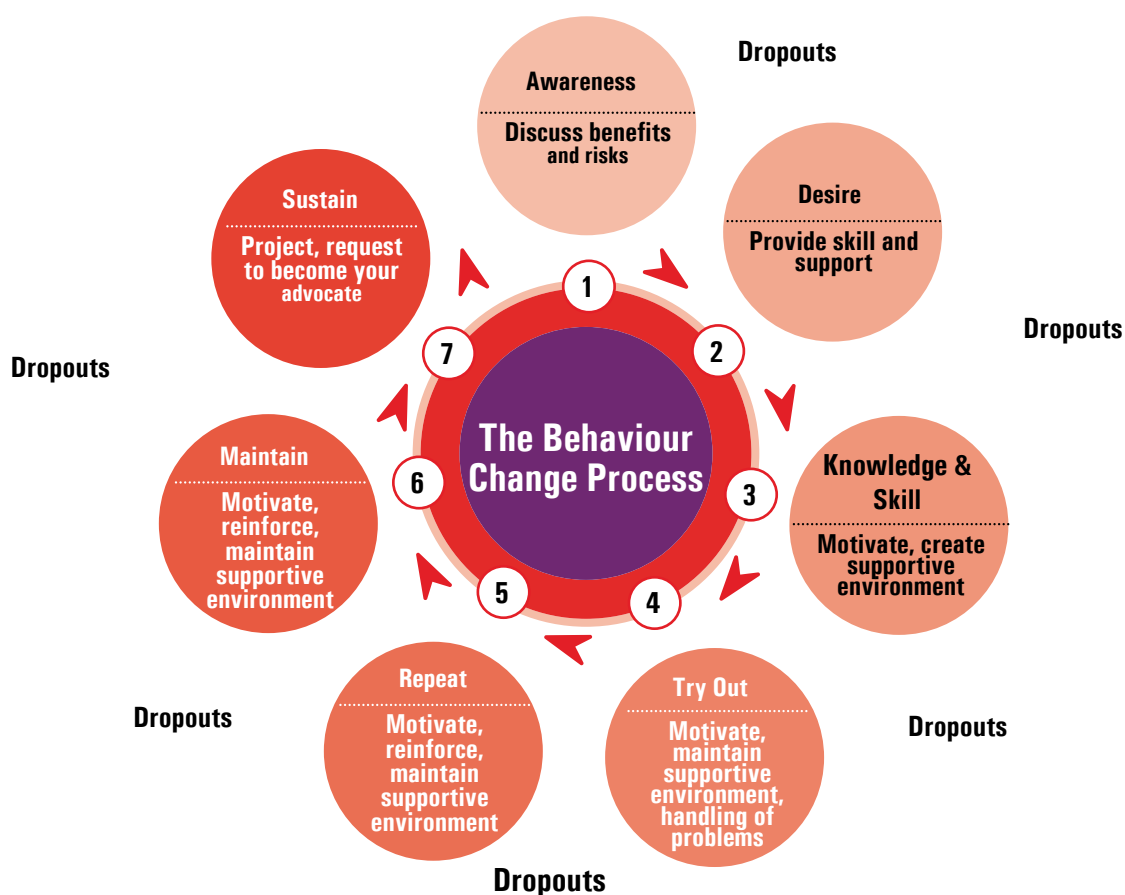
PROCESS

- Recap the SEM model from the last session and talk about the need for engaging with various stakeholders bring in SBC at each level. (Show the SEM model)
Highlight it is important to engage through appropriate methods and tools with stakeholders at each level to bring desired SBC.

Discuss the following: Importance of SBC in CP

- SBC aims to empower individuals and communities, and lower structural barriers that hinder people from adopting positive practices and societies from becoming more equitable, inclusive, cohesive and peaceful.
- The process of behaviour change includes interconnected steps:
 - Step 1 of the change process is to become AWARE of a change that needs to take place. For instance, girls and boys should not be married before the age prescribed by law as it affects their physical, psychological and emotional health.
 - Step 2 is building a desire to change i.e. when families and communities realised that delaying marriage helps children complete their education, attain physical and psychological maturity and develop into capable individuals.
 - Step 3 - 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 delaying marriages and promoting children's education acquiring knowledge of various scholarship schemes available for children to continue education).
 - Step 4 will be to try out that change (e.g. sending children to school and filling up the scholarship form).
 - Step 5 includes repeating the behaviour. Individuals analyze the experience of trying out the new behaviour and if the assessment is negative (say despite efforts not getting the scholarship), the person drops out from the process. If it is positive, the tendency is to try it out once again. Here motivating and supporting the families in securing benefits of scholarship scheme will help.

Behaviour Change Process



- 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 behaviour. At this stage nudges and reminders help. Communication and Behavioural Nudges help in SBC. For instance, schools sending reminders to parents just before summer vacation ends on exact date of school reopening; or nudges and reminders on evils of child marriage specifically around days which are considered auspicious for solemnizing marriages help.
- Now ask the participants what do they understand by communication? Likely responses may be sending messages, exchange of ideas and knowledge.
- Ask them to think of what is one-way and two-way communication and which one is better especially while working with children. After taking examples from the group show them the definition of communication.
- **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.
- Given the sensitivity of the issues involved, CP functionaries with effective communication skills will be able to handle the situation more effectively. CP is a complex issue and an effective communicator can handle issues skilfully.

- Different situations call for different sensitivities and skills for CP personnel.
- Cite the following example 'The skills and knowledge required to supervise adult offenders on probation are completely different from the skills and understanding required for supervising juveniles in conflict with law. The essential power of any officials dealing with Children in Need of Care and Protection (CNCP) or Children in Conflict with Law (CCL) is their communication skills; 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.'

- Further discuss behaviour nudges.

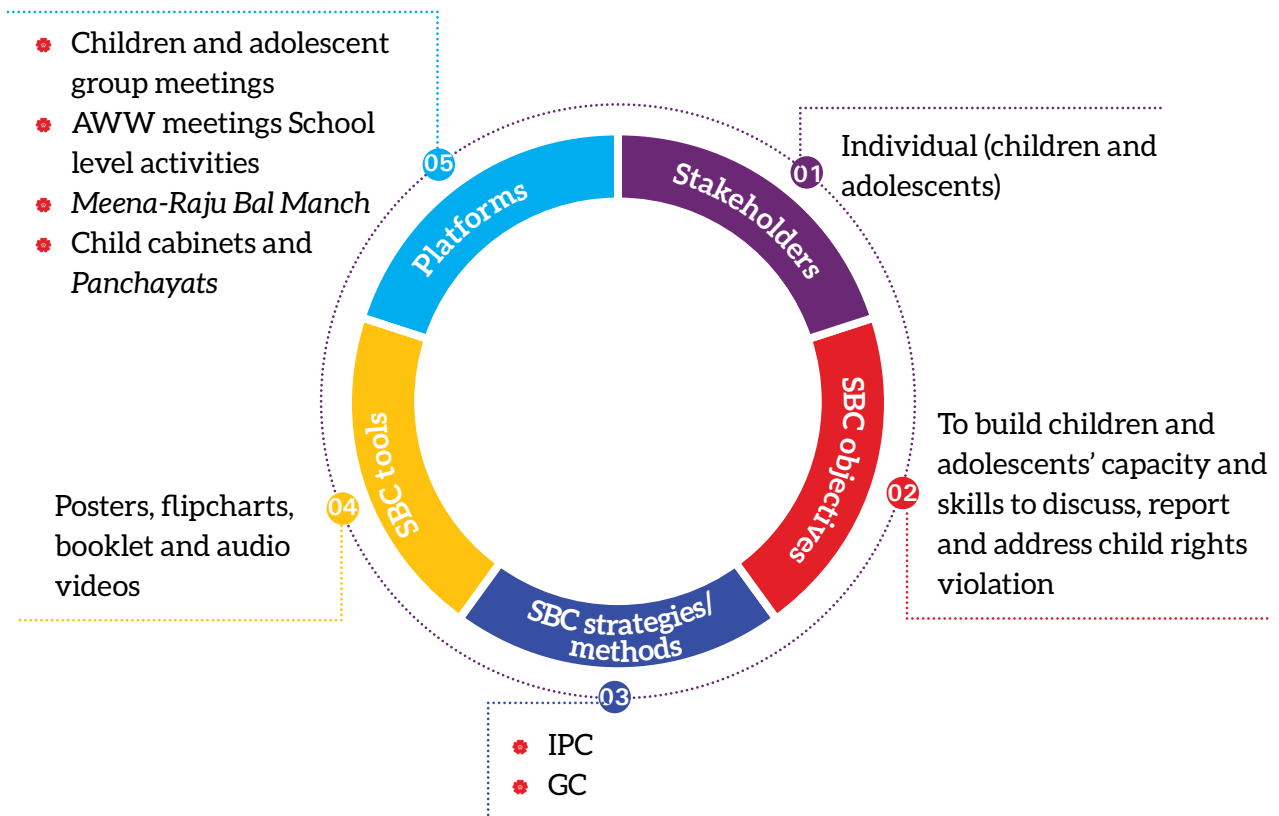
Behaviour Insights

- SBC can be effective once we understand the existing stakeholders and the barriers to change.
- Such BIs are helpful to complement communication efforts through behavioural nudges which help stakeholders in making decisions that embrace healthy behaviours.
- Example: Make fruit and other snacks easily accessible and put them where they are clearly visible. Put the unhealthy snacks high or low in the cupboard. People still have a choice, but there is a friendly nudge in the desired direction.
- Ask participants to think of behavioural nudges in their work in relation to CP and daily life and share examples. If the group is not able to come up with specific examples, discuss the following:
 - Sign posts, text messages highlighting CHILDLINE number for children in distress especially during times when child marriage is frequent
 - Reminders to enroll both boys and girls to school before academic session
 - Sending letters and text messages to parents attending Parents Teachers Meetings (PTMs) regularly to support children's education
 - Lighting at bus stops to deter violence
 - Cyber security, security notifications, messages, and prompts designed to influence specific security behaviours. They steer people towards the right security decision – when it matters most.



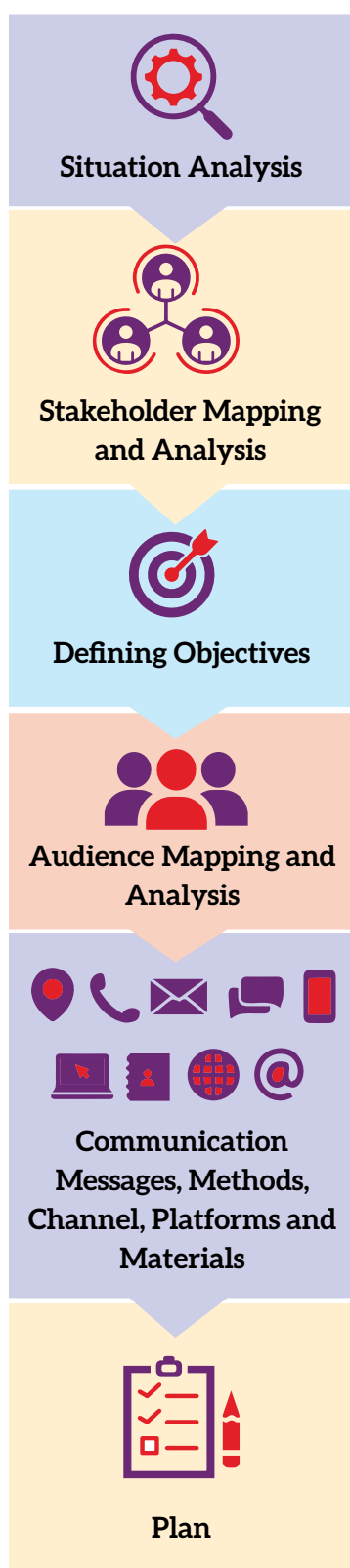
- **Group work:** Divide the participants in four groups – Family, Community, Organization and Policy Makers.
 - Ask each of the above groups based on the takeaways from previous session where it was discussed that CP is a multisectoral issue and needs collaboration between various sectors. Also reiterate that each stakeholder of SEM must be engaged to 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?
 - What 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 finding in the following format and explain what they need to exactly do with the help of this example.



- Give the group 10 minutes for discussion and five minutes each for presentation for every stakeholder group.
- Discuss that for every stakeholder group, communication objectives, strategies, methods, tools and platforms vary.
- 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, group communication 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.

- Discuss the following elements of SBC strategy include:



- **Situation Analysis:** Develop a thorough understanding of 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 the 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:** Once stakeholders map is made, obtaining information about the demographics, location, knowledge, attitudes, aspirations, BIs, beliefs, media habits and emotions of the stakeholders or audience in relation to an identifying priority audiences, those whose behaviour the intervention aims to change.
- **Communication Messages, Methods, Channel, Platforms and Materials:**
 - ◆ 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 and FLWs and functionaries and policy makers.

- ◆ Communication approaches and methods: Interpersonal communication, group communication, mass communication, community mobilization and multisectoral collaboration that involve all relevant sectors in communication efforts, for instance, CP, health and education functionaries delivering and reinforcing messages on ending child marriage
- ◆ 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.
- ◆ Channels and materials required: Communication channels include mass media, social media and transmedia and materials include print, audio, video materials.
- ◆ The platforms could be one to one (home visits), group (group meeting at Anganwadi Centres (AWCs) or community based platforms (Village Health Sanitation and Nutrition Days - 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, Adolescent Health Days among others. In such platforms, issues of health, CP, education can be effectively discussed and delivered.

- **Plan:** The plan entails developing a blue print of SBC activities with roles and responsibilities and timelines.

- ✿ Ask the group what are some of the essential skills for effective SBC. List down the skills and supplement the responses.



Building rapport: 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.



Empathy: Empathy is how we as individuals understand what others are experiencing as if we were feeling it ourselves.



Active listening: Listening is an active process in which a conscious decision is made to listen to and understand the messages of the speaker by 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. Listeners should remain neutral and non-judgemental; this means trying not to take sides or form opinions, especially early in the conversation.



Giving examples: Using examples which are correct, easy to understand, locally contextual and must ensure privacy.



Paraphrasing: The communicator rephrases the content of the message which shows understanding towards the person who is talking, simplifying, focusing and crystallizing what was said. It may encourage the person to further elaborate and provide a check on the accuracy of your perceptions.



Encouragement: Encourage people to speak out, ask questions, and give their opinion, even if they disagree. Respect their ideas and opinions.



Summarizing: A summary is a collection of two or more paraphrases that summarizes messages or a session to tie together multiple elements of client messages, identify a common theme or pattern, to start a session or to end a session.



Asking Questions: Questions are part of communication interventions and are integral to two-way communication including both open-ended and close-ended questions.



Engaging with groups: The skill would include talking to community groups and representatives particularly local influencers for their support to children's issues.



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 AWC, VHSNDs, AHDs and SHG meetings.



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.



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*.

- ✿ Conclude by highlighting that as functionaries we should try to build and bring in these skills when we are engaging with children, families and communities.



KEY TAKEAWAYS

SBC aims to empower individuals and communities, and lower structural barriers that hinder people from adopting positive practices and societies from becoming more equitable, inclusive, cohesive and peaceful.

Communication and behaviour nudges help in SBC.

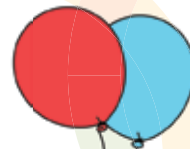
For different stakeholders, different communication methods, tools and materials are required.



Key elements of SBC strategy include situation analysis, stakeholder mapping, audience mapping and analysis, selecting right communication methods, channels, platforms and materials and drawing up a detailed communication plan with roles and responsibilities and timelines.

Essential skills for communication for SBC include **building rapport, empathy, active listening, giving examples, paraphrasing, encouragement, summarizing and asking questions.**





SESSION 4

CONVERGENT ACTION PLANNING FOR SBC



SESSION OUTCOMES

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

- list down allied functionaries that can support CP functionaries
- describe convergent action planning and roles and responsibilities of allied functionaries



DURATION

50 minutes

- Listing allied functionaries – 5 minutes
- Describing their roles and responsibilities – 5 minutes
- Convergent action planning and discussion – 40 minutes



MATERIAL REQUIRED

- Projector, PPT, flip chart



PROCESS

- Ask participants to list down stakeholders from other departments with whom they work. Ask a few participants to share how they collaborated with these stakeholders. The list would look like this.



- Ask participants to discuss the role they 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 of **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, CP, 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.

- **Group work:** Divide participants into three group A, B and C.
 - 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.”

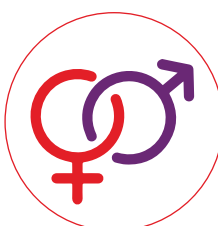
Stakeholder	Objective	Key inputs or support to stakeholders	Key outputs or action expected from these stakeholders	Platforms to be leveraged for engagement

- Assign each group the action planning for the following:
 - Group A: Health functionaries
 - Group B: Education functionaries
 - Group C: Law enforcement functionaries
- Give 10 minutes to the groups to discuss and fill the format and five minutes each to share.
- Post the sharing discuss: Were key actions of each functionary linked? 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.



KEY TAKEAWAYS

Allied functionaries such as health, education, law enforcement, labour among others play a critical role in supporting CP work, 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, CP, prevention of gender-based violence (GBV) and humanitarian response.”

CP functionaries must collaborate with allied functionaries. 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.

