# तारुण्य TARUNYA

Package of communication and training tools for
**ADOLESCENT EMPOWERMENT AND ENDING CHILD MARRIAGE**

# Training on Social and Behaviour Change Communication
## for
# Adolescent Empowerment and Ending Child Marriage

Training Module on TARUNYA Communication Package

**2-Day**

**new concept**
**Centre for Development Communication**

**unicef**
for every child

तारुण्य

# TARUNYA

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ADOLESCENT EMPOWERMENT AND ENDING CHILD MARRIAGE**

# Training on Social and Behaviour Change Communication for Adolescent Empowerment and Ending Child Marriage

## 2-Day Training Module on *TARUNYA* Communication Package

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# Overview

Child marriage in India is driven by various factors such as gender inequality and the belief that girls are somehow inferior to boys. Prevailing social norms play a crucial role in perpetuating gender discrimination. In many Indian states, parents, families and communities strongly believe that early marriage is the best option for their children. For them, benefits of child marriage outweigh the harmful consequences. Parents are often influenced by beliefs and practices of the majority in their community and conform to these norms.

This training module has been developed to help train the district task force (DTF) members on effective use of Tarunya – the Social and Behaviour Change Communication (SBCC) Package, aimed at "Adolescent Empowerment and Ending Child Marriage" at the state, district, community and individual levels.

## Objectives

At the end of the training workshop the participants will be able to:

- explain social norms and how they impact behaviour leading to child marriage
- elaborate socio-ecological model and how it relates to child marriage
- list out platforms for engaging stakeholders for adolescent empowerment and ending child marriage
- select appropriate communication tools from Tarunya Package for engaging different stakeholder groups
- explain effective use of communication tools of Tarunya kit with various stakeholders
- prepare implementation plan and monitor communication activities for adolescent empowerment and ending child marriage
- facilitate training of FLFs using available platforms as and when opportunities arise.

# Session Plan

| Session | Time | Session Title | Description |
|---|---|---|---|
| **DAY 1** | | | |
| 1 | 9:30-10:30 | Registration & Introduction | Introduction of participants and facilitators, objectives of the 2-day workshop and session plan, pre-training evaluation, expectations and ground rules |
| 2 | 10:30-10:45 | Adolescent empowerment and ending child marriage | Introduction to adolescent empowerment and ending child marriage – status in India and state, issues involved. |
| | 10:45-11:00 | **Tea Break** | |
| 3 | 11:00-13:00 | Barriers to ending child marriage and understanding social norms | Listing out of barriers to stopping child marriage. What are social norms, how they operate and impact our individual and collective behaviours. |
| | 13:00- 14:00 | **Lunch Break** | |
| 4 | 14:00-15:30 | SBCC & Socio-Ecological Model (SEM) | How SEM works for SBCC |
| | 15:30-15:45 | **Tea Break** | |
| 5 | 15:45-16:45 | Facilitation skills | Adult learning principles, skills for effective facilitation |
| 6 | 16:45-17:15 | Summing up of day's sessions | Reiterating the key points from each session and assignment for recap for next day |
| **DAY 2** | | | |
| 1 | 9:30-10:00 | Recap of Day 1 sessions | Recap of the first day sessions by the participants |
| 2 | 10:00-11:00 | Introduction to Tarunya Package | Background, approach, key stakeholders, platforms and communication tools and their use with relevant stakeholders in suitable context |
| | 11:00-11:15 | **Tea Break** | |

| Session | Time | Session Title | Description |
|---------|------|---------------|-------------|
| 3 | 11:15-13:15 | Using Communication Materials in Tarunya Package | Demonstrating use of materials under Tarunya package for different scenarios (behaviours) related to adolescent empowerment and ending child marriage |
| | 13:15- 14:00 | **Lunch Break** | |
| 4 | 14:00-15:00 | Use of communications tools | Demonstration by facilitators on five specific communication tools - flipbook, films for IPC such as AdhaFULL/Amma Ji, games, storytelling and IPC after street theatre |
| | 15:00-15:15 | **Tea Break** | |
| 5 | 15:15-16:15 | Action plan for adolescent empowerment | Preparing district level communication action plan for adolescent empowerment, based on available programmatic and scheme platforms as well as budgetary allocations and resource mobilisation |
| 6 | 16:15:-16:45 | Monitoring of activities and outcomes | Methods and indicators for monitoring communication outcomes |
| 7 | 16:45-17:30 | Concluding session | Post-training evaluation, participant feedback, summing up and vote of thanks |

# Day 1

# Registration & Introduction

**1**

## Session Outcomes

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

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

**Duration:**
60 Minutes

## Materials Required

Picture Cards, Projector, Pre-Training Evaluation Forms, Flip Chart.

## Process

1. Share the registration sheet with the participants to register their personal details and provide them the workshop kit

2. Welcome everyone and give brief background of the workshop

3. Conduct the following ice breaker and carry out round of introduction for all:

    - List out the name of a city and one thing for which that city is famous for, on two separate slips. (Example - Lucknow-Nawabs, Nagpur-Oranges, Benaras-Saree/Mango)

    - Make sure that there is even number of participants. If there is odd-number then one of the facilitators can join them to make the number even.

    - Shuffle the slips and distribute one slip each, randomly to all participants.

    - Once all participants have got their slip, ask them to find the partner who has the matching corresponding slip.

    - Once all have found their partners, ask them to introduce themselves to each other, and share the following information:

        i. Name

        ii. Years of professional experience related to ECM

        iii. State of origin, and

        iv. One custom/tradition/practice/belief they have known and would like it to be changed. This could be related to festival, dress/ costume, food, birth, ceremony, marriage, etc.

- Tell them that they have to introduce their partner to other participants.
- Give then 3-5 minutes to share this information.
- Ask them to come with their partners and share the information about each other with the rest of the participants while announcing what was written on their slips.
- Note down the custom/tradition/practice/belief mentioned by the participants.
- Once all participants have been introduced, thank everyone for their participation.

4. Distribute the pre-training evaluation form (see **Annexure-I**)

5. Ask the participants to fill it, stressing that this is not to judge them, but to get an idea regarding the understanding of the participant's knowledge with respect to the themes being covered during the workshop. It will also help the facilitator to gauge the effectiveness of the training in imparting the information in the module

6. Next, distribute a VIPP card each to the participants and ask them to fill their expectation from the workshop on it. Collect all the VIPP cards and paste/stick them on chart paper on the wall/pin-up board

7. Set the ground rules for conducting the sessions in consultation with all the participants

8. Set up 3- member house-keeping teams for each of four days and explain them their authority and responsibilities in consultation with all participants.
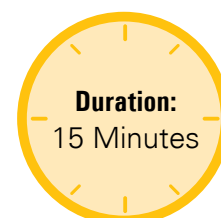
# Adolescent Empowerment and Ending Child Marriage

**2**

## Session Outcomes

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

- contextualise the need of adolescent empowerment
- list out reasons why practice of child marriage must be stopped.

## Materials Required

Projector, White Board.

## Process

Present the slide showing status of child marriage, health, education and demographic health indicators in the country and particular state based on the data from NHFS-4 and explain the need of adolescent empowerment and ending child marriage. (Note: in the chart below, example from Bihar has been taken in comparison to national data. This shall be done for respective states during their trainings.)

| S. No. | Description | India | State (Bihar) |
|---|---|---|---|
| 1. | Women (20-24 years) married before 18 years of age (%) | 26.8 | 42.5 |
| 2. | Men (25-29 years) married before 21 years of age (%) | 20.3 | 35.3 |
| 3. | Women married before age of 18 years (Urban) (%) | 17.5 | 29.1 |
| 4. | Women married before age of 18 years (Rural) (%) | 31.5 | 44.5 |
| 5. | Men married before age of 21 years (Urban) (%) | 14.1 | 21.9 |
| 6. | Men married before age of 21 years (Rural) (%) | 24.4 | 38.0 |
| 7. | Literacy Rate - Female (%) | 68.4 | 49.6 |
| 8. | Literacy Rate - Male (%) | 85.7 | 77.8 |
| 9. | Sex Ratio (females per 1,000 males) | 991 | 1062 |
| 10. | Child Sex Ratio (females per 1,000 males) | 919 | 934 |
| 11. | Women (15-19 years) who were already mothers or pregnant at the time of the survey (%) | 7.9 | 12.2 |
| 12. | Institutional Delivery (%) | 78.9 | 63.8 |
| 13. | Immunisation Coverage (%) | 62.0 | 61.7 |

## Concluding the Session

Summarise the following points:

- Adolescent girls in India are particularly vulnerable as they face multiple deprivations.

- Their discrimination begins even before they are born in the form of sex selection and continue with higher chances of dying before five years (when compared with boys) and high prevalence of child marriage.

- While child marriage affects both boys and girls, the effects are far more in numbers and intensity for girls.

- Girls who marry early, drop out of school and are most at risk of being caught up in the negative cycle of premature childbearing, maternal mortality and morbidity and malnutrition in children.

- Child marriage takes away adolescents' opportunities to access quality education, have a professional career and strive for personal development.

# Barriers to Ending Child Marriage and Understanding Social Norms

**3**

## Session Outcomes

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

- list the barriers to stopping child marriage
- explain social norms and how they impact behaviour leading to child marriage.

**Duration:**
120 Minutes

## Materials Required

White Board, Situation Write-ups for Role Play (6 nos).

## Process

### Activity

1. Divide the participants into groups with at least 3-4 participants in each group

2. Give one situation to each group and ask them to discuss and enact the same through a role play *(See the case situations on the next page)*

3. While one group is performing, ask the other groups to observe and note down the cultural practices that lead to child marriage, as observed in the role play

4. After all the groups have performed, ask the group members to share if they have found/come across or heard similar or related situations where children were married by their families due to societal pressures. Encourage participants to share their experiences

5. List out on the board various other types of norms shared by the participants in addition to the situations given in the role plays. Explain that all the situations that were enacted and those written on the board are outcomes of ***social norms.***

6. Share with participants that now we will talk about what social norms are and how they impact our individual and collective behaviour.

# Situations for Role Play on Social Norms

## Situation 1: Radhika and her mobile

Radhika lives in a village that is about 15 km from the nearest city. She studies in class X and is a bright student. During her class IX exams, she had scored very good marks. She wants to study further and take up a job in the city. Her parents are very keen too that she studies and becomes financially independent when she grows up. Recently her father brought her a mobile phone as a gift for scoring well in her exams.

One day Radhika was returning from her school and talking to her friend on the mobile phone. Meena, who lives in her neighbourhood and is a close friend of her mother, crossed her and noticed that Radhika was busy on the mobile phone and in the process did not notice Meena and therefore did not wish her.

That evening, Meena visited Radhika's house and complained to her mother. 'These young girls are getting spoilt and forgetting our traditions'. Radhika's mother asked Meena what had happened. Meena narrated to her that she had crossed Radhika while she was returning from school and that she was busy talking to someone on the mobile and that she had not wished her.

Radhika's mother tried to pacify Meena saying that Radhika has been brought up following all traditions and she is not the one to miss wishing her elders or ignore them. She further told Meena that Radhika must have been talking to someone for something related to her studies.

Meena walked out of their house in anger saying, "you people will bear the brunt of giving mobile phone to your young daughter who will elope with some boy and shall bring bad name to your family."

## Situation 2: Dilemma of Reena's father

Reena's father works in the district hospital as a lab technician. Her mother is a nurse in the same hospital. Both her parents travel about 30 km every day to work. They have continued to live in the village in order to look after their old parents and also ensure that work is carried out in their fields. Reena's parents are aware that daughters should be loved and cared for and well educated.

One day, Reena's father was summoned by their community head in the village. Upon reaching there, he was reprimanded by community head that their daughter was setting wrong examples for other village girls as she often talks to them about continuing their education and saying 'no' to getting married before they turn 18.

He further counselled Reena's father not to spoil the village atmosphere and get Reena married off soon, as she is the bearer of family's honour and it should be maintained at any cost.

## Situation 3: Fiza's brothers stand by her

Fiza is a 14 year old, bright and chirpy girl. She is the only sister of three brothers and her father adores her. Her mother is conservative and does not approve too many liberties being given to her by her father. Fiza's father wants his daughter to fulfil her dream of getting educated and become a police officer.

One day, Fiza's maternal uncle and aunt visit their house. During their visit, her uncle proposes a match for Fiza. The boy, a distant relative of her aunt has a grocery shop in their village. The boy's family did not want too much dowry. The boy was a widower whose wife had died during childbirth. The boy's family only wanted a homely and beautiful girl who could look after the 3-month old baby as well as the house.

Fiza's father was reluctant to get Fiza married so early and that too to a man 8-10 years older to her. But her mother tried to convince him. Fiza's uncle also argued, "What's the point in educating your daughter? After all she has to run the household after marriage and bear children. Its better she learns that now itself so that she is experienced when she has her own kids".

Fiza broke into tears upon hearing all this but had no say in front of her parents and relatives who had stood by her family during their difficult times.

Later in the evening, her brothers returned home and got to know about the matter. They took a stand and supported their father. They assured Fiza that her education will not be stopped and dreams will not be shattered. They even told their mother firmly that they will not agree to the alliance even at the cost of uncle's family severing ties with theirs.

## Situation 4: Mamta drops out

Mamta is a 13 year old girl studying in class VII. Last month she had menarche and started menstruating. All these months, her grandmother had already been enquiring from her mother if Mamta had attained puberty. As soon as the grandmother got to know about Mamta attaining puberty, she announced that henceforth Mamta will not go to school.

Mamta could not understand why she had to discontinue her studies. "There are many girls in my class who menstruate", she pleaded with her grandmother. However, the grandmother was determined to not let Mamta continue her studies.

Mamta tried to plead with her mother to convince her grandmother. When the mother tried to speak to the grandmother, her response was, "Its better to get her married as she has attained puberty, lest she falls in love with someone and ruins the family name." All pleadings by Mamta and her mother have fallen on grandmother's deaf ears.

## Situation 5: Jhumri's resolve

13 year old Jhumri's parents work at the brick kiln as labourers. Her family stays at the outskirts of the village. They are barely able to arrange for two meals for the family of six members. While her parents and two brothers work at the kiln, Jhumri takes care of her baby brother at home as well as does all the household chores.

One day a distant relative visits their house and tells Jhumri's father that he knows of many villages in Haryana where there is shortage of brides due to less number of females in the villages. As a result, the boys in those villages are not getting brides and are willing to pay to the girl's family if they agree to give their girl. Jhumri's father had heard about child trafficking in the form of marriage and was a little hesitant. However, the relative convinced him that after all girls have to be married and hefty dowry is required to do so. It is better that they are sent as brides in exchange for money which would be a win-win situation for both the families.

Ultimately, Jhumri's parents also felt that getting fifty thousand rupees in return will be a fortune for the family and there was no harm in marrying the girl off.

The alliance was finalised and Jhumri was married to a much older man in exchange of fifty thousand rupees. At her in-law's place, Jhumri had to take care of all household chores and look after cattle as well. She was often beaten up by her husband. She had three children in quick succession who were all malnourished and fell sick frequently. Jhumri also did not get sufficient food to eat and became very weak. One day she got wind that her in-laws were planning to sell her off to another person.

She managed to contact a neighbour who informed a local NGO about Jhumri's condition and managed to contact her parents. Her parents were reluctant to take her back citing that it is the responsibility of the girl to adjust in her husband's home after marriage and they cannot support her. "Who will give daughters to our sons if our own daughter is sitting at home after marriage."

After a lot of persuasion and intervention of NGO as well as village panchayat, Jhumri's parents agreed to get her back. It's been eight months since Jhumri returned to her village. Her children go to Anganwadi Centre, and she has joined local SHG that promotes local farm produce, which is then sold to nearby villages.



Jhumri has vowed not to let her children undergo same experiences that she did.

Training on Social and Behaviour Change Communication for Adolescent Empowerment and Ending Child Marriage

## Situation 6: Meenakshi gets a bicycle

Meenakshi was a bright student who finished her class VIII in the village school. Her teacher was full of praise for Meenakshi. She advised her mother to enroll her in the high school in the neighbouring village where she could continue her education. The teacher also informed her mother about bicycle scheme being implemented in the state that enables girls enrolled in high schools to get free bicycle. Meenakshi was really excited to go to high school with her other classmates and also to get a new bicycle.

However, her father was dead against sending Meenakshi outside the village for continuing high school. Despite pleadings from Meenakshi, her father did not agree. She then called her teacher at home to speak to her parents to convince them.

When the teacher went to talk to Meenakshi's parents, her father flatly refused to let his daughter go to the other village. Citing an old case when a girl had been raped a few years ago, he reasoned, "Who will be responsible if something untoward happens to my daughter? After all, she is the honour of the family and we cannot live to see family honour being ruined."

Meenakshi's teacher then followed up the matter with members of the panchayat and also the school management committee. Together all of them convinced Meenakshi's father that one odd case in the past should not be a deterrent in educating our daughters and exercising their fundamental rights.

They explained that there are many girls in the village who attend high school in the nearby village and all of them go and return together as a group.

Finally, seeing his daughter's interest and persuasion by village panchayat members, Meenakshi's father relented and enrolled his daughter in high school. Meenakshi also got a new bicycle to go to school.

# What are social norms? - Definition

Discuss this definition of social norms with participants and ask them to cite examples of such norms from their own experience. These norms are based on **belief.**

It is a pattern of behaviour such that individuals prefer to conform to it on condition that they **believe** that

- most people in their relevant network conform to it **(empirical expectation)**, and
- most people in their relevant network believe they ought to conform to it **(normative expectation)**

(UPenn & UNICEF)

**Some of such norms that affect social behaviours are:**

1. Open defecation
2. Child Marriage
3. Caste discrimination

## Distinguish between habit, behaviour, and social norm

- **PRACTICE:** The habitual doing or carrying out of something; usual or customary action or performance
- **BEHAVIOUR:** An observable act; manner of conducting oneself; the aggregate of all the responses made by a person in any situation
- **SOCIAL NORM:** A rule or a standard of behaviour shared by members of a social group

| | Example | Distinguishing feature |
|---|---|---|
| Customs | Using umbrella | Independent of what one expects other to do |
| Descriptive Norms | Money, language, handshaking, bowing fashion | No enforcement, what we expect other people to do matters, weak normative influence |
| Legal Norms | Inheritance laws, traffic rules | Enforced by formal sanction (laws and codes), specialised enforcers (police, courts) |
| Moral Norms | Do no harm, help those in need | Universal, impartial, inner sanctions, possibly unconditional (we do not care much about others actions or expectations) |

## Child Marriage: Norms of Silence

| Empirical Expectations | Normative Expectations | Social Sanctions |
|---|---|---|
| 70% Girl's & 73% mothers said <u>less than half</u> of the girls neighborhood *knew* about whom they were getting married to. | Girls think that parents <u>do not approve</u> of telling them anything about fixing their marriage prior to it being actually done. | Girls who say they want to get married late or marry someone of their own choice are 'bad' girls: disapproval from elders, also brothers sometimes |
| 80% girls & 76% mothers said <u>less than half</u> of the girl's neighborhood had *seen their spouses before they got married.* | Girls think that others expect that <u>they should not ask</u> their mothers or others in the family about whom they should get married to. | Talking about own marriage by a girl is 'not her business'. Girls put their head down and accept whoever and when she is asked to marry and accept. |

## A Social norm

**is a** → **pattem of behaviour**

**such that** → **individuals prefer to conform to if**

**on condition that they believe that**

* most people in their relevant network *conform* to it. **[empirical expectations]**

* most people in their relevant network *believe they ought to conform* to it **[normative expectations]**

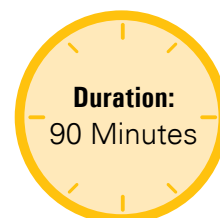**How can we change (or induce) these social expectations?**

# SBCC &
# Socio-Ecological Model

**4**

## Session Outcomes

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

- describe five levels of SEM
- list out sections of community representing each level of SEM.

**Duration:**
90 Minutes

## Materials Required
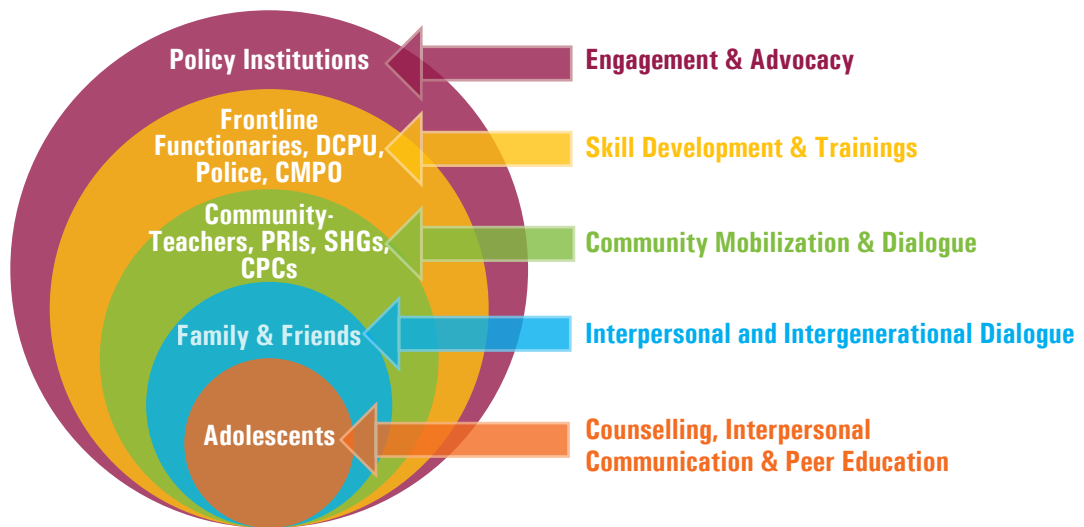
White Board, Doll Model, Presentation.

## Process

### Activity-1

1. Divide the participants into five groups. Name each group as per five levels of SEM model. Next, draw five concentric circles on the floor

2. Instruct the first group (individual/peer) to come and stand in the centre. Now ask these participants which group influences them most from amongst the remaining four groups. After listening to their responses, call upon the second group (family) to encircle them. Continue in similar manner for all the five groups

3. Explain that this is SEM. Thank the participants for their participation and further demonstrate SEM using doll model and citing example of child marriage. Highlight that to bring about a change in a particular norm, communities must be approached for sustainable behaviour change. This is possible only when supportive and enabling environment is provided by all the levels.

# Adolescents and their Influencers



Policy Institutions — Engagement & Advocacy

Frontline Functionaries, DCPU, Police, CMPO — Skill Development & Trainings

Community- Teachers, PRIs, SHGs, CPCs — Community Mobilization & Dialogue

Family & Friends — Interpersonal and Intergenerational Dialogue

Adolescents — Counselling, Interpersonal Communication & Peer Education

## Activity-2

1. Now ask the participants to brainstorm within their groups as to what communication strategy or activities they will plan to use for each of the identified groups as DTF members taking measures for ending child marriage.

2. Instruct the groups to present their findings.

3. Sum up what role each layer can play and how members of the particular level (individual, interpersonal, community, organisations and policy) should be approached towards ending child marriage.

## Concluding the Session

Reiterate the relevance of SEM and role of various stakeholders and how they interplay with each other towards bringing about change in prevalent social norms.

# Adult Learning, Learning Styles and Art of Facilitation

## Session Outcomes

**Duration:**
60 Minutes

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

- describe key factors that enable adults to learn and apply the same during training sessions
- explain what are adult learning principles and participatory training skills.

## Materials Required

White Board, Handout on Learning Styles.

## Process

### Adult Learning

1. Post the following question on one half of the writing board:
   - "Where do you get motivation from to learn something?"
   - Note responses from the participants on the writing board (below the question).

2. Post the next question on the other half of the writing board:
   - "How do you learn?"
   - Note the responses once again on the writing board

3. Write the following points on the board/chart:
   - Adults must have a vested interest in learning
   - They need to be self-directed.
   - They need to draw on their experience in learning situations
   - Their self-esteem must be maintained during the learning process
   - They have the freedom to learn in their own way
   - Learning is experiential
   - The process is positive and encouraging

4. Follow up with a discussion around the enabling factors that help adults learn

5. All through the discussion, make references to the participants' experiences.

> ## Conclusion
>
> Reiterate the key points and remind the participants that they should find ways of providing enabling environment for their participants who would also be adults in order to ensure learning takes place during their training sessions.

### Learning Styles

1. Distribute the 'learning style assessment format' (See **Annexure-II**)

2. Share with participants that we shall now carry out self-assessment of how we learn. Ask them to read the statements given in the handout one by one and to tick one option in each row that strikes them the most. Caution them not to deliberate on the options and tick on the option that appears to be appropriate on first thought.

3. After completion, ask the participants to add up the ticks in each column. The scores will differ for different participants.

### Highlight the following facts

- There are three general learning styles: Visual, Auditory and Kinesthetic.

- Visual leaners rely on pictures. They love graphs, diagrams and illustrations. "Show me" is their motto. They often sit in the front of the classroom to avoid visual obstruction and to watch the facilitator. They want to know what the subject looks like. You can best communicate with them by providing handouts, writing on the board and using phrases like 'do you see how it works'.

- Auditory learners listen carefully to all sounds associated with the learning. 'Tell me" is their motto. They will pay close attention to the sound of your voice and all of the subtle messages and they will actively participate in the discussions. You can best communicate with them by speaking clearly, asking questions and using phrases like 'How does that sound to you?'

- Kinesthetic learners need to physically do something to understand it. Their motto is "Let me do it". They want to actually touch what they are learning. They are the ones who will get up and help you with role plays. You can best communicate with them by involving volunteers, allowing them to practice what they are learning and using phrases like "How do you feel about that".

### Concluding the Activity

- Emphasise that most people use all the three styles while they are learning but one particular style is dominant

- Now the big question is 'How do you as a facilitator know which participant has which learning style?' Without training in neurolinguistics, it might be difficult. So it is better to involve activities in your session which cover all the three styles and this will make your facilitation effective and interactive

- Also, using different learning styles maintains learning environment by retaining participant's attention as use of any of these learning styles for a long time inhibits learning.

### Art of Facilitation

1. Ask the participants to share their experiences of the sessions held so far:
   - What has impressed them the most? Why?
   - What are the things they are most likely to adopt? Why?
   - What are the things they are sure to avoid? Why?
2. Note the responses on the writing board
3. Take the participants through the responses noted on the writing board.

Inform that we will now discuss various facilitation and communication skills that help in effective facilitation.

## Building Rapport

Encourage participants to share what in their opinion can help break the ice and build rapport in a training session. Listen to their responses and sum up the missing points from the list below:

Some helpful rapport building behaviours are:

1. Break the Ice
2. Use non-threatening and 'safe topics' for initial small talk. Talk about established shared experiences, the weather, 'how you travelled to where you are'.
3. Using the other person's name early in the conversation. This is not only seen as polite but also reinforces the name in the mind so one is less likely to forget it
4. Avoid asking direct questions about the other person.
5. Listening to what the other person is saying and looking for shared experiences or circumstances gives more to talk about in the initial stages of communication.
6. Looking at the other person for approximately 60% of the time. Giving plenty of eye-contact but being careful not to make them feel uncomfortable.
7. Leaning 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 person who is being talked to feel more relaxed.
8. Make sure the other person feels included but not interrogated during initial conversations.
9. Put the other person at ease; this will enable to relax and conversation to take on a natural course.
10. Although initial conversations can help to relax, most rapport-building happens without words and through non-verbal communication channels.
11. 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; this will help to develop rapport more easily.
12. When in agreement with the other person, openly saying so and telling why. Building on the other person's ideas.
13. Being non-judgmental. Letting go of stereotypes and any preconceived ideas about the other person.

14. If there is disagreement with the other person, giving the reason first then saying that you disagree.

15. Admitting when don't know the answer or having made a mistake. Being honest is always the best tactic, acknowledging mistakes will help to build trust.

16. Being genuine, with visual and verbal behaviours working together to maximise the impact of communication.

17. Offering a compliment, avoiding criticism and being polite.

18. 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.

## Giving Relevant and Contextual Examples

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

● Example should be correct

● They should be easy to understand

● They should be in local context

● They should be related to the topic of discussion

● While giving examples, one must ensure privacy of the person being cited.

### Activity for giving examples

Divide the participants into two groups. Handout 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 DTF members organised a small function at Kota district in Rajasthan during Dusshera. During the function, the Child Marriage Prevention Officer addressed the audience. The following two examples were narrated:
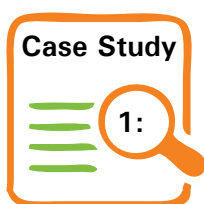
**Case Study 1:** "In Nepal, the families and communities tend to marry their children while they are still very young. The Government there is taking steps to put end to the practice of child marriages. There has been some decline over the years but it is still a long journey.
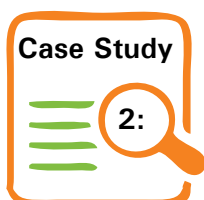
**Case Study 2:** A 16 year old girl in the village was about to be married to a 19 year old boy by their families despite ASHA cautioning and advising the families not to do so. As the marriage was about to be solemnised, the matter was reported and panchayat members intervened to stop the marriage from taking place. The parents of the children were arrested and shamed. The matter was publicised in all nearby villages and the names of the children were made public. As a result no family is now coming forward to marry the girl citing that she brings bad omen. She is now living a life of shame.

# Paraphrasing

I have been waiting in the queue for so long to get my daughter admitted in high school. I have come all the way from another village 5 km away. I know it does it help by getting angry with the school staff for taking so long to attend me as there is too much rush.

**Communicator:** "It sounds like you know you should avoid getting angry at the service provider".

## Purpose of paraphrasing

- To convey that you are understanding the person who is talking
- To help the person by simplifying, focusing and crystallising 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. It is important to make good rapport with them.

**Example 1:** I had explained to you about benefits of letting your daughter continue her education at least till class XII. It is nice that you have started doing all this after listening to me.

**Example 2:** It is really nice that you have decided to let your daughter join high school in the nearby village keeping in mind her interest to study as well as her long term well-being.

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

## Summarising

A summary is a collection of two or more paraphrases that summarises messages or a session.

## Purpose

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

# Asking Questions

Questions are part of communication interventions. Here we are talking about two main types of questions: Open-ended questions and closed-ended questions.

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

- Tell me what kind of problems you face while commuting to high school in other village?
- What is your routine at home?
- What are the reasons for not continuing your studies?

## Purpose of Open-ended Questions

- To encourage elaboration
- To motivate and encourage the person

**(ii) Closed-ended Questions** are those that can easily be answered with a "Yes"- "No" or one- or two-word responses.

*Examples*

- Are you planning to continue your studies?
- Do you participate in community meetings?
- Do you ever discuss your health related matters with village ASHA?

## Purpose of Closed-ended Questions

- To obtain specific information
- To identify parameters of a problem or issue
- To narrow the topic of discussion
- To interrupt an over-talkative person

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

1. Do you know that it is important to delay the first child after marriage?
2. Are you going to continue your studies?
3. What are the challenges that you are facing in convincing your parents to let you continue your studies?
4. How do you plan to look after your family after getting married?
5. Do you participate in village level events?
6. How do you spend your time after discontinuing your studies?

Tell the participants that there are few things to be kept in mind in addition to asking

open-ended or closed-ended questions. Ask the following questions:

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

Based on the above discussion, summarise the topic with the following points that 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 balanced attitude
- Maintain relationships
- 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 make their point of view.

## Concluding the Session

- Reiterate the key points and remind the participants that they should find ways of using the theory on adult learning during training sessions.
- Remind the participants that facilitation is a skill and in order to become adept at it, one needs to reflect and practice with perseverance. This skill is not acquired in a day.

# Summing Up of Day's Sessions

**6**

### Session Outcomes

At the end of the session:

- there will be a listing of the highlights of the day, the learnings and feedback on the sessions.

**Duration:**
30 Minutes

### Materials Required

- Writing Board and Chalk or Marker Pens
- A Paper Ball

### Methodology

Getting feedback and comments from participants.

### Process

1. Tell the participants that this is the last session of the day where they can reflect on the major learnings of the day, give their feedback and comments to make the day's sessions more effective. Tell them that they will throw the ball to any one participant and he/she will give his/her comments and then throw it to the next participant for his/her comments.

   The comment could be in the form of a learning, an expression of what one felt during the day or a suggestion to make the day's sessions more effective.

2. Make three columns on the board and give the headings Learning, Feeling and Suggestion. Throw the ball to any participant of your choice and start the above process. As the participants make their statements record them under the appropriate heading. Make sure that each participant contributes only one point. Once all the participants have contributed, summarise what is written on the board.

# Day 2

# Recap of Day 1 Sessions

## Session Outcomes

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

- Welcome the participants to the second day of the orientation
- Recall briefly sessions of Day 1
- Run through the schedule for the day.

**Duration:**
30 Minutes

# Introduction to Tarunya Package

**2**

### Session Outcomes

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

● explain the background, approach, key stakeholders, platforms and communication tools under the Tarunya Package.

**Duration:**
60 Minutes

### Materials Required

White Board, PPT on Tarunya Guidelines, Tarunya Communication Tools.

### Methodology

Overview of Tarunya Guidelines, display of Tarunya tool, presentation and discussion.

### Process

Tell the participants that in the previous day's session they have learnt what is the status of child marriage in their state as well as nationally. They have also learnt what social norms are and how they impact individual and collective behaviour in the community and what are the barriers. Today we will learn how SBCC can help in overcoming these barriers and challenges using SBCC approach, and the communication tools developed under Tarunya Package and Guidelines to facilitate its use.

To accelerate countrywide change for adolescents, a key result area for UNICEF is ending child marriage.

The focus is on key government priorities articulated in the national flagship programmes such as Beti Bachao Beti Padhao, Mahila Shakti Kendras, Samagra Shiksha Abhiyaan, Rashtriya Kishor Swasthya Karyakram and SABLA.

Further, attempt is being made to improve knowledge, skills and behaviours of families to minimise risk to girls including gender and caste biases that affect the access and utilisation of services.

To this end, a **gradual shift** is being made through interventions that are **small in scope and mainly sector-specific** to **large-scale district models of adolescent empowerment** based on **existing government programmes**.

## Figure 2: Convergence of Programmes and Schemes
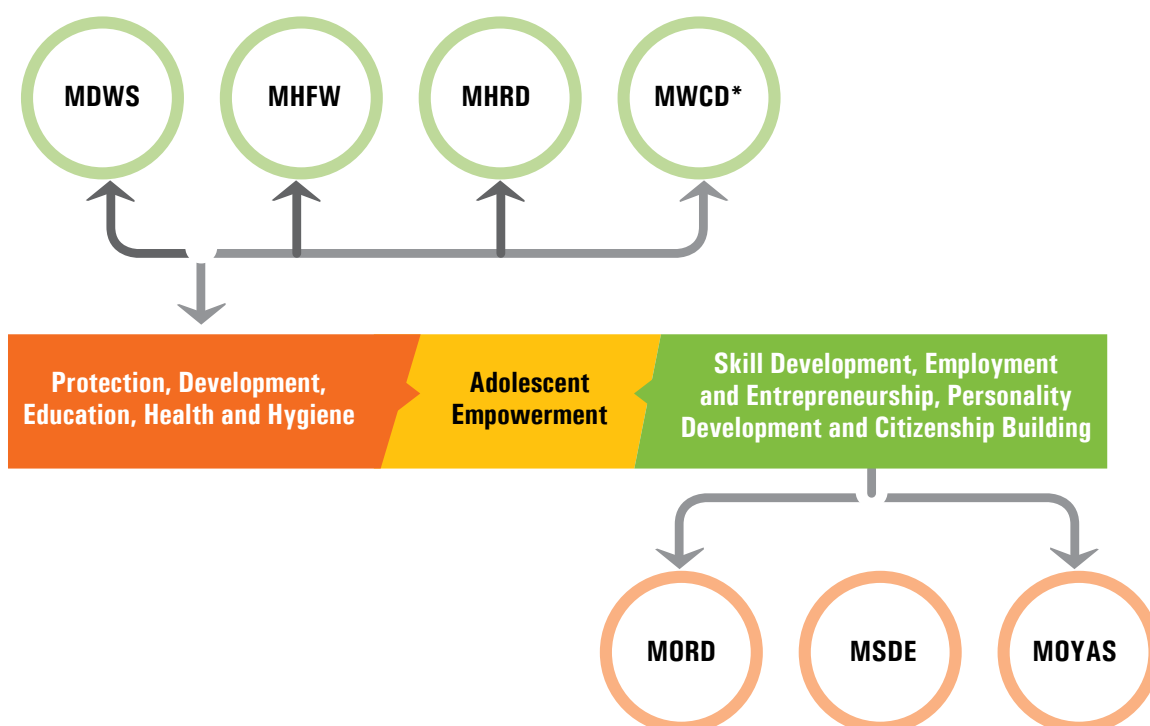


The Ministry of Women and Child Development (MWCD) is the focal point for technical assistance, coordination, convergence and monitoring efforts to end child marriage.
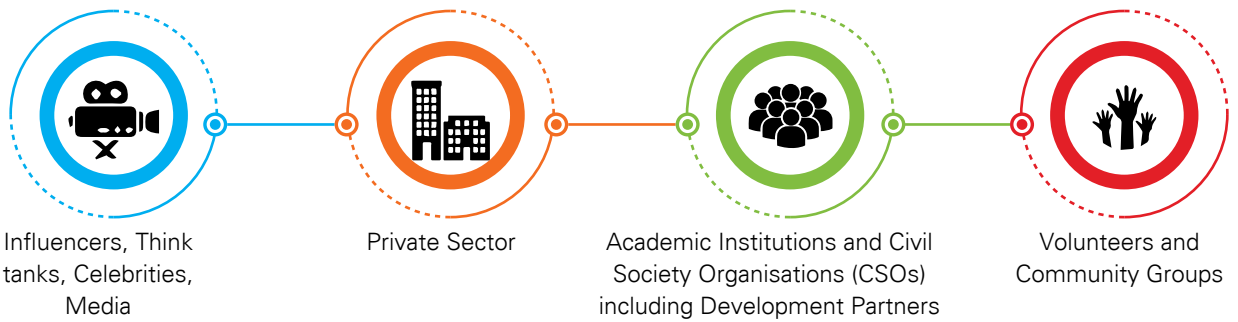
The Ministry of Human Resource Development (MHRD), Ministry of Health and Family Welfare (MHFW), Ministry of Drinking Water and Sanitation (MDWS) and Ministry of Skill Development and Entrepreneurship (MSDE) are core ministries which **provide essential adolescent services such as education, health, hygiene and skill development, respectively**.

Ministry of Youth Affairs and Sports (MYAS) **works towards personality development and citizenship building** of adolescents and Ministry of Rural Development (MoRD) **plays a key role in providing jobs** to youth under the National Rural Livelihoods Mission (NRLM).

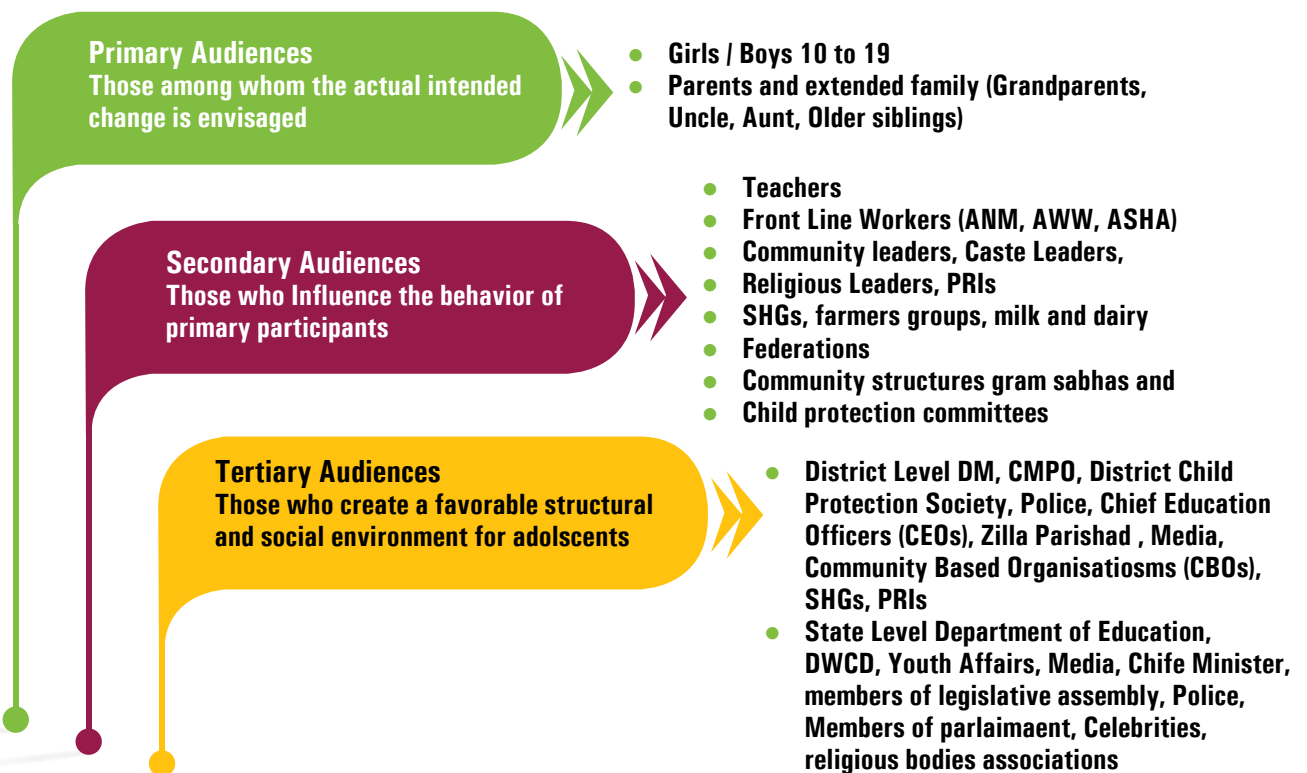All these ministries will have to work together for all-round development of adolescents.

NOTE: Refer **Annexure-III** for key stakeholders specific programmes and schematic platforms.

In addition to government efforts partnerships have been built with other non-governmental stakeholders for adolescent empowerment and ending child marriage. This includes.

Influencers, Think tanks, Celebrities, Media → Private Sector → Academic Institutions and Civil Society Organisations (CSOs) including Development Partners → Volunteers and Community Groups

## Audience Segmentation

All the above mentioned key adolescent behaviours need to be promoted by engaging with relevant audiences and stakeholders whose role in ending child marriage and supporting adolescents is immense. These audiences are indicated below. (See figure below)

**Primary Audiences**
Those among whom the actual intended change is envisaged

- Girls / Boys 10 to 19
- Parents and extended family (Grandparents, Uncle, Aunt, Older siblings)

**Secondary Audiences**
Those who Influence the behavior of primary participants

- Teachers
- Front Line Workers (ANM, AWW, ASHA)
- Community leaders, Caste Leaders,
- Religious Leaders, PRIs
- SHGs, farmers groups, milk and dairy
- Federations
- Community structures gram sabhas and
- Child protection committees

**Tertiary Audiences**
Those who create a favorable structural and social environment for adolscents

- District Level DM, CMPO, District Child Protection Society, Police, Chief Education Officers (CEOs), Zilla Parishad , Media, Community Based Organisatiosms (CBOs), SHGs, PRIs
- State Level Department of Education, DWCD, Youth Affairs, Media, Chife Minister, members of legislative assembly, Police, Members of parlaimaent, Celebrities, religious bodies associations

## Tarunya Package

*Tarunya* Package comprises SBCC tools and resources for strategic empowerment of adolescents.

The Package intends to help users, programme implementers and practitioners in implementing SBCC interventions in their areas of operation. It is designed based on the UNICEF's SEM framework and processes of SBCC to end child marriage through adolescent empowerment. It offers the users a range of materials which are meant to initiate **peer, intergenerational and community dialogues** around key adolescent behaviours.

34

**Community Dialogue**     **Peer Dialogue**     **Intergenerational Dialogue**

*Tarunya* is a unique tool as it harmonises different types of SBCC materials that can be used as stand-alone and/or in combination with each other to facilitate continuous and impactful engagement with target audiences.

The Package binds the materials which can be used together on ***multiple interrelated themes, with multiple stakeholders and in multiple ways***. Thus, it is not merely an assortment of materials on child marriage but a **strategic tool for multi-channel communication for ushering lasting change in the lives of adolescents**.

The contents of the Package focus on conducting SBCC with:

- **Adolescents at individual level through peer dialogue:** Peer dialogue is instrumental in directly engaging with adolescents to create awareness and to impart knowledge and skills. It can help in unearthing adolescent felt and unfelt needs, their concerns and problems and aspirations and dreams. The platforms for interaction with peers help adolescents in articulating their problems openly; sharing ideas and cross-learning; and arriving at constructive solutions.

- **Families and relatives through intergenerational dialogue:** Interaction with families, relatives and significant others is essential in making them aware of rights and aspirations of adolescents. It aids in bringing an attitudinal change among them and creating a supportive family environment for adolescents. Bringing families on board ensures that adolescent rights to health, education and skill development are realised. They are not forced into early marriages and are able to build their agency and exercise their choices. Informed and empowered families are able to go against detrimental social norms and resist societal pressure and choose what is right for their children.

- **Communities through social mobilisation:** Change in social norms and structural inequities can be brought only when communities are ready to adopt positive change. Engagement with communities is necessary to help them realise how prevailing practices of child marriage and gender discrimination are robbing girls and boys of their childhood and harming them. Once they reject child marriage as a practice it can bring about large scale social change. Their cooperation is critical in creating supportive systems and an enabling environment for adolescent empowerment.

## Contents of the Package

Distribute the handout of the communication tools to all the participants.

The Package contains a set of more than 50 materials including print, audio and audio-visual materials for individual, group and mass communication. The materials have been developed by the Government of India, UNICEF and state governments. Both the national and state level materials can be adapted by the users to suit their specific needs. For ease of understanding and use, the materials in the Package have been categorised based on the following:

### Materials produced at national and state level, can be adapted and used given the specific communication needs of target audience

**Type of medium–** Print, audio, audio video or a combination of any of these

**Type of material–** Strategy document, guidance notes, toolkit, flipbook, poster, banner, leaflet, radio spot, public service announcement etc.

**Theme–** Child marriage prevention, education, health, nutrition and adolescent empowerment among others or a combination of any of these

**How to use–** Peer, intergenerational, community and social mobilisation or a combination of any of these

**Target audience–** Adolescents, parents, community, influencers and frontline workers

**Users–** Government officials, development partners, CSOs and frontline functionaries

*NOTE: See **Annexure-V** for comprehensive (but not exhaustive) list of communication tools under Tarunya Package.*

### Concluding the Session

Reiterate the following key points:

- Tarunya Package in based on converging communication initiatives under various schemes and programmes at national, state and district levels, addressing audience at multiple levels.

- It is a unique tool that harmonises different types of SBCC materials that can be used as stand-alone and/or in combination with each other to facilitate continuous and impactful engagement with target audiences

- It serves peer, intergenerational and community dialogue towards adolescent empowerment and ending child marriage.

# Using Communication Materials in Tarunya Package

**3**

### Session Outcomes

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

- Apply their knowledge and understanding of SBCC, SEM, social norms and Tarunya package at different levels of SEM towards adolescent empowerment and ending child marriage.

**Duration:**
120 Minutes

### Materials Required

White board, PPT on Tarunya Guidelines, Tarunya communication tools.

### Methodology

Group work and presentation.

### Process

1. Divide the participants into 5 groups (corresponding to 5 layers of SEM).

2. Ask each group to discuss and select appropriate communication tools for the level assigned to them.

3. Ask each group to identify different situations and appropriate communication tool to be used during their dialogue for encouraging and facilitating desirable action towards adolescent empowerment and ending child marriage.

4. Ask them to select appropriate communication tool as per the guidelines for a situation and/or identify multiple situations for a particular level such as individual, inter personal, etc. to undertake IPC/BCC/GC/ Community Mobilisation/ Advocacy (as the case may be).

5. After all groups have completed the selection of communication tool for target audience assigned to them, ask them to present the selection with explanation how it will help in mobilisation and behaviour change towards adolescent empowerment and ending child marriage.

6. Encourage participants in other group to look at it and share their observations.

## Concluding the session

Reiterate the following key points:

- The materials in the package must not be looked in isolation but as a package to be used effectively with different audiences.

- Same materials can be used in different ways with different audience segments..

- Similarly, to effectively address an issue a combination of methods and materials can be used.

- A number of materials in the toolkit are meant for users to understand the concepts related to adolescents and methodologies are explained on how to work with them. These materials are for knowledge and capacity enhancement of the users and may not be used with any specific target audience.

- It will be good if users keep following do's and don'ts while using the package (see Appendix-V).

# Use of Communication Tools

4

## Session Outcomes

**Duration:**
120 Minutes

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

- effectively use communication tools under Tarunya Package including Flipbook, AV materials, Brochures, Games, traditional media activities etc.
- list and explain advantages, limitations, and Do's and Don'ts as well as target audience, opportunities/platforms for effective usage of these communication tools.

## Materials Required

Tarunya Guidelines, Tarunya Communication Tools, Film on Effective Use of Communication Materials.

## Methodology

Group work and presentation.

## Process

1. Divide the participants into groups
2. Assign at least one category communication tool to one group
3. Ask them to discuss within the group on how to use the allotted tool effectively
4. Ask them to discuss and list down what are advantages and limitations, Do's and Don'ts for using the communication tools
5. Ask them to discuss and list down various opportunities and platforms where these communication tools can be used, with their advantages, limitations, and Do's and Don'ts
6. Ask each group to present their discussion points and conclusions
7. Ask other participants to share their feedback and add any missing points
8. Show the film on "Effective Use of Communication Materials".

### Concluding the Session

Reiterate the following key points:

- It is important to use appropriate tool and correct method for the communication to be effective.

# Action Plan for Adolescent Empowerment

**5**

## Session Outcomes

**Duration:**
60 Minutes

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

● explain the process of preparing district level communication action plan for adolescent empowerment, based on available programmatic and scheme platforms as well as budgetary allocations and resource mobilisation.

## Materials Required

Tarunya Guidelines, Tarunya Communication Tools, Planning Format.

## Methodology

Group work, presentation, demonstration of model planning and budget format and discussion.

## Process

1. Show the blank planning format to the participants. (See **Annexure VI**)

2. Explain the meaning of each column and what needs to be filled

3. Demonstrate the model planning format

| SNO | Objective | Activity | Communication Input | Output | Outcome | Monitoring Indicators | Means of Verification | Communication Tool | Unit Cost | Number of units | Total Cost | Source of Funds |
|-----|-----------|----------|---------------------|--------|---------|----------------------|----------------------|--------------------|-----------|-----------------|------------|-----------------|
|     |           |          |                     |        |         |                      |                      |                    |           |                 |            |                 |
|     |           |          |                     |        |         |                      |                      |                    |           |                 |            |                 |
|     |           |          |                     |        |         |                      |                      |                    |           |                 |            |                 |
|     |           |          |                     |        |         |                      |                      |                    |           |                 |            |                 |
|     |           |          |                     |        |         |                      |                      |                    |           |                 |            |                 |
|     |           |          |                     |        |         |                      |                      |                    |           |                 |            |                 |

4. Divide the participants into groups (with each group having 3-5 participants)

5. Ask each group to prepare a draft planning for their project

6. On completion of group work, ask the participants if they had any doubts completing the planning format

7. Encourage the participants to think of what all points should be kept in mind while planning for communication

8. Note the key points on the board and recapitulate.

## Concluding the Session

Reiterate the following key points:

- Planning for implementation of SBCC interventions for adolescent empowerment is crucial at national, state and district levels.

- Before planning, **analyse the existing situation** and establish a baseline.

- Plan with a **long-term perspective** say a year at district level, five years at state level but keep time-bound targets.

- **Seek participation** from all key stakeholders responsible for implementation while drafting the plan and integrate inter-departmental convergence.

- Try to answer questions such as **what exactly you want to achieve; why; how; by when**; with whom; what are the conditions and limitations; what resources you would require?

- Keep the plan **realistic with SMART objectives** (Objectives which are Specific, Measurable, Attainable, Relevant and Timely) – do not be over ambitious.

- Based on objectives **work backwards to determine outcomes, outputs, inputs, activities** and resources and indicators to measure the outcomes (See example below).

- Clearly explain the **roles and responsibilities** of all key stakeholders.

- Once the plan is finalised **share it with all those who are responsible** and accountable for implementing the plan.

- Once finalised **stick to the plan but don't be rigid**, keep room for flexibility.

- **Monitor the progress** in terms of achievement of outputs and outcomes through measurable indicators.

- Remember it is difficult to measure changes brought about by SBCC thus **envisage both qualitative and quantitative indicators.**

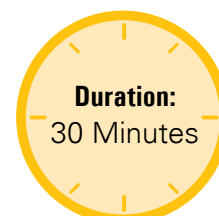- Last, but not the least, believe that change is possible and you can do it!

# Monitoring of Activities and Outcomes

**6**

## Session Outcomes

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

- explain the methods and indicators for monitoring communication outcomes.

## Materials Required

Writing Board, Presentation.

## Methodology

Demonstration of the sample format and discussion.

## Process

1. Demonstrate the sample monitoring format to the participants while explaining how to use it (see **Annexure VII**)

2. Explain to the participants that monitoring is checking progress against plans. It is often said that "What gets monitored gets done or gets done better"

   - It is the systematic process of collecting, analysing and using information to track a programme's progress toward reaching its objectives and to guide management decisions

   - Monitoring in SBCC is tricky because the process of changing behaviours and practices is slow and iterative. Therefore, having a monitoring framework ready, right at the planning stage is important

   - Monitoring mechanisms should be incorporated in each activity and intervention. The implementers must be clear about what will be monitored, how it will be monitored and who will monitor and how often

   - To ensure outcomes are met, monitoring of **activities**, their **reach**, **quality**, **process** and **effectiveness** of different components of SBCC interventions should be regularly done.

| Type of Monitoring | Purpose | Example |
|---|---|---|
| **Monitoring activities** | To know if the activities are being scheduled as planned, trained human resources are deployed and availability of supplies and services to support behaviour change available | Whether peer dialogues and intergenerational dialogues on child marriage are being conducted on time as per the planned frequency |
| **Monitoring coverage** | To see whether planned number of target audiences reached through one or more SBCC activities | How many villages having high prevalence of child marriage are being covered, how many adolescents and parents have been sensitised on causes and consequences of child marriage |
| **Monitoring quality** | To ensure right target audience is being addressed, messages transmitted are appropriate to context and target group and they are satisfied with messages and services provided | Are high risk children, families, village communities with high prevalence of child marriage, key community influencers and FLFs being covered through the SBCC interventions?<br><br>Are they being adequately equipped to give messages through dialogue and engagement on how child marriage impacts health, education, psychological wellbeing and adult life of adolescents? Are those being reached satisfied with the SBCC activities and are giving feedback. |
| **Monitoring processes** | Ascertaining whether capacities of service providers are built, they are following interpersonal and group communication guidelines and there are follow up mechanisms to encourage and maintain changed attitudes | Are facilitators trained on *Tarunya* Package adopting correct processes of interpersonal and group communication on child marriage? Are they following up with parents, adolescents, key community influencers to encourage, adopt and practice of rejecting child marriage? |
| **Monitoring effectiveness** | Checking if people understand key messages, how many of them have begun the change, are maintaining changed behaviours and are accessing support services | Proportion of adolescents, parents and families aware of child marriage, its causes and consequences, how many of them are rejecting child marriage, how many adolescents sought help when they were being forced to marry. |

| Type of Monitoring | Purpose | Example |
|---|---|---|
| **Monitoring activities** | To know if the activities are being scheduled as planned, trained human resources are deployed and availability of supplies and services to support behaviour change available | Whether peer dialogues and intergenerational dialogues on child marriage are being conducted on time as per the planned frequency |
| **Monitoring activities** | To know if the activities are being scheduled as planned, recruitment of human resources and availability of supplies and services to support behaviour change available. | Whether peer dialogues and intergenerational dialogues on child marriage are being conducted on time as per the planned frequency |
| **Monitoring coverage** | To see whether planned number of target audiences reached through one or more SBCC activities | How many villages having high prevalence of child marriage are being covered, how many adolescents and parents have been sensitized on causes and consequences of child marriage |
| **Monitoring quality** | To ensure right target audience is being addressed, messages transmitted are appropriate to context and target group and they are satisfied with messages and services provided | High risk children and families practicing child marriage, high prevalence villages, key community influencers and frontline functionaries being covered through the SBCC interventions, are they being adequately equipped to give messages through dialogue and engagement on how child marriage impacts health, education, psychological wellbeing and adult life of adolescents and are those being reached satisfied with the SBCC activities |
| **Monitoring processes** | Ascertaining whether capacities of service providers are built, they are following interpersonal and group communication guidelines and there are follow up mechanisms to encourage and maintain changed attitudes. | Are capacities of facilitators trained on *Tarunya* package, are they adopting correct processes of interpersonal and group communication on child marriage as per the *Tarunya* training module and are they following up with the parents, adolescents, key community influencers to   encourage and sustain the change practices of rejecting child marriage |

| Type of Monitoring | Purpose | Example |
|---|---|---|
| **Monitoring activities** | To know if the activities are being scheduled as planned, trained human resources are deployed and availability of supplies and services to support behaviour change available | Whether peer dialogues and intergenerational dialogues on child marriage are being conducted on time as per the planned frequency |
| **Monitoring effectiveness** | Checking if people understand key messages, how many of them have begun the change, are maintaining changed behaviours and are accessing support services. | Proportion of adolescents, parents and families aware of child marriage, its causes and consequences, how many of them are rejecting child marriage, how many adolescents took help when they were being force to marry. |

## Concluding the Session

Reiterate the following key points:

- Monitoring must be built into the plan at the beginning stage
- It will and should go on during the project life cycle
- Monitoring indicators should correspond to project outputs and outcomes
- Roles and responsibilities for monitoring should be clear
- Data analysis, discussion, and timely reporting for midcourse correction is important

# Conclusion of the 2-Day Workshop

**7**

## Session Outcomes

**Duration:**
45 Minutes

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

- Encourage participants to share their key learnings and takeaways from the sessions. Reiterate the key lessons
- Conduct post-training evaluation
- Seek participant feedback
- Summing up and way forward
- Vote of thanks.
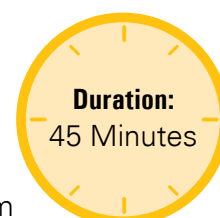
# Annexures

# Annexure I: Pre-Post Assessment Form

Pre-Training ☐                                              Post Training ☐

Name: _____

Date: _____

*Put a tick mark in 'Yes' column if you agree, in 'NO' column if you disagree and in 'Don't Know' column if you are not sure for statements given below;*

| S. No. | Statement | Yes | No | Don't Know |
|---|---|---|---|---|
| 1 | Social norms contribute in a big way as barriers in ending child marriage. | | | |
| 2 | Understanding of Socio Ecological Model can help in ending child marriages. | | | |
| 3 | During training, facilitators need to teach participants so that they can learn about the subject. | | | |
| 4 | Naming and giving examples of children whose marriages were stopped is a good way to motivate others. | | | |
| 5 | Motivating families and citing success stories develops desire to change behaviours. | | | |
| 6 | Using communication materials like flipbook, brochures, games etc do not add value in communication. Messages can be conveyed effectively even without using communication materials. | | | |
| 7 | People retain more information if they hear as compared to seeing or reading. | | | |
| 8 | Ending child marriage is about boys and girls and their parents. After all it is the decision of the families that need to be focused upon. | | | |
| 9 | It is not possible to monitor communication activities as often there is no proof of communication between two people. | | | |
| 10 | Child marriage impacts young girls. Boys get away easily so it is important to focus on girls. | | | |
| 11 | Adolescent girls will be empowered if they are married after they become adults. | | | |
| 12 | Use of traditional media can help disseminate messages to the communities where other means like newspapers, internet, TV do not have penetration. | | | |

# Annexure II: Handout - Learning Style Assessment

| S No. | | Visual | Auditory | Kinesthetic |
|---|---|---|---|---|
| 1 | When operating new equipment for the first time I prefer to… | read the instructions. | listen to or ask for an explanation. | have a go and learn by doing it. |
| 2 | When seeking travel directions I… | look at a map. | ask for spoken directions. | follow my nose or maybe use a compass. |
| 3 | When cooking a new dish I… | follow a recipe. | call a friend for explanation. | follow my instinct, tasting as I cook. |
| 4 | To teach someone something I… | write instructions. | explain verbally. | demonstrate and let them do it. |
| 5 | I tend to say… | "I see what you mean". | "I hear what you are saying". | "I know how you feel". |
| 6 | I tend to say… | "show me". | "tell me". | "let me try". |
| 7 | I tend to say… | "watch how I do it". | "listen to me attentively as I explain". | "you have a go". |
| 8 | Complaining about faulty items I tend to… | write a letter. | phone. | go back to the store, or send the faulty item to the head office. |
| 9 | I prefer these leisure activities | museums or galleries. | music or conversation. | physical activities or making things. |
| 10 | When shopping generally I tend to… | look and decide. | discuss with shop staff. | try on, handle or test. |
| 11 | Learning a new skill | I watch what the teacher is doing. | I ask the teacher, exactly what I am supposed to do. | I like to give it a try and work it out as I go along by doing it. |
| 12 | When listening to a song | I sing along with the lyrics (in my head or out loud!). | I listen to the lyrics and the beats. | I move in time with the music. |
| 13 | When concentrating I… | focus on the words or pictures in front of me. | discuss the problem and possible solutions in my head. | move around a lot, fiddle with pens and pencils and touch unrelated things. |
| 14 | I remember things best by… | writing notes or keeping printed details. | saying them aloud or repeating words and key points in my head. | doing and practicing the activity, or imagining it being done. |

| S No. | | Visual | Auditory | Kinesthetic |
|---|---|---|---|---|
| 15 | My first memory is of… | looking at something. | being spoken to. | doing something. |
| 16 | When anxious, I… | visualise the worst-case scenarios. | talk over in my head what worries me most. | can't sit still, fiddle and move around constantly. |
| 17 | I feel especially connected to others because of… | how they look. | what they say to me. | how they make me feel. |
| 18 | When explaining something to someone, I tend to… | show them what I mean. | explain to them in different ways until they understand. | encourage them to try and talk them through the idea as they try. |
| 19 | Most of my free time is spent… | watching television. | talking to friends. | doing physical activity or making things. |
| 20 | When I first contact a new person… | I arrange a face to face meeting. | I talk to them on the telephone. | I try to get together to share an activity. |
| 21 | I first notice how people… | look and dress. | sound and speak. | stand and move. |
| 22 | If I am very angry… | I keep replaying in my mind what it is that has upset me. | I shout a lot and tell people how I feel. | I stomp about, slam doors and throw things. |
| 23 | I find it easiest to remember… | faces. | names. | things I have done. |
| 24 | I think I can tell someone is lying because… | they avoid looking at you. | their voice changes. | the vibes I get from them. |
| 25 | When I'm meeting with an old friend… | I say "it's great to see you!" | I say "it's great to hear your voice!" | I give them a hug or a handshake. |
| **Total** | | | | |

# Annexure III: Handout - Programmatic and Scheme Platforms for Convergence

| S.No. | Ministry | Schemes | Core Thematic focus |
|---|---|---|---|
| 1 | MWCD <br> नए समाज की ओर <br> Towards a new dawn | • Integrated Child Development Services (ICDS) <br> • Scheme for Adolescent Girls (SAG), <br> • Integrated Child Protection Scheme (ICPS) <br> • Beti Bachao Beti Padhao (BBBP) Andolan <br> • Mahila Shakti Kendra (MSK) | **Adolescent nutrition, protection, education, life-skill building and gender equality** |
| 2 | MHRD <br> Government of India <br> Ministry of Human Resource Development | • Samgra Shiksha <br> • Mid-Day Meal (MDM) <br> • Unified-District Information on School Education (U-DISE) <br> • Vocationalisation of Secondary Education Scheme | |
| 3 | MHFW <br> Ministry of Health & Family Welfare <br> Government of India | • Rashtriya Kishor Swasthya Karyakram (RKSK) <br> • Anaemia Mukt Bharat (AMB) <br> • National Health Mission (NHM) | **Adolescent Reproductive and Sexual health (ARSH), hygiene and sanitation** |
| 4 | MDWS <br> Ministry of Drinking Water and Sanitation, Govt. of India | • Swachh Bharat Mission (SBM) <br> • Water and Sanitation and Hygiene (WASH) | |
| 5 | MSDE | • Pradhan Mantri Kaushal Vikas Yojana (PMKVY) | **Skill development, vocational training, employment and entrepreneurship, personality development and citizenship building** |
| 6 | MoYAS <br> Ministry of Youth affairs and Sports | • Rashtriya Yuva Sashaktikaran Karyakram (RYSK) <br> • National Service Scheme (NSS) <br> • Nehru Yuva Kendra Sangathan (NYKS) <br> • Rajiv Gandhi National Institute for Youth Development (RGNIYD) <br> • Bharat Scouts and Guide (BSG) | |
| 7 | MoRD | • Deendayal Antodaya Yojana (DAY) National Rural Livelihoods Mission (NRLM), ensuring PRIs are sensitive to adolescent issues | |

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# Annexure IV: Handout - DO's and DON'Ts while using Tarunya Package

## DO's

Plan well and adopt a strategic long-term perspective to SBCC

Understand strategies to accelerate change and align your SBCC interventions with them

Go through toolkits meant for you to strengthen conceptual clarity, knowledge and skills

Use the implementation guide to understand what, how, when, with whom and for what purpose the materials should be used

Adapt the materials as far as possible instead of adapting new ones

Combine materials to make sessions effective and impactful

Ensure key messages are delivered again and again at all platforms through partnerships

Support the Non-Governmental Organisations (NGOs)/CSO partners for capacity building, mentoring and handholding

Be realistic in planning and implementing the SBCC interventions based on the available resources, do few things but well instead of spreading it too thin

## DON'Ts

Plan short-term, one-off campaign activities

Take up interventions that do not align with strategies to accelerate change

Alter messages and content of the package, adaptation is fine

Use each material as a stand alone

Work in silos

Do not engage NGOs/CSOs for direct implementation unless they are directly supporting or linked with government's intervention

# Annexure V: Handout – Contents of Tarunya Package

**(This is a dynamic list and may change upon receipt of more materials)**

| S.No. | Name of Material | Language | Medium | Type | Themes | Where to Use | Target Audience |
|---|---|---|---|---|---|---|---|
| 1. | Advocacy Toolkit: A Guide to Influence Decisions that Improve Children's Lives | English | Print | Booklet | Advocacy, child marriage and adolescent empowerment | Advocacy | Policy makers, programme implementers and institutions |
| 2. | Advocacy Toolkit: Guidance on How to Advocate for a More Enabling Environment for Civil Society in your Context | English | Print | Booklet | Advocacy, child marriage and adolescent empowerment | Advocacy | CSOs |
| 3. | Guidance Note on Intergenerational Approach to Development | English | Print | Guidance Note | Adolescent empowerment | Intergenerational dialogue | Policy makers, programme implementers and institutions |
| 4. | Positive Parenting to Strengthen Adolescent Empowerment Initiatives | English | Print | Guidance Note | Adolescent empowerment | Intergenerational dialogue | |
| 5. | Adolescent Empowerment Toolkit | English | Print | Toolkit | Adolescent empowerment | Advocacy | |
| 6. | Child Marriage and Teen Pregnancy | English | Print | Leaflet | Child marriage and teen pregnancy | Advocacy | |
| 7. | Ammaji Kehti Hain Films [Facts for Life (FFL)] | Hindi | Audio visual | Video | Health, education, hygiene, adolescent rights, gender, child marriage and adolescent empowerment | Peer dialogue, intergenerational dialogue and community mobilisation and engagement | Adolescents, parents and families, community |

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Social and Behaviour Change Communication for Adolescent Empowerment and Ending Child Marriage

| S.No. | Name of Material | Language | Medium | Type | Themes | Where to Use | Target Audience |
|---|---|---|---|---|---|---|---|
| 8. | AdhaFULL Omnibus | Hindi | Audio visual and print | Videos, Comic Activity Book | Health, nutrition, education, adolescent rights, value of girl child, child marriage and adolescent empowerment | Peer dialogue, intergenerational dialogue and community mobilisation and engagement | Adolescents, parents and families, community |
| 9. | Prime Minister's Speeches | Audio visual | Hindi | Video | Ending child marriage, gender equality and nutrition | Community mobilisation and engagement | Community |
| 10. | Meena Radio (160 Episodes) and User Guide | Hindi | Audio and print | Radio spots | Education, health and adolescent rights | Peer dialogue, intergenerational dialogue and community mobilisation and engagement | Adolescents, parents and families, community |
| 11. | Full On Nicky (78 Episodes) | Hindi | Audio | Radio spots | Health, nutrition, child marriage, gender, masculinity, child marriage and adolescent empowerment | Peer dialogue, intergenerational dialogue and community mobilisation and engagement | Adolescents, parents and families, community |
| 12. | Baapwali Baat | Hindi | Audio visual and print | Radio ads, posters, wall painting and TVC | Education | Intergenerational dialogue and community mobilisation and engagement | Adolescents, parents and families, community |
| 13. | Adolescent Friendly Health Clinics (AFHCs) Toolkit | Hindi | Print | Card game, flipbook, nukkad natak, booklet, pamphlet, posters, snake and ladder game | Adolescent health | Peer dialogue | Adolescents |

| S.No. | Name of Material | Language | Medium | Type | Themes | Where to Use | Target Audience |
|-------|------------------|----------|--------|------|--------|--------------|-----------------|
| 14. | Saanjhi Baatein | Hindi | Print | Story and poem book | Equality, adolescent aspirations and dreams | Peer dialogue | Adolescents |
| 15. | Agdam Bagdam | Hindi | Audio visual | Video (Rhyme) | Gender equality | Peer dialogue | Adolescents |
| 16. | Tin Tin Dinna | Hindi | Audio visual | Video (Rhyme) | Equality | Peer dialogue | Adolescents |
| 17. | Rajasthan Ending Child Marriage Package | Hindi | Audio visual and print | Animatic films and situation cards | Child marriage | Intergenerational dialogue and community mobilisation and engagement | Parents and families |
| 18. | Bihar Ending Child Marriage Package | Hindi | Audio visual and print | Animatic films, situation cards and radio Public Service Announcement (PSA) | Child marriage, dowry and importance of education | Intergenerational dialogue and community mobilisation and engagement | Parents, families and community |
| 19. | Bina Dahej Sahi Umar Mei Shaadi, Parivaar Mei Rahe Khushaali | Hindi | Print | Flipbook and flashcards | Child marriage | Intergenerational dialogue | Parents and families |
| 20. | Bihar Government Materials | Hindi | Print | Banners, brochures, flashcard, flipbook, posters, wall paintings, radio spot, song | Child marriage, dowry and adolescent rights | Community mobilisation and engagement | Community |
| 21. | Chanda Pukare Natak Script | Hindi | Print | Script | Child marriage and its effects | Community mobilisation and engagement | Community |

| S.No. | Name of Material | Language | Medium | Type | Themes | Where to Use | Target Audience |
|-------|------------------|----------|--------|------|--------|--------------|-----------------|
| 22. | Mukhyamantri Kanya Uthan Yojana Materials | Hindi | Print | Brochure, hoarding and advertisement | Mukayamantri Kanya Uthan Yojana - a scheme to promote girls' education and prevent child marriage | Community mobilisation and engagement | Community |
| 23. | Handbook on Child m\ Marriage and Dowry Laws and Policies | Hindi | Print | Booklet | Child marriage, dowry and current government policies, laws and schemes | Capacity building | FLFs, officials and trainers |
| 24. | Standard Operating Procedures to Address Child Marriage and Dowry for: Addressing Child Marriage and Dowry Practice<br><br>Standard Operating Procedures for Child Marriage Prohibition Officer, District Welfare Officer, Dowry Prohibition Officer, Health Department's ASHA, Anganwadi Worker, Assistant Nurses Midwife, District Programme Officer Home Department Sarpanch and District Panchayati Raj Officer, Ward Member of Rural Development Department Social Welfare Department | Hindi | Print | Booklet | Prevention of dowry and child marriage | Capacity building | District officials, FLFs and PRI members |

| S.No. | Name of Material | Language | Medium | Type | Themes | Where to Use | Target Audience |
|-------|-----------------|----------|--------|------|--------|--------------|-----------------|
| 25. | Toolkit for Addressing Child Marriage and Dowry | Hindi | Print | Booklet | Dowry and child marriage | Capacity building | FLFs, police officers, PRI members, Social Welfare Department, teachers and tola sevaks |
| 26. | Module for ASHA and AWWs to Interact with Adolescents | Hindi | Print | Booklet | Physical and psychological changes in adolescence and menstruation | Capacity building | ASHAs and AWWs |
| 27. | Media Kit for Making Bihar Child Marriage and Dowry Free | Hindi | Print | Booklet | Dowry and child marriage | Capacity building | Media representatives |
| 28. | Short Films - Baal Samwaad, Bringing Water Home, Girls Back to School, Information is Power, Negotiating Custodial Violence | Hindi | Audio visual | Films | Bhopal gas tragedy, youth participation, water and sanitation, girls' education, information is power, custodial violence | Peer dialogue and intergenerational dialogue | Adolescents and parents |
| 29. | Madhya Pradesh Ending Child Marriage Package | Hindi | Audio visual and print | Animatic films and flipbook | Child marriage and child rights | Intergenerational dialogue and community mobilisation and engagement | Parents, families and community |
| 30. | Rajasthan Ending Child Marriage Package | Hindi | Audio visual | Animatic films and situation cards | Child marriage | Intergenerational dialogue and community mobilisation and engagement | Parents, families and community |
| 31. | Communication Strategies on Prevention of Child Marriage in West Bengal | English | Print | Communication strategy | Child marriage and Kanyashree Prakalpa scheme | Capacity building | Officials and FLFs |

Training on Social and Behaviour Change Communication for Adolescent Empowerment and Ending Child Marriage

# Annexure VI: Handout – Communication Planning Format

**Level (District/ Block):**

**Name of District:**

**Date:**

| S. No. | Objective | Activity | Communication Input | Output | Outcome | Monitoring Indicators | Means of Verification | Communication Tool | Unit Cost | Number of Units | Total Cost | Source of Funds |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
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# Annexure VII: Handout - Sample Indicators and Methods for Monitoring

| Indicators | Methods |
|---|---|
| **Adolescents** <br><br> • % of adolescents who know their rights and entitlements, including Right to Education <br><br> • % increase in awareness about social protection schemes and their benefits <br><br> • % of adolescents who believe that it is harmful to get married before the legal age <br><br> • % of adolescents who have received information on adolescent issues through Tarunya Package <br><br> • % of adolescents who disapprove violence against girls and boys <br><br> • % of adolescents who perceive that child marriage, violence and existing discrimination is decreasing in their community | Knowledge attitude and practices (KAP) surveys, interviews, self-report questionnaire, observations and focus group discussions (FGDs) or a combination of these <br><br> Review of secondary data such as registers, attendance records and MIS |
| **Parents** <br><br> • % of adolescents' parents who - with respect to violence, discrimination and child marriage - have expressed disapproval <br><br> • % of adolescents' parents who know about the harms of child marriage, discrimination and violence <br><br> • % of adolescents' parents participating in activities (talks, discussions and counselling) to receive information on the protection of adolescents <br><br> • % of adolescents' parents who support adolescents to obtain information and access services for protection and well-being | KAP surveys, interviews, FGDs and observations |

| **Indicators** | **Methods** |
|---|---|

**Service providers**

- % of adolescents who have knowledge on nutrition (balanced diet, dietary diversity)
- % of adolescents (10-19 years) who have received at least three nutrition and health services in the last 12 months (anaemia control, sexual and reproductive health)

Review of secondary data, records maintained by service providers, and MIS

**Village functionaries and adolescent groups**

- % of adolescent peer educators who have prevented rights violation and abuses
- Number of adolescents who are members of groups (addressing issues of life skills, protection, nutrition, health etc.)
- % of adolescent members of groups who feel an increased sense of self-efficacy; become more confident; feel comfortable to speak without fear; who feel comfortable to take decisions
- % of adolescent members of groups who participated in specific life skills programmes
- % of adolescent members of groups who know how to stay healthy, well-nourished and how to protect themselves from HIV/AIDS
- % of parent members of groups participating in intergenerational dialogue with adolescent boys and girls
- % frontline workers trained who know how to refer cases to relevant services

KAP surveys, interviews, observations, review of secondary data such as records maintained by village functionaries, membership records, attendance records and training records