

Guidelines for District Action Plans for Ending Child Marriage

Department of Women and Child Development
and Social Welfare
Government of West Bengal

Published in October 2021

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List of Abbreviations

AFHC	Adolescent Friendly Health Clinics
ARSH	Adolescent Reproductive and Sexual Health
ASHA	Accredited Social Health Activist
AWW	Anganwadi Worker
BCW	Backward Class Welfare Department
BDO	Block Development Officer
BMI	Body Mass Index
BWO	Block Welfare Officer
I&CA	Information and Cultural Affairs
CCT	Conditional Cash Transfers
CDPO	Child Development Project Officer
CP	Child Protection
CPC	Child Protection Committee
DAP	District Action Plan
DCPU	District Child Protection Unit
DLSA	District Legal Services Authority
DMPR	District Monthly Progress Report
WCD&SW	Department of Women and Child Development and Social Welfare
H&FW	Department of Health and Family Welfare
GBV	Gender Based Violence
GoI	Government of India
GoWB	Government of West Bengal
GP	Gram Panchayat
GPDP	Gram Panchayat Development Plan
ICPS	Integrated Child Protection Scheme
IEC	Information Education Communication
IFA	Iron-Folic Acid
KP	Kanyashree Prakalpa
KRA	Key Result Area
MAME	Department of Minority Affairs and Madrassah Education
MHM	Menstrual Hygiene Management
MIS	Management Information Systems
NFHS-5	National Family Health Survey -5 (2019-20)

NHE	Nutrition and Health Education
OBC	Other Backward Classes
OOS	Out of School
PCMA 2006	Prohibition of Child Marriage Act, 2006
PLV	Para-Legal Volunteers
PRI	Panchayati Raj Institutions
P&RD	Panchayat and Rural Development Department
RKSK	Rashtriya Kishor Swasthya Karyakram
SAG	Scheme for Adolescent Girls
SAG-KP	Scheme For Adolescent Girls - Kanyashree Prakalpa Convergence Programme
SBCC	Social Behaviour Change Communication
SC	Scheduled Caste
TET&SD	Department of Technical Education, Training and Skill Development
SHG&SE	Self-Help Group and Self Employment Department
SE	School Education Department
SHG	Self-Help Groups
SPAC II	State Action Plan for Children - Phase II (2019-2025)
ST	Scheduled Tribe
TOT	Training of Trainers
UDISE	Unified District Information System for Education
VAC	Violence Against Children
VLCPC	Village Level Child Protection Committee
WIFS	Weekly Iron Folic Acid Supplementation
YS&S	Youth Services and Sports Department

About these Guidelines

Child Marriage a Concern in West Bengal

Under the Prohibition of Child Marriage Act, 2006 (PCMA 2006), the legal age of marriage is 18 for girls, and 21 for boys. Despite several years of the Act being in existence, child marriage continues to be practiced in West Bengal, as in many other states in India.

NFHS-5 (2019-20) shows that while the prevalence of child marriage of females¹ for West Bengal has remained stagnant at 41.6% when compared to NFHS-4 (2015-16), the prevalence in Purba Medinipur, Hugli, Kolkata, Bankura, Cooch Behar, Murshidabad and Dakshin Dinajpur has increased. The prevalence of males married under the legal age of marriage² has also increased from 17.3% (NFHS-4) to 20% (NFHS-5).

Child marriage is a completely gendered practice - an overwhelmingly large percentage of girls are married before reaching adulthood as compared to boys. Patriarchal social norms, religious traditions, poverty and a lack of education combine to make child marriage an enduring reality. School closures, economic stress, service disruptions, and parental deaths due to the COVID-19 pandemic have exacerbated the vulnerability of adolescent girls to child marriage.

The human costs of child marriage are well-known; child marriage has a negative impact on maternal and child health and mortality, leaves girls financially and socially disempowered and vulnerable to child labour, trafficking and other forms of exploitation. Child marriages and low education levels perpetuate generational cycles of ill-health, illiteracy and poverty. In financial terms, child marriage is estimated to cost economies at least 1.7% of GDP³ (World Bank/ICRW).

District wise status of child marriage comparing figures form NFHS4 (2015-16) and NFHS-5 2019-20)

District	NFHS 5	NFHS 4	Change in % points
Purba Medinipore	57.6	44	13.6
Purba Bardhaman	50.4	41.2	9.2
Hugli	40.8	31.9	8.9
Bankura	45.7	39	6.7
Koch Bihar	46.7	41.8	4.9
Haora	30.4	25.6	4.8
Kolkata	16.7	13.4	3.3
Paschim Medinipore	55.7	52.6	3.1
Murshidabad	55.4	53.5	1.9
Dakshin Dinajpur	45.6	45.1	0.5

Districts with an increase in child marriage

District	NFHS 5	NFHS 4	Change in % points
Darjeeling	21.2	21.9	-0.7
Birbhum	49.9	51.3	-1.4
North 24 Pgns	33.6	36.5	-2.9
Nadia	39.9	43.1	-3.2
Purulia	37	43.7	-6.7
South 24 Pgns	41.9	48.8	-6.9
Malda	49.1	56.8	-7.7
Uttar Dinajpur	30.3	39.7	-9.4
Paschim Bardhaman	31.8	41.2	-9.4
Jalpaiguri	18.7	34.5	-15.8

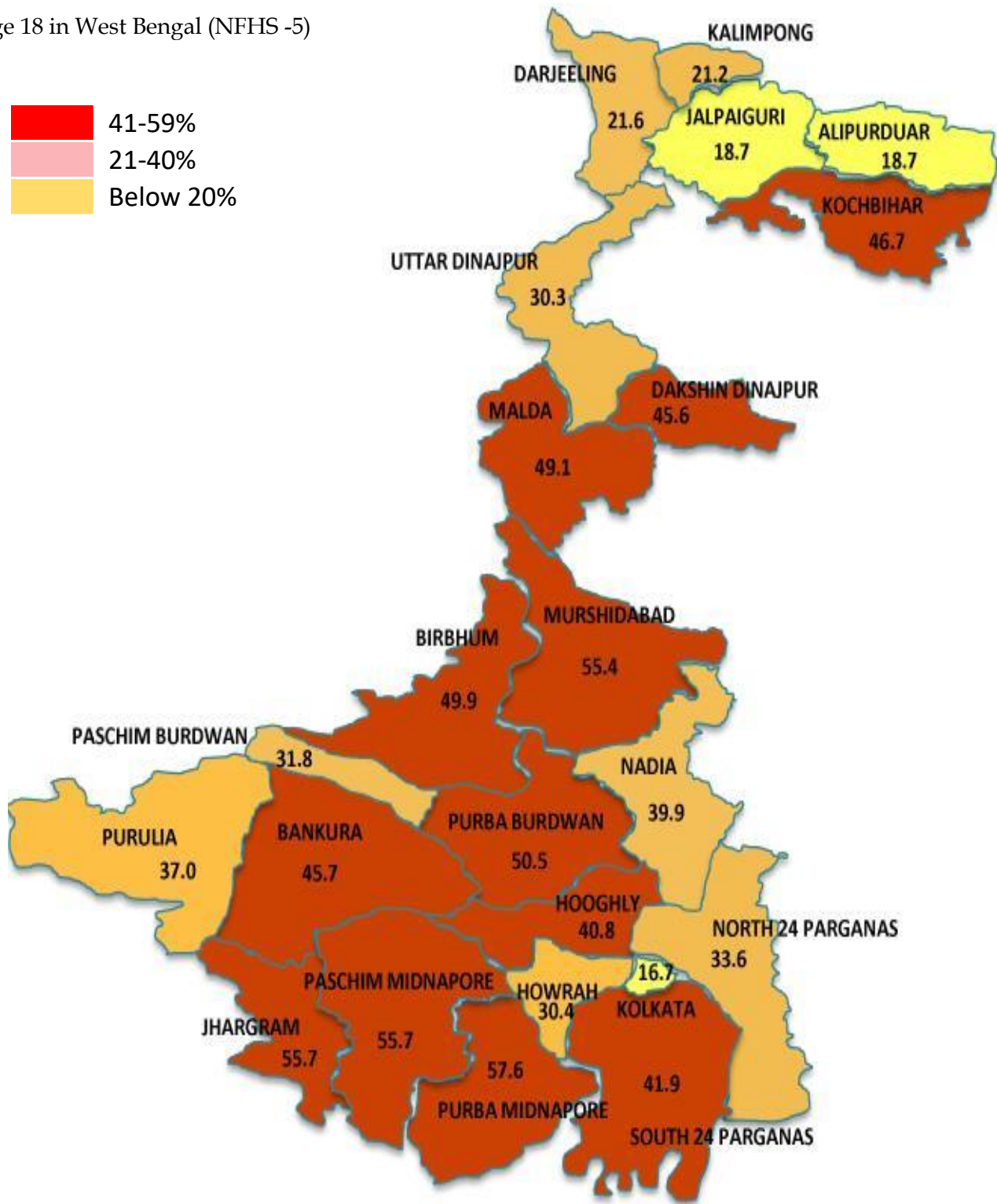
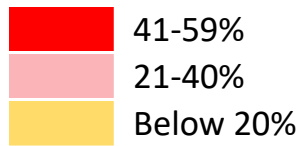
Districts with a decrease in child marriage

¹ Women aged 20-24 years married before age 18 years (%)

² Men aged 25-29 years married before age 21 years (%)

³ The International Center for Research on Women (ICRW) and the World Bank undertook research to document the human and economic costs of child marriage, looking at global data for 106 countries and specific data for smaller subsets of countries with high rates of child marriage. The figure quoted here is based on the loss of cash flow that could have been generated if married girls (aged 15-19 years) delayed marriage until age 20, over the 2014-2050 period

% of women aged 24-29 married before Age 18 in West Bengal (NFHS -5)



Purpose of this document

Child marriage is a deeply entrenched social norm, and along with application of the law, requires a range of cross-sectoral interventions to counter the social and economic forces that perpetuate the practice.

These Guidelines provides a list of activities to be implemented in a comprehensive manner for a sustained period of time to bring about a discernable decrease in child marriage in each district, with a corresponding improvement inEs the status of adolescents, especially girls.

Using the steps described in this document, each district is required to develop its own District Action Plan for Ending Child Marriage.

Many of the activities are part of existing government schemes for adolescents covering their education, health, social protection and other aspects of development. These activities should be carried out in accordance with the respective schemes' guidelines, training content and IEC.

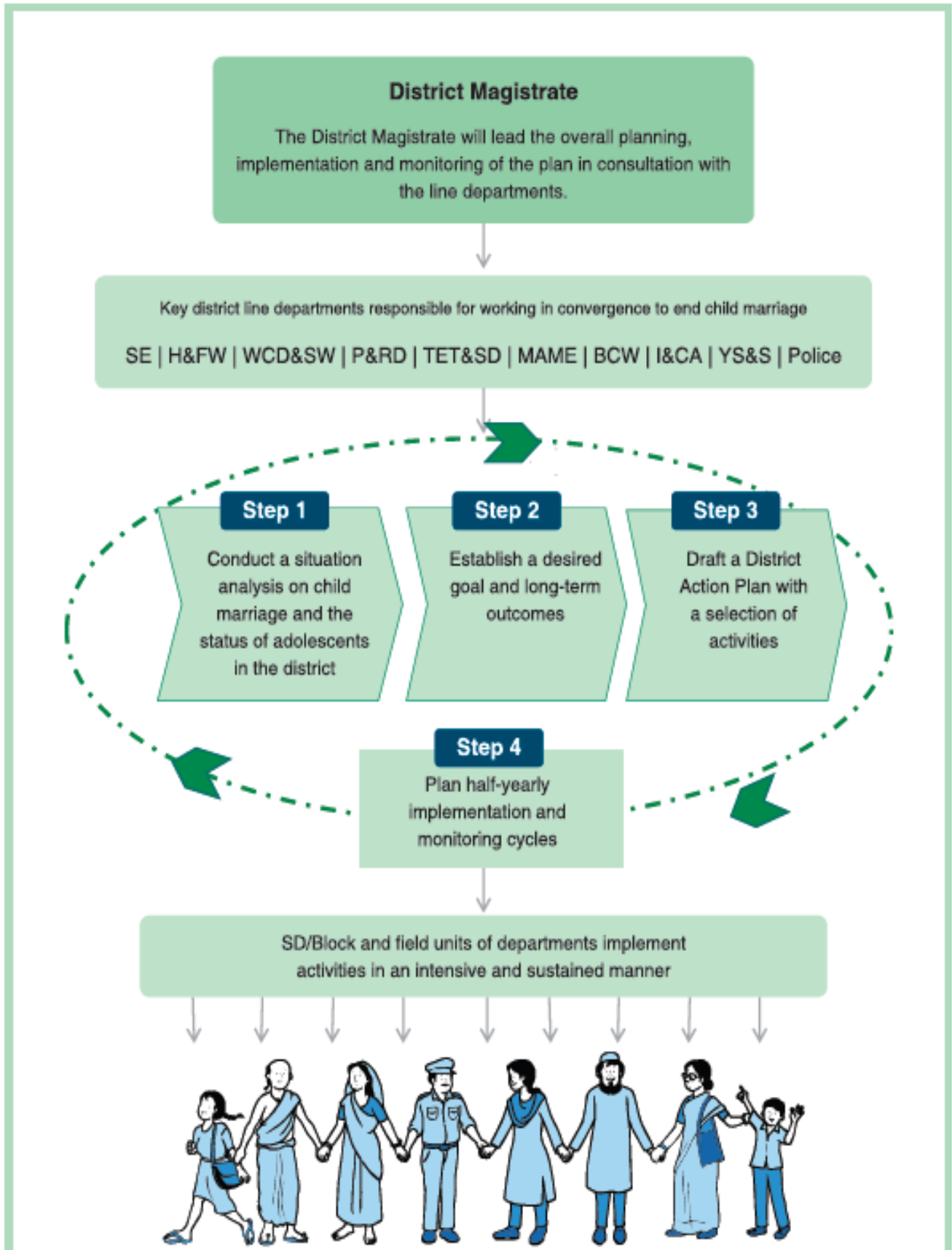
Additionally, awareness generation, sensitization and capacity building of stakeholders on child marriage and other adolescent issues are essential to bring about social change in communities. The Composite Training Plan provided with this guideline can be used to conduct these activities.

Crucial to the success of the District Action Plan is a cross-sectoral approach, with several government departments pooling resources and acting together towards a common goal.

Using the steps described in this document, each district is required to develop its own District Action Plan for Ending Child Marriage.

The District Action Plan does not replace any other scheme plan or document, but is a tool that assists in bringing together the planning, implementation and monitoring of ongoing government schemes and initiatives relating to adolescents, along with their existing budgetary allocations.

**How to Develop and
Implement a
District Action Plan for
Ending Child Marriage**



Step 1: Conduct a Situation Analysis

Analyze the Demographics of District

Begin with a brief demographic analysis of the population in the district.

The total population should be disaggregated by gender, age, caste, and religion. Include figures related to migration, literacy and any other indicators that will provide an estimate of the target population and its key characteristics

Assess the Situation of Adolescents

Use government data to assess the status of adolescents in terms of their vulnerability / well-being in terms of their education, health, protection and participation. These should include data on out-of-school children, anaemia, teenage pregnancy, crimes against children, and coverage under various schemes. Please mention source of the data.

Use NFHS-5 factsheets and other national and state level survey data to supplement your analysis. Any surveys conducted by line departments or organizations with appropriate credentials can be cited.

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Step 2: Establish a Vision, Goal & Expected Outcomes

Define a Vision

A state where every girl and boy is empowered to exercise her/his rights and to take informed decisions for realizing their aspirations, without being under the risk of child marriage, trafficking, having equal access to opportunities for education, health, skills and livelihood.

Establish a Goal

To decrease the prevalence of child marriage in the district by [%] by 2025

Establish Targeted Outcomes

Indicator	Data source*	State Baseline	District Baseline	District target 2025
Retention Rate for girls at Elementary Levels (Class I-VIII)	UDISE, 2019-20	65.7		
Retention Rate for girls at Secondary Levels (Class I to X)	UDISE, 2019-20	53.2		
Retention Rate for girls at Higher Secondary levels (Class I-XII)	UDISE, 2019-20	42.5		
Annual Drop Out Rate for Girls at Secondary Level (Class IX- X)	UDISE, 2019-20	13.6		
% of girls, between the ages 15-19, who are Anaemic	NFHS-5 (2019-20)	70.8		
% of ever-married women between the ages 18-49, who have ever experienced spousal violence	NFHS-5 (2019-20)	27.0		
% of women between the ages 15-24, who use hygienic methods of protection during their menstrual period	NFHS-5 (2019-20)	83.0		

Step 3: Select activities from 3 Key Result Areas

As mentioned earlier, many of the activities suggested for inclusion in the District Action Plan are part of existing government schemes for adolescents covering their education, health, social protection and other aspects of development. Additionally, awareness generation, sensitization and capacity building of stakeholders on child marriage and other adolescent issues are necessary to bringing about social change in communities.

These activities have been clustered into 3 Key Result Areas (KRAs)

- **Key Result Area 1:** Adolescent girls and boys are equipped with knowledge and skills, and are able to exercise their rights and choices
- **Key Result Area 2:** Gender discriminatory norms, patriarchal mind-sets and societal beliefs are challenged through Social Behaviour Change Communication and strengthening community structures
- **Key Result Area 3:** Enhancing the capacities of service providers in addressing the developmental needs & vulnerabilities of adolescents and promoting adolescents' access to services & schemes

It is expected that implementing these activities in a comprehensive and sustained manner will lead to a reduction in child marriage and improvement in the well-being of adolescents in the district.

Key Result Area 1:

Adolescent girls and boys are equipped with knowledge and skills, and are able to exercise their rights and choices

About Key Result Area 1

Adolescents are at the age when they are establishing their individuality and their own voice. Given age-appropriate information, skills and support networks, they have the ability to articulate their needs, demand their rights and make their own choices.

West Bengal is uniquely placed in having Kanyashree Clubs as well as Anganwadi based Kishori Samoohs as peer groups for girls throughout the state. Similar opportunities exist in RKSK, and adolescent boys must also be involved through schools, sports clubs and other spaces. with well-facilitated group interactions and trainings, members of these groups can learn to take direction of their own lives, and support change in the lives of their peers, families and communities

Activities under Key Result Area 1

Activity	Sub-Activities	Nodal Department	Supporting Departments, if any	Activity Indicators	Means of Verification
KRA 1.1 Formation and strengthening of adolescent groups	Kanyashree Clubs (<i>Kanyashree Prakalpa</i>)	WCD&S W	SE	No. of adolescent girls' groups in the district No. of adolescent boys' groups or mixed groups in the district	Govt. Orders and notifications, Periodical MIS
	Kishori Samoohs at AWCs (<i>SAG-KP</i>)	WCD&S W	H&FW		
	Meena Manch	MAME	SE		
	RKSK groups (<i>RKSK</i>)	H&FW	WCD&S W, YS&S		
	Any other adolescent groups in the district				
KRA 1.2 Participation of adolescent girls and boys in sessions that increase	Nutrition and Health Education	H&FW WCD&S W	SE	No. of adolescent girls who participated in sessions to increase	Govt. Orders and notifications, Periodical MIS
	Adolescent Reproductive & Sexual Health Education, including menstrual	H&FW	WCD&S W, SE		

Activity	Sub-Activities	Nodal Department	Supporting Departments, if any	Activity Indicators	Means of Verification
their knowledge	hygiene management			their knowledge No. of adolescent boys who participated in the sessions to increase their knowledge	
	Exposure visits to public institutions (<i>Kanyashree Prakalpa, SAG-KP</i>)	WCD&S W	SE, P&RD, Police, YS&S		
	Any other activities planned by the district				
KRA 1.3 Participation of adolescent girls and boys in sessions that increase their skills	Life-skills education including gender discriminatory norms and practices (<i>Kanyashree, SAG-KP, School Health Programme</i>)	WCD&S W, H&FW	SE	No. of adolescent girls who participated in sessions to increase their skills. No. of adolescent boys who participated in sessions to increase their skills	Training/Workshop reports, photographs, Periodical MIS
	Training of Peer leaders (<i>Kanyashree, SAG-KP, RKSK</i>)	WCD&S W, H&FW	SE		
	Skill Development & vocational training (<i>Swapnobhor/Ut karsh Bangla</i>)	TET&SD	SE, WCD&S W		
	Financial and digital literacy, career counselling sessions etc.	WCD&S W	TET&SD		
KRA 1.4 Participation of adolescent girls and boys in activities that contribute to	Sports/ Self-defense activities	YS&S		No. of adolescent girls who participated in activities	Govt. letters, reports, photographs Periodic MIS
	Adolescent interfaces with duty bearers/government functionaries at				

Activity	Sub-Activities	Nodal Department	Supporting Departments, if any	Activity Indicators	Means of Verification
their civic development	block or district level			that contribute to their development	
	Inclusion in CPCs/ Gram sabhas/ GPDP process (ICPS)	WCD&S W, P&RD		No. of adolescent girls who participated in activities that contribute to their development	
	Any other activities planned by the district				

Key Result Area 2: Gender discriminatory norms, patriarchal mindsets and societal beliefs are challenged through Social Behaviour Change Communication and strengthening community structures

About Key Result Area 2

Building families and communities through SBCC: Adolescent voices need to be heard and respected in their families and communities. Through SBCC, parents and communities must be made aware of adolescents' needs and concerns, and gender-equitable practices must be promoted. It is critical that boys and men are actively targeted in the awareness generation process.

Building capacities of community structures (CPCs, PRIs, SHGs): CPCs, PRIs and SHGs should play a lead role in influencing communities towards ending child marriage and other gender-discriminatory practices. CPCs are mandated to identify and protect children from all forms of violations. PRIs have the power to make adequate budgetary provisions for the issues of child and adolescent development. SHG members, being a part of the community must play a key role in preventing child marriage and promoting empowerment of adolescents, especially girls

Activities under Key Result Area 2

Activity	Sub-Activities	Nodal Department	Supporting Departments, if any	Activity Indicators	Means of Verification
KRA 2.1 Mid-media programmes on child protection priorities including child marriage, violence, abuse and exploitation against children	Street theatre / folk media (<i>Lok Prasar Prakalpa</i>)	I&CA	P&RD, UD&MA, YS&S	No. of community members reached through mid-media programmes	Reports, news clippings, photographs
	Wall paintings	I&CA	P&RD, UD&MA, YS&S		
	Kanyashree Melas (<i>Kanyashree</i>)	WCD&SW	SE, I&CA		
	Community radio/ cable channels	I&CA	WCD&SW		
	Hoardings / posters in public spaces	I&CA	P&RD, UD&MA, YS&S		

Activity	Sub-Activities	Nodal Department	Supporting Departments, if any	Activity Indicators	Means of Verification
	Commemoration of special days (Kanyashree Day, Girl Child Day etc.)	SE, WCD&S W	I&CA		
	Any other activities planned by the district				
KRA 2.2 Awareness generation sessions on child marriage and other adolescent issues	Parents	WCD&S W	P&RD, SHG&SE	No. of people including parents, religious leaders, SHG members and other community influencers sensitized	Training/Workshop, reports, photographs, govt. orders/letters
	Religious leaders	BDO	I&CA		
	Self-Help Groups	P&RD, SHG&SE	I&CA		
	Other community influencers				
KRA 2.3 Strengthening community structures to prevent child marriage	Child Protection Committees (ICPS) <ul style="list-style-type: none">• Sensitization of members• Holding of regular CPC meetings	WCD&S W	P&RD, SHG&SE, H&FW	No. of CPC & PRI members reached through training/meetings with key messages on child marriage prevention	Govt. letters, reports, photographs Periodic MIS

Activity	Sub-Activities	Nodal Department	Supporting Departments, if any	Activity Indicators	Means of Verification
	PRI members <ul style="list-style-type: none"> • Sensitization of members • Inclusion of child marriage in discussion agenda of gram sabha meetings 	P&RD	WCD&SW		Govt. letters, reports, photographs Periodic MIS
	Any other activities planned by the district				

Key Result Area 3: Enhancing the capacities of service providers in addressing the developmental needs & vulnerabilities of adolescents and promoting adolescents' access to services & schemes

About Key Result Area 3

Addressing the needs of adolescents requires that services (education, protection, ARSH, supplementary nutrition, IFA supplementation, skills training etc) are available and accessible to adolescents, and that service providers are trained in addressing their specific needs and vulnerabilities.

Service providers, administrators and the legal system also need to work together to create an environment in which adolescents can safely complete the developmental tasks of adolescence, including receiving a full education, without falling prey to child marriage, child labour and other forms of child protection violations.

About Key Result Area 3

Activity	Sub-Activities	Nodal Department	Supporting Departments, if any	Activity Indicators	Means of Verification
KRA 3.1 Increasing capacity of service providers to address adolescent issues	ICDS Supervisors & AWW	WCD&S W	H&FW	No. of service providers capacitated to address adolescent issues	Training/Workshop reports, photographs, Periodic MIS
	ASHA, Anwasha Clinic Counsellors and Block Public Health Nurses	H&FW	WCD&SW		
	Teachers	SE	WCD&SW		
	Para-legal volunteers	DLSA	WCD&SW		
	Police	WCD&S W	Police		
	Any other service providers trained by the district				

Activity	Sub-Activities	Nodal Department	Supporting Departments, if any	Activity Indicators	Means of Verification
KRA 3.2 Improving capacity of service providers to follow protocols on child marriage prevention & reporting	ICDS Supervisors & AWW	WCD&SW	Police	No. of child marriage cases reported and prevented	Govt. letters, reports, news clippings Periodic MIS
	ASHA, Anvesha Clinic Counsellors and Block Public Head Nurses	H&FW	Police, WCD&SW		
	Teachers, SIs and DIs of schools	SE	Police		
	Para-legal volunteers, CWCs and Police	DLSA	Police		
	BDO & BWO, CDPO	WCD&SW	Police		
	Any other service providers trained by the district				
KRA 3.3 Linking of adolescent girls and boys to social protection schemes (Cash Transfers)	Kanyashree	WCD&SW	SE & Other departments implementing KP	Number of adolescent boys & girls benefited from cash transfer / scholars	Periodical MIS, govt. orders/letters
	Aikashree	MAME	SE		
	Sikshashree	BCW	SE, P&RD		
	Scholarships for minority/SC/ST/OBC students	SE, MAME, BCW			

Activity	Sub-Activities	Nodal Department	Supporting Departments, if any	Activity Indicators	Means of Verification
/scholarships)	Any other CCT schemes implemented by the district			hip schemes	
KRA 3.4 Linking of adolescent girls and boys to social protection (non-cash transfers)	IFA supplementation & Bi-annual deworming for adolescents (<i>WIFS</i>)	H&FW	SE, WCD&SW	Number of adolescent girls benefited	Govt. orders/letters, periodic MIS
	Menstrual Hygiene products (<i>Mission Nirmal Bangla</i>)	P&RD	SE, WCD&SW, SHG&SE	through social protection (non-cash transfers)	
	Health Checkup	H&FW	SE, WCD&SW)	
	Take Home Rations for OOS girls	WCD&SW	P&RD	Number of adolescent boys benefited	
	Mid-day meals/textbooks/uniforms	SE	P&RD	d	
	OOS adolescents mainstreamed into education	SE	WCD&SW, P&RD	through social protection	
	Bicycles through Sabuj Sathi	BCW	SE	n (non-cash transfers)	

Step 4: Implement and Monitor the Plan in half-yearly cycles

Key Implementing Stakeholders and their roles and responsibilities

The District Magistrate

The District Magistrate will lead the overall planning, implementation and monitoring of the plan in consultation with the line departments.

Key responsibilities

- Bi-annual review of activities and progress against related indicators
- Through monitoring of the plan to identify gaps and further action
- Facilitate co-ordination and convergence
- Facilitate provision of budgets from various line departments

District Line Departments

Planning and review meeting at district level between the District Magistrate and the line departments will be held bi-annually to track the progress as per the related indicators mentioned in the plan.

Key responsibilities

- Implementation of specific activities under DAP
- Strengthen Information System and Data Gathering
- Research and Documentation
- Developing new Strategies and Programmes
- Budgeting

The block/GP level officials will regularly interact with the district level officials to apprise them about the plan and progress of activities. The district units will share programme updates with the State regularly through e-mails/ other appropriate mechanism.

Specific roles and responsibilities of line departments / schemes	
Kanyashree	<p>Ensure that all schools form Kanyashree Clubs and that the training plan in this document is incorporated into the Kanyashree Activity Calendar</p> <p>Facilitate linkages for vocational training / skill development for Kanyashree girls with Utkarsh Bangla</p> <p>Ensure that Kanyashree beneficiaries are aware of the child marriage prevention objective of the scheme</p>
ICDS (SAG-KP Convergence)	<p>Ensure that Kishori Samoohs are formed at every Anganwadi Centre and that the training plan in this document is incorporated into the Kanyashree Activity Calendar</p> <p>Facilitate linkages for vocational training / skill development for adolescent girls with Utkarsh Bangla</p>
Health & Family Welfare	<p>Ensure implementation of the RSKK components in the district</p> <p>Ensure NHE and Health Referral linkages for adolescents</p>
Education	<p>Incorporate child marriage and other adolescent concerns into the training calendar of teachers</p> <p>Ensure adequate participation of boys' schools in training activities covered in this document</p>
Social Welfare	<p>Ensure that all administrative officers, PRI representatives and front-line workers are appraised of their role in child marriage prevention, are aware of the protocols for preventing and reporting child marriage</p>
I&CA	<p>Take the lead in running mid-media campaigns in the community and providing outdoor media spaces (hoardings, wall writings) free of cost</p>
Utkarsh Bangla	<p>Take the lead in linking adolescent girls and boys to Utkarsh Bangla and other skill development & vocational training courses available in the state</p>

Composite Training Plan

About the Composite Training Plan

The Composite Training Plan can be used to conduct the awareness generation, sensitization and capacity building activities suggested in the District Action Plan. While activities under schemes such as Kanyashree Prakalpa, SAG-KP Convergence Programme, and RKSK will follow the scheme's training curriculum, the sessions / IEC provided in this Training Plan can supplement the training material / kits of these schemes.

The composite training plan

- Provides audience-appropriate training topics and session plans. Training Session Plans have been grouped into two audience-specific sections
 - Session Plans for training adolescents, their parents and other family members, religious leaders, Self Help Group members and other influential members in the community
 - Session Plans for training PRI office bearers, ICDS, Health and Education personnel, CPC members, Para-Legal Volunteers, CWCs and Police
- Lists the officials / service providers with domain knowledge for each training topic. Districts can consider training peer leaders of adolescent groups and use them as facilitators for the training sessions.
- Lists the training resources / IEC to be used during the trainings, all of which will be made available to the districts on pen drives)
- Training sessions could be stand-alone events, or integrated into regular training sessions. Each session is designed to take 60 to 90 minutes but the timings can be adjusted based on the time and resources available.

Tips for Trainers / Facilitators

It is expected that the trainers will have in depth knowledge of the training topics. In each session plan, training resources have been suggested. However, trainers are free to use any other approved material to conduct sessions

The discussion points provided in the session plans should be tailored by the trainer depending on the participants' group. The session should not be theoretical, the facilitator should connect the topic to the socio-cultural practices in the community of the participants.

The facilitator should use group discussions, debates, role-plays and games to make the sessions lively and interactive. When facilitating a session, allow participants to come up with their own ideas and solutions

Session Plans for adolescents, parents and other family members, religious leaders, Self Help Group members and other influential members in the community

The training materials and session plans in this section are designed for the following audiences

Topic	Adolescent Girls and Boys	Parents and other family members	Religious Leaders	SHG members
Child marriage	Y	Y	Y	Y
Human Trafficking	Y	Y	Y	Y
Violence Against Children	Y	Y	Y	Y
Gender	Y	Y	Y	Y
Teenage Pregnancy	Y	Y		Y
Nutrition	Y	Y		Y

Resource Materials

Topics	Tools	Type	Length	Language		
				Ben	Hin	Eng
Child Marriage	Shishuder Shopno Urte Din	Flipchart				
	Ekhon Biye Noi	Film	16 min	Y	-	-
Human Trafficking	Survivor's story- Swayangsiddha	Film	8 min	Y	-	-
	Role of stakeholders - Swayangsiddha	Poster	-	Y	-	-
	Missing Children (for Parents, Community Members & Peer Leaders)	3 Posters	-	Y	-	-
Violence Against Children	Adha full Episode 5 (Sexual Harassment)	Film	50 min	Y	Y	-
	Shishu Jauna Nigra	Booklet	-	Y	-	-
	Schoole Shishuder Nirapatta	Poster	-	Y	-	-
	POCSO Comic Strip	Comic	-	Y	-	-
	POCSO & PCMA FAQ	Booklet	-	Y	-	-
Gender	Gender-Bender	Film	2 min	Y	-	Y
	Lingo vittik hingsha-koishore eti ki provab fale	Booklet	-	Y	-	-
	COVID 19- o lingo vittik hingsha protirodh	Leaflet	-	Y		Y
	Lingo Boishomyo	2 posters	-	Y	-	Y
Teenage Pregnancy	Ammaji Kehti Hain - Early marriage means early pregnancy	Film	10 min	-	Y	-
Nutrition	Khabar Ebong Pataka	Film	12 min	Y	-	Y
	Ammaji Kehti Hain - Nutrition for adolescent girls	Film	8 min	-	Y	-

Session Plan: Child Marriage

For adolescents, parents and other family members, religious leaders, Self-Help Group members and other influential members in the community

Overview

Suggested Trainers	Training Resource Materials	Session Length	No. of participants
Member/s of CWC/DLSA/DCPU/NGOs working on child marriage	1. Shishuder Shopno Urte Din (flipchart) 2. Ekhn Biye Noi (film)	60 mins	40 (max)

Learning outcomes

By the end of this session, participants will be able to:

1. Understand the causes and consequences of child marriage
2. Provide at least two solutions / ideas on how child marriage can be prevented in their families / community
3. Think critically about the issue of child marriage
4. Gain basic knowledge on the Prohibition of Child Marriage Act, 2006

Procedure

Step 1: (5 min) Warm-up and introduction to topic

Introduce yourself to the participants, and ask them their opinions on child marriage

Step 2: (15 min) Read-out Anita and Uttam's story from the 'Shishuder Shopno Urte Din' flip-book, and use the discussion points in the flip-book to start a conversation amongst participants.

Step 3: (30 min) Show the film "Ekhn Biye Noi", and use the following questions to generate responses around the PCMA 2006 and child marriage prevention

- What did you learn about the law on child marriage?
- Who are the people who should know about this law, and how can they be made aware of its provisions?
- What would you do if you came across a girl or boy being forced into a child marriage?
- Name at least three persons / organizations you can reach out to for help

Step 4: (10 min) Wrap-up and action pledge

- Thank the participants for their interaction, and allow those with smart phones to take copies of the resource materials.
- Ask each participant to name at least one person whom they will educate on child marriage prevention.
- Give them at least three local help-line nos. to contact in case of a child marriage case. Remind them of Childline '1098' number

Session Plan: Human Trafficking

For adolescents, parents and other family members, religious leaders, Self-Help Group members and other influential members in the community

Overview

Suggested Trainers	Training Resource Materials	Session Length	No. of participants
Member/s of CWC/DLSA/DCPU/AHTU	1. Survivor's story-Swayangsiddha	60 mins	40 (max)
	2. Swayangsiddha poster on role of stakeholders		
	3. Posters on Missing Children		

Learning outcomes

By the end of this session, participants will have:

1. Understanding on basic concepts related to human trafficking and some common misconceptions on human trafficking and related issues.
2. Ideas to stop human trafficking in their communities through individual/collective actions
3. Ideas of vulnerability and the magnitude of the problem of human trafficking

Procedure

Step 1: (5 min) Warm-up and introduction to topic

Introduce yourself to the participants, and ask what they know about Human Trafficking

Step 2: (35 min) Show the film "Survivor's story-Swayangsiddha", and use the following questions to generate responses around 'Human trafficking'

- What did you learn about human trafficking from this film?
- What are the causes & consequences of human trafficking?
- What could someone do if they come to know about any case of human trafficking/missing case in their village/community?
- Who can be approached for help and support?
- What can be done after the victim is rescued?

Step 3: (10 min) Share basic information on Immoral Traffic Prevention Act (ITPA 1956) and explain the following to the participants

- Who is a trafficker/offender?
- Who is a victim/survivor?
- Who are more vulnerable to being trafficked and why?
- What's the process of informing police about any information/incidents of human trafficking?

Step 4: (10 min) Wrap-up and action plan

- Ask participants about their ideas on sharing information to adolescents/community/parents on this issue
- Share the following helpline numbers with the participants: Childline-1098, Police -100 and women helpline 1091

Session Plan: Violence against Children

For adolescents, parents and other family members, religious leaders, Self-Help Group members and other influential members in the community

Overview

Suggested Trainers	Training Resource Materials	Session Length	No. of participants
Member/s of CWC/DLSA/DCPU/NGOs	<ol style="list-style-type: none"> 1. Adha full Episode 5 (film) 2. Shishu Jauna Nigra (Booklet) 3. Schoole Shishuder Nirapatta (Poster) 4. POCSO Comic Strip 5. POCSO & PCMA FAQ (Booklet) 	90 mins	40 (max)

Learning outcomes

By the end of this session, participants will be able to:

1. Clearly define the concept of violence against children
2. Share different forms of VAC
3. Explain redressal and referral system

Procedure

Step 1: (5 min) Warm-up and introduction to topic

Introduce yourself to the participants, and ask them about their understanding on VAC

Step 2: (60 min) Show the film 'Adha full episode 5', and use the following questions to generate responses around 'VAC'

- Why do we need to focus and work around the issue of VAC
- How can we identify different forms of violence?
- Who can be approached for help and support if we come across any case of VAC?

Step 3: (10 min) Explain the following to the participants with the help of the booklets and leaflets provided explain:

- Different forms of VAC
- Effects of VAC
- Legal provisions available w.r.t VAC
- Redressal mechanism and services available in the community

Step 4: (10 min) Wrap-up and action plan

- How do you think that community/parents/adolescents can be sensitized on this issue?
- Share all the materials with the participants
- Share the following helpline numbers with the participants: Childline-1098, Police -100 and women helpline 1091

Session Plan: Gender

For adolescents, parents and other family members, religious leaders, Self-Help Group members and other influential members in the community

Overview

Suggested Trainers	Training Resource Materials	Session Length	No. of participants
Member/s of DSWO/ AFHC/NGOs working on gender issue	1. Gender Bender (film)	80 mins	40 (max)
	2. Lingo vittik hingsha- koishore eti ki provab fale (Booklet)		
	3. COVID 19- o lingo vittik hingsha protirodh (Leaflet)		
	4. Lingo Boishomyo (2 posters)		

Learning outcomes

By the end of this session participants will have:

1. Clear understanding on gender and gender related issues, vulnerability of women and men
2. Awareness on gender equality, impact and consequences of gender inequality
3. Knowledge on gender based violence (GBV), its causes and consequences and their role in prevention of GBV

Procedure

Step 1: (10 min) Warm-up and introduction to topic

Introduce yourself to the participants, and try to understand their concept on 'gender' and 'GBV'

Step 2: (30 min) Show the film 'Gender-Bender' and the poster on 'gender', use the following questions to initiate discussions

- What do you think happens when men and women are regarded differently?
- Can you remember a situation where you were expected to behave in a certain way just because you are a man/woman/boy/girl?
- What are the stereotypes about men and women in your community?

Explain the following to the participants

- Gender vs Sex- concept and differences
- Difference between sex roles and gender roles
- Gender equality and impact and consequences of gender inequality

Step 3: (25 min) Initiate a discussion on 'GBV' and explain the following with the help of 'GBV leaflet' & 'GBV module'

- Gender based violence through the life cycle (in different stages of life)
- Causes, impact and intervention at family and community level
- Redressal mechanisms

Step 4: (15 min) Wrap-up and action plan

- Ask the participants to share their ideas on Promoting gender equality and prevention of GBV in their community
- IEC materials may be shared with them (soft copy)

Session Plan: Teenage Pregnancy

For adolescents, parents and other family members, religious leaders, Self-Help Group members and other influential members in the community

Overview

Suggested Trainers	Training Resource Materials	Session Length	No. of participants
Member/s of Health dept./ASHA/AFHC counsellors/NGOs working on the issue	1. Film- Ammaji- Early marriage means early pregnancy	60 mins	40 (max)

Learning outcomes

By the end of this session participants will have:

1. Better understanding on teenage pregnancy, causes & consequences of it
2. Information on choice of contraceptives
3. Understanding on ways in which they can influence adolescents, parents, etc. in prevention of teenage pregnancy

Procedure

Step 1: (10 min) Warm-up and introduction to topic

Introduce yourself to the participants, and ask them the following questions

- Have you come across a teenager who's pregnant?
- What kind of suggestions will you provide to them?
- What are the consequences girls/boys face due to teenage pregnancy?

Step 2: (30 min) Show film 'Ammaji- Early marriage means early pregnancy' and initiate discussion on based on the following points

- What are the causes and consequences of teenage pregnancy?
- How do you think that teenagers (Boys & Girls both) /parents/ in-laws can be sensitized on this issue?
- What can someone do to delay pregnancy and in case of unwanted pregnancy?
- Who can be approached for help and support?

Step 3: (10 min) Explain the following points to the participants

- Health, legal, financial, and social consequences of teenage pregnancy and the advantages of delaying parenthood
- Preventive measures including the contraceptives
- Available services and facilities

Step 4: (10 min) Wrap-up

Ask the participants what role (as adolescents/parents/community members) they can play in prevention of teenage pregnancy

Session Plan: Nutrition

For adolescents, parents and other family members, religious leaders, Self-Help Group members and other influential members in the community

Overview

Suggested Trainers	Training Resource Materials	Session Length	No. of participants
Member/s of ICDS/Health/SAG-KP NGOs	1. Khabar Ebong Pataka (Film)	60 mins	40 (max)
	2. Ammaji Kehti Hain – Nutrition for adolescent girls (Film)		

Learning outcomes

By the end of this session, participants will be able to:

1. Understand the importance of good nutrition and good health
2. Describe types of malnutrition and influential factors
3. Explain the ways to promote healthy food habits among children and adolescents

Procedure

Step 1: (5 min) Warm-up and introduction to topic

Introduce yourself to the participants, and ask the group about their ideas/perception on healthy diets, nutrition and its importance

Step 2: (30 min) Show the films 'Khabar Ebong Pataka and 'Ammaji Kehti Hain – Nutrition for adolescent girls, use the following questions to initiate discussions

- What did you learn from the films?
- What are the key factors influencing malnutrition among the children and adolescents?

Step 3: (20 min) Explain the following to the participants

- Reasons why adolescent girls and boys require nutritious food
- Explain anaemia, reasons and consequences
- Highlight gender discriminations directed towards girls due to the embedded socio-cultural beliefs
- Types of malnutrition and the influential factors
- Good cooking habits (**NO** over boiling vegetables and straining water, removing husk from wheat, eating polished rice etc.)

Step 4: (5 min) Wrap-up and action plan

- Ask the participants to share their ideas on their role in preventing malnutrition/anaemia among children and adolescents in their communities
- Permit all participants who have smart phones to take copies of the resource materials, and encourage them to distribute these freely.
- Thank the participants for their interaction

Training Sessions for PRI members, ICDS, Health and Education personnel, CPC members, Para-Legal Volunteers, CWCs and Police

Appropriate training topics for each audience group:

Topic	ICDS & Education personnel	Health personnel	Child Protection Committee members	Para-legal volunteers, Police,	PRI office bearers
Child marriage	Y	Y	Y	Y	Y
Human Trafficking	Y	Y	Y	Y	Y
Violence Against Children	Y	Y	Y	Y	Y
Gender	Y	Y	Y	Y	Y
Teenage Pregnancy	Y	Y			
CPC roles and responsibilities			Y		

Topics	Tools	Type	Length	Language		
				Ben	Hin	Eng
Child Marriage	Ekhon Biye Noi	Film	16 min	Y	-	-
	Child marriage and dowry laws	Handbook	-	Y	-	-
Human Trafficking	Human Trafficking	Presentation		-	-	Y
	Role of Stakeholders	Poster	-	Y	-	-
	Missing Children	Posters	-	Y	-	Y
Violence Against Children	Shishu Jauna Nigra	Booklet	-	Y	-	-
	Schoole Shishuder Nirapatta	Poster	-	Y	-	-
	POCSO Comic Strip	Comic	-	Y	-	Y
	POCSO & PCMA FAQ	Booklet	-	Y	-	Y
Gender	Gender-Bender	Film	2 min	Y	-	Y
	Lingo vittik hingsha- koishore eti ki provab fale	Booklet	-	Y	-	-
	COVID 19- o lingo vittik hingsha protirodh	Leaflet		Y	-	Y
	Lingo Boishomyo	2 posters		Y	-	-
Teenage Pregnancy	Film- Ammaji- Early marriage means early pregnancy	Film	10 min	-	Y	-
	Using contraceptives	Presentation		Y	-	-
Roles & Responsibilities of CPCs	Ammaji Kehti Hai - Child Protection Committees	Film	13 min	-	Y	-
	About Child Protection Committees	Presentation	-	-	-	Y

Session Plan: Child Marriage

For PRI members, ICDS, Health and Education personnel, CPC members, Para-Legal Volunteers, CWCs and Police

Overview

Suggested Trainers	Training Resource Materials	Session Length	No. of participants
Member/s of CWC/DLSA/DCPU/NGOs working on child marriage	1. Ekhn Biye Noi (film)	80 mins	40 (max)
	2. Child marriage and dowry laws (Handbook)		

Learning outcomes

By the end of this session, participants will be able to:

1. State at least four harmful effects of child marriage on girls
2. Identify offenders and stipulated punishments under the PCMA Act 2006
3. Identify key government officers and their role in implementing the PCMA 2006
4. Identify what steps they can take prevent child marriage in the communities they work with

Procedure

Step 1: (10 min) Warm-up and introduction to topic

Step 2: (20 min) Show the film “Ekhn Biye Noi”.

Step 3: (30 min) Using the handbook on child marriage and dowry laws, conduct an interactive discussion on the following:

- Why has child marriage been criminalized under the law?
- What are the harmful effect of child marriage on girls?
- What role do administrative officers, the Child Marriage Prohibition Officer, the CWC and the Police play in preventing and prosecuting child marriages, and in protecting victims of child marriage?
- What steps can ordinary citizens take in preventing incidents of child marriage that come to their notice?
- Why does child marriage continue despite being a cognizable and non-bailable offence?

Step 4: (20 min) Action Plan and Wrap-up

- Conduct a brain-storming session on the steps participants can take to prevent child marriage in the communities they work with
- Permit all participants who have smart phones to take copies of the resource materials, and encourage them to distribute these freely.
- Thank the participants for their interaction,

Session Plan: Human Trafficking

For PRI members, ICDS, Health and Education personnel, CPC members, Para-Legal Volunteers, CWCs and Police

Overview

Suggested Trainers	Training Resource Materials	Session Length	No. of participants
Member/s of CWC/DLSA/DCPU/AHTU	1. Human Trafficking (PowerPoint)	80 mins	40 (max)
	2. Role of stakeholders - Swayangsiddha (poster)		
	3. Missing Children (Booklet)		

Learning outcomes

By the end of this session, participants will be able to:

1. Identify the exploitative situations that victims can find themselves trafficked into?
2. State at least four ways in traffickers groom their victims
3. Identify key government officers and units and their role in anti-human trafficking
4. Identify what steps they can take prevent trafficking in the communities they work with

Procedure

Step 1: (10 min) Warm-up and introduction to topic

Step 2: (50 min) Using the resource materials provided, conduct an interactive discussion on:

- Trafficking as an organized crime, traffickers and their networks, and the situations of exploitation that traffickers sell their victims into?
- What makes a person or a group of persons vulnerable to trafficking, and the inducements that traffickers use to lure their victims?
- Discuss cyber-grooming as a trend in recruitment of impressionable adolescents
- The challenges faced by survivors of trafficking, especially sex trafficking, when they return to their communities, and how they can be supported through government services.

Step 4: (20 min) Action Plan and Wrap-up

- Give the following helpline numbers to the participants: Childline-1098, Police - 100 and women helpline 1091
- Conduct a brain-storming session on how the participants can monitor the communities they work with for potential traffickers and their victims, and how they can prevent crimes through awareness generation, community vigilance, reporting to the police etc.
- Permit all participants who have smart phones to take copies of the resource materials, and encourage them to distribute these freely.
- Thank the participants for their interaction

Session Plan: Violence against Children

For PRI members, ICDS, Health and Education personnel, CPC members, Para-Legal Volunteers, CWCs and Police

Overview

Suggested Trainers	Training Resource Materials	Session Length	No. of participants
Member/s of CWC/DLSA/DCPU/NGOs	1. Shishu Jauna Nigra (Booklet) 2. Schoole Shishuder Nirapatta (Poster) 3. POCSO Comic Strip 4. POCSO & PCMA FAQ (Booklet)	80 min	40 (max)

Learning outcomes

By the end of this session, participants will be able to:

1. State the forms of violence experienced by children
2. Identify the various acts under which cover violence against children
3. State the steps that can be taken to protect children from violent situations
4. Identify what steps they can take to prevent violence against children in the communities they work with

Procedure

Step 1: (10min) Warm-up and introduction to topic

Step 2: (50 min) Using the help of the resource materials, conduct an interactive discussion on

- Ask the participants to identify the forms of physical, sexual and emotional violence that children are subject to in homes, schools and workplaces.
- Challenge participants' perceptions of socially condoned forms of violence such as corporal punishment at home and in schools, child marriage as a form of sexual exploitation of children, and the silent epidemic of child sexual abuse within families.
- Discuss the impact of different forms of violence on children's well-being.
- List the laws that protect children from violence, and the protective and legal steps that can be taken in cases where children are victims of violence.

Step 4: (20 min) Action Plan and Wrap-up

- Conduct a brain-storming session on the steps participants can take to prevent violence against children in the communities they work with
- Permit all participants who have smart phones to take copies of the resource materials, and encourage them to distribute these freely.
- Thank the participants for their interaction, and share the following helpline numbers: Childline-1098, Police -100 and women helpline 1091

Session Plan: Gender

For PRI members, ICDS, Health and Education personnel, CPC members, Para-Legal Volunteers, CWCs and Police

Overview

Suggested Trainers	Training Resource Materials	Session Length	No. of participants
Member/s of DSWO/ AFHC/NGOs working on gender issue	1. Gender Bender (film)	80 mins	40 (max)
	1. Lingo vittik hingsha- koishore eti ki provab fale (Booklet)		
	2. COVID 19- o lingo vittik hingsha protirodh Leaflet)		
	3. Lingo Boishomyo (2 Posters)		

Learning outcomes

By the end of this session participants will be able to:

1. State the difference between gender and sex
2. State at least 4 ways in which parents and teachers discriminate between children on the basis of their gender, and the ways in which this impacts children.
3. Be able to identify incidents of gender based violence
4. Identify what steps they can take promote gender equality in the communities they work with

Procedure

Step 1: (10 min) Warm-up and introduction to topic

Step 2: (30 min) Show the film 'Gender-Bender', and using the poster on 'gender, conduct an interactive discussion on:

- Stereotypes about boys and girls and men and women that exist in their community?
- Challenge participants' perceptions of gender discrimination in the home, in schools, in workplaces.
- The difference between gender and sex, and the distinction between sex roles and gender roles
- Difference between sex roles and gender roles
- The impact of gender discrimination on the physical and mental well-being of girls and women

Step 3: (25 min) Use the 'GBV leaflet' & 'GBV module' to explain:

- Gender based violence through the life cycle (in different stages of life)

Step 4: (20 min) Action Plan and Wrap-up

- Conduct a brain-storming session on the steps participants can take to promote gender equality in the communities they work with
- Permit all participants who have smart phones to take copies of the resource materials, and encourage them to distribute these freely.

Session Plan: Teenage Pregnancy

For PRI members, ICDS, Health and Education personnel, CPC members, Para-Legal Volunteers, CWCs and Police

Overview

Suggested Trainers	Training Resource Materials	Session Length	No. of participants
Member/s of Health dept./ASHA/AFHC counsellors/NGOs working on the issue	1. Ammaji- Early marriage means early pregnancy (Film)	60 mins	40 (max)
	2. About contraceptives (Presentation)		

Learning outcomes

By the end of this session, participants will be able to:

1. State the negative consequences that teenage pregnancy can have on the mother and child
2. Identify at least 4 kinds of contraceptives (male and female) that can be used to prevent pregnancy.
3. Identify what steps they can take prevent teenage pregnancies in the communities they work with

Procedure

Step 1: (10 min) Warm-up and introduction to topic

Step 2: (30 min) Show film 'Ammaji - Early marriage means early pregnancy'

Step 3: (25 min) Conduct an interactive discussion on the following:

- What are ill-effects of pregnancy on a teenage mother and her child?
- Apart from being healthier, in what other ways would a child benefit by having a mother who gave birth to him / her after she reached her twenties?
- If one were to try and prevent teenage pregnancies, who would be the most important people to educate about its harmful effects
- Apart from child marriages, what are the situations in which a teenager can find herself pregnant
- What are the various methods through which pregnancy can be delayed

Step 4: (20 min) Action Plan and Wrap-up

- Conduct a brain-storming session on the steps participants can take to prevent teenage pregnancies in the communities they work with
- Permit all participants who have smart phones to take copies of the resource materials, and encourage them to distribute these freely.
- Thank the participants for their interaction,

Session Plan: Roles and Responsibilities of CPCs

For PRI members, ICDS, Health and Education personnel, CPC members, Para-Legal Volunteers, CWCs and Police

Overview

Suggested Trainers	Training Resource Materials	Session Length	No. of participants
Member/s of CWC/DLSA/DCPU/NGOs working on child marriage	Ammaji Kehti Hai - Child Protection Committees (Film)	120 min	40 (max)
	About Child Protection Committees (Presentation)		

Learning outcomes

By the end of this session, participants will be able to:

1. State the relevance of Child Protection Committees
2. Identify the roles and responsibilities of CPC members
3. Identify what steps they can take promote the wellbeing of children in the communities they work with

Procedure

Step 1: (5 min) Warm-up and introduction to topic

Step 2: (25 min) Show the film Ammaji Kehti Hai - Child Protection committees' and Conduct an interactive discussion on whether communities have an obligation to step in when they see that a child's needs are not being met, or when a child needs protection from neglect, abuse or violence.

Step 3 (40 min) Using the presentation on CPC's and discuss the following:

- The difference between 'children in need of care and protection' and 'juveniles in conflict with the law'
- The structures set up under the ICPS system to protect children, including children in conflict with the law
- The role of the CPCs in the larger ICPS system
- The rationale of the constitution of the CPCs
- The roles and responsibilities of the CPC as a body, and of individual CPC members
- Building cohesion within CPC members so that they can act as a body
- The reporting mechanisms and the importance of systematic and accurate reporting.
-

Step 4: (20 min) Action Plan and Wrap-up

- Conduct a brain-storming session on the steps participants can take to promote child protection in the communities they work with

- Permit all participants who have smart phones to take copies of the resource materials,
- Thank the participants for their interaction

