



SOCIAL AND BEHAVIOUR CHANGE STRATEGY

Department of Women & Child Development, Government of Madhya Pradesh

VOLUME II: GUIDE FOR IMPLEMENTATION



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LIST OF ACRONYMS

ANC	Ante-Natal Check-up
ASHA	Accredited Social Health Activist
ANM	Auxiliary Nurse Midwife
AWC	Anganwadi Centre
AWW	Anganwadi Worker
BBBP	Beti Bachao Beti Padhao
CCL	Child in Conflict with Law
CDPO	Child Development Project Officer
CNCP	Child in Need of Care and Protection
CWC	Child Welfare Committee
DPO	District Programme Officer
DWCD	Department of Women and Child Development
ECCE	Early Childhood Care and Education
EVAC	Ending Violence Against Children
EVAWG	Ending Violence Against Women and Girls
FGD	Focus Group Discussion
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GO	Government Organisation
ICDS	Integrated Child Development Services Scheme
ICPS	Integrated Child Protection Scheme
IEC	Information, Education and Communication
IFA	Iron Folic Acid
IPC	Inter-Personal Communication
LLY	Ladli Laxmi Yojana
MIS	Management Information System
MP	Madhya Pradesh
MSS	Matr Sahoygini Samiti

NCRB	National Crime Records Bureau
NGO	Non-Government Organisation
NFHS	National Family Health Survey
NRC	Nutrition Rehabilitation Centre
OSC	One Stop Centre
PLA	Participatory Learning Action
POCSO	Protection of Children from Sexual Offences
PRI	Panchayati Raj Institution
RKSK	Rashtriya Kishor Swasthya Karyakram
SAM	Severe Acute Malnutrition
SBC	Social and Behaviour Change
SDG	Sustainable Development Goal
THR	Take Home Ration
VAWG	Violence against Women and Girls
VHSND	Village Health, Sanitation and Nutrition Day

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1. INTRODUCTION

The Department of Women and Child Development (DWCD), Government of Madhya Pradesh works to sustainably improve health and nutrition outcomes for women of reproductive age and children below 6 years, enable holistic development and protection of children and ensure safety, equity and empowerment of women. To bring about a stronger sustainable improvement in these three thematic areas and positively transform the status of women and children in Madhya Pradesh, DWCD has developed a comprehensive state-specific social and behaviour change (SBC) strategy. This strategy addresses the individual, families' and community behavioural aspects that affect the issues under the thematic areas and guides how different interventions and programmes can be better supported for positive change. The strategy has been developed in collaboration with Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ).

The DWCD SBC strategy has been developed into two volumes. Volume I: Policy & Strategic Approach details the whole background and approach of the strategy. It includes the context of the state, current situation in thematic areas, list of 52 desired behaviours to be practised by target groups for improved indicators, 19 priority behaviours, barriers and enablers to the adoption of behaviours by target groups, key messages to be communicated and approach and interventions (and their explanation) that will facilitate behaviour change.

This document, Volume II: Guide for Implementation is a ready reckoner that can be used by the districts for effectively planning and implementing SBC interventions. The focus is on the 19 priority desired behaviours. In DWCD programmes, IEC and SBC play a significant role. Districts often have to plan activities and multi-task to accommodate different thematic issues. To better plan these and know what activities to conduct and what key messages to convey and when, districts can now use Volume II. The document also has formats that can be used as is or customised as per the need of the districts.

The entire guide is developed in a manner that can be followed step-by-step. Each month has been assigned a major focus area based on the 19 priority behaviours. There are 5 issues that need reinforcing in every month.

Section 4.1 and 4.2 will guide readers to understand how to position the communication and interventions and who will implement.

Section 4.3 gives basic interventions (building blocks) which are the minimum aspects that can be implemented for improving effectiveness of current activities.

Section 4.4 explains the ecosystem and shows who all districts can work with for planning and implementing activities.

Section 4.5 provides the entire guidance from planning new interventions to executing them, monitoring, and then conducting follow-up. Formats, suggestive questions and indicators are also given with examples (*also refer to Annexure for blank formats*).

Section 4.6 and 4.7 provides suggestive communication/intervention plans for each month. Districts can make their plans and activity calendars using it and guide the CDPOs, Supervisors and AWWs to conduct respective activities. Suggested activities are not exhaustive and more can be planned as per departmental, state and central priorities. Should there be new themes that districts want to include, they can be aligned with the existing ones and the plans can be customised.

2. GOAL & OBJECTIVES OF THE SBC STRATEGY

The goal of the SBC strategy is to strengthen DWCD's state-wide efforts for holistic development of women and children by addressing the individual, families' and community behavioural aspects pertaining to different interventions and programmes.

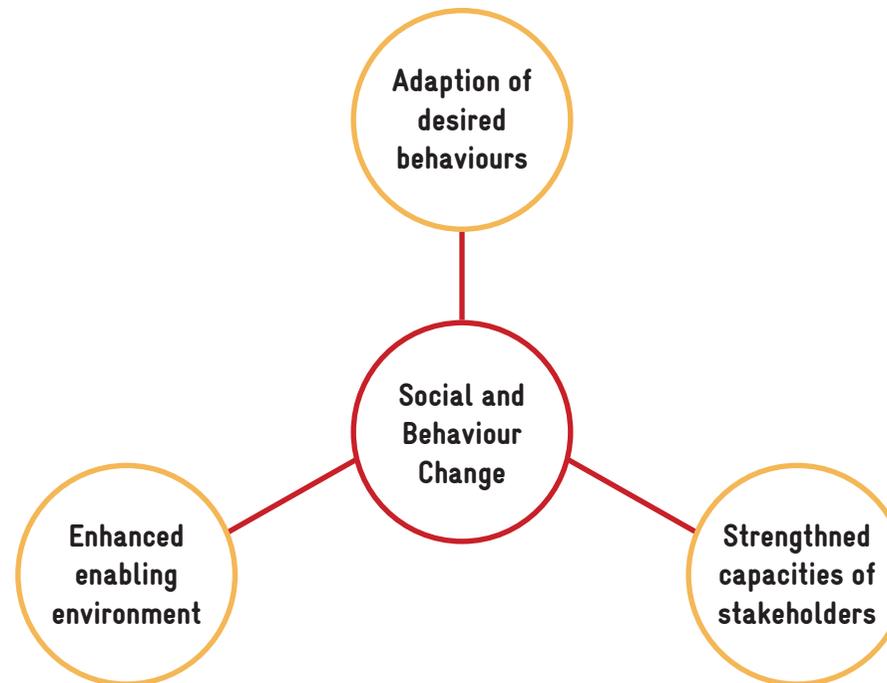


Fig. 1 Objectives of the SBC strategy

The strategy seeks to achieve the following objectives –

- To enable adoption of (issue-based) desired behaviours by respective target groups
- To enhance the enabling environment supporting social and behaviour change in the thematic areas
- To strengthen capacities of stakeholders to implement and monitor thematic SBC-driven strategic action plans

3. THEMATIC AREAS

DWCD works on 17 sub-issues under its 3 core thematic objectives of maternal and child health, child protection, and women safety & empowerment. 52 desired behaviours, which when adopted by the target groups will lead to positive outcomes, have been developed. Among these, 19 priority behaviours have been identified for the SBC strategy. These will set a strong foundational structure for change and be instrumental in enabling adoption of other desired behaviours. Factors that limit and enable target groups from adopting the desired behaviours (i.e. the 'barriers' and 'enablers') have been identified [detailed in Volume I]. **The highlighted thematic sub-issues are the prioritised issues for the strategy.**

NUTRITION, HEALTH & HYGIENE	CHILD PROTECTION	WOMEN SAFETY & EMPOWERMENT
• First 1000 days – window of opportunity	• Ending abuse and violence against children	• Gender equity and equality
• Care during pregnancy	• Ensuring children in need of care and protection	• Prevention of violence against women and girls
• Care of lactating mother	• Rehabilitation of children in conflict with law	• Enabling women economic empowerment
• Breastfeeding	• Prevention of child marriage	
• Complementary feeding	• Prevention of substance abuse by children	
• Nutrition of children (2-6 years)		
• Immunisation & supplementation		
• Prevention of anaemia		
• Prevention & management of malnutrition		
• Water, sanitation & hygiene		
• Early childhood care & education		
• Back to school		
• Menstrual health & hygiene management		

4. STRATEGY AND IMPLEMENTATION GUIDE

We have seen which thematic sub-issues the strategy will focus on. Now, let's dive in and understand how the strategy will be positioned, what messages are to be conveyed to target groups, what interventions can be implemented and how to plan and monitor them.

4.1 STRATEGIC APPROACH FOR SBC: WHERE DO WE STAND?

The strategy will work towards women and child health and development in the state to achieve a 'Healthy and Empowered Madhya Pradesh'.

Greater focus is to be given to preventive action. 3 key principles will be promoted in the strategy (as a whole) and in all key messages for target groups and interventions. The design of the strategy stands on this strategic positioning.

- **#SahbhagitaSeVikas – Collective responsibility:**
Re-enforcing that health, care and protection of women and children are the collective responsibility of all members of the family and community.
- **#AaiyeAnganwadi – AWC is a resource centre:**
Re-branding and promoting Anganwadi Centres as their original function of being resource centres (where both tangible and intangible services are provided).
- **#SabEkHaqAnek – Nutrition, education, protection are rights of every girl and boy:**
Promoting the rights of women and children to live and have good health, education and protection, and support of family and society for realisation of the rights.

4.2 KEY RESOURCE PERSONS: WHO IS RESPONSIBLE FOR THE STRATEGY?

Planning, execution and monitoring of the strategy will happen at all levels – state, district, project and AWC. The department as a whole will be involved. The strategy suggests formation of district and project level SBC teams that can coordinate with the state SBC team on a regular basis and lead interventions and provide guidance at their respective levels. Using SBC Strategy Volume I and II, all DWCD officials along with supervisors and AWW can initiate and execute SBC interventions effectively.

4.3 BUILDING BLOCKS: WHERE TO START?

To start with, suggested are six '**building blocks**' – that will serve as and strengthen the foundation of every intervention. The building blocks should be kept in mind when planning and implementing any intervention (existing or new), which will help ensure better reach and effectiveness. These blocks are not absolute in nature and can be customised by the implementer/facilitator based on the situation and needs.

- Conduct at least one session with newly married couples at AWC and talk to them about pregnancy registration, ANC, nutrition, role of family.
- In March/October/November, invite migrant families for health check-up at AWC and guide them on continuum of care.
- Talk about gender-related issues with adolescent girls at the AWC. Coordinate with schools to organise discussions on gender for adolescents.
- Invite adolescent boys to the AWC on a separate day, say Saturday. Discussions with them can also be held at the school level, with support from teachers.

- Coordinate and collaborate with the Department of Health, Education, Rural Development and others for better access, coverage and reach.
- Collaborate with local NGOs and seek their assistance in organising activities and ensuring community participation.
- Engage local influencers and change-agents like youth groups, LLY ambassadors in programs

- Take support from development partners to organise independent workshops with men at a convenient time, say, early morning.
- Encourage women to ask their husbands to accompany them to doctor visits/ANC check-ups.
- Use mid-media like street theatre/puppetry to connect with men as members of the audience.
- Men can also be addressed during Gram Sabha.

- Preparation is key. Prior to any session/discussion, conduct an orientation session with the facilitators.
- Regular feedback sessions can be organised in the DPO-CDPO-Supervisor-AWW system.
- Refresher trainings should be conducted on communication, technical information on departmental programmes/schemes, digital media.
- Agency of women groups and adolescents should be developed for leading grassroots level activities.

- Invite mothers-in-law and fathers-in-law to sessions when talking about breastfeeding and nutrition.
- Invite parents of adolescents when talking about rights, child marriage, gender (after 2-3 sessions).

- Use tools/approaches like IPC (discussions, home visits, counselling), street theatre, short videos, VHSND, community events, local media channels for tehsil areas, TV for areas closer to urban cities, social media for large urban areas, and posters/picture cards.
- Messages should be conveyed in the local language and dialect and be gender-responsive.
- A single communication tool, at a time, must convey a maximum of 3 messages only. This should include the why, call to action and resource number/helpline.

4.4 STAKEHOLDERS: WHO CAN HELP YOU?

Below matrix shows the many stakeholders who are connected with the issues and who can be mobilised and/or integrated for implementation of interventions.

Government departments and functionaries	Non-government entities (State-level and local partners)	Change agents in community (government or non-government formed)	Other influencers
<ul style="list-style-type: none"> • Department of Women and Child Development • Department of Health • Department of Rural Development • Department of Education • Department of Public Relations (including PROs) • Police • Child Welfare Committee • State and District Legal Services Authority • State Adoption Resource Authority 	<ul style="list-style-type: none"> • Local, national, international NGOs • Workers association • Schools and colleges/universities 	<ul style="list-style-type: none"> • Shaurya Dal • Ladli Laxmi Champions • BBBP brand ambassadors • Nutrition ambassadors • Paralegal volunteers • SHG members and MSS members • Counsellors • Gender clubs • Swachhata doot • Pathwari • Bajrang Dal • RKSK peer educators • Digital Sakhi • Bal Panchayat 	<ul style="list-style-type: none"> • Adolescent girls and boys • Youths • Doctors and Hospital staff • Teachers • Faith-based leaders • Local YouTubers

** Try to find out and list the names of organisations/individuals who are working in your areas in the fields of water, sanitation, hygiene, agriculture, education, child protection, gender, etc. and mobilise their participation. Also include local influencers, religious leaders, frontline resource persons, etc.

4.5 IMPLEMENTING INTERVENTIONS: HOW TO PLAN, EXECUTE AND MONITOR?

Social and behaviour change is a deliberate process and highly contextual. Interventions need to factor in the ever-changing environment and needs/circumstances of target groups. For specific behaviours or overall to address more than one behaviour, multiple interventions can be implemented in addition to the six building blocks. Implementers/facilitators need to periodically review their objectives and resources and develop micro-plans for planning and implementing SBC interventions. Different administrative levels of the department can develop respective micro-plans. IEC tools should be taken as an aid, a support to programs and plans that will boost the efforts of behaviour change. Interventions can be implemented under 4 main approaches – year-round campaign, pocket-based activity, event celebration and capacity building. IPC can be supported by PLA tools, street theatre, communication via local influencers and workshops with children. In urban areas, social media, posters and local YouTube/Facebook channels can be used more.

4.5.1 Planning

Below given is a template that can be used to plan interventions. Sample answers are given to support understanding. Also provided are some tips

A blank template for Format 1 is provided in Annexure II.

Format 1: Micro-plan for Intervention

S.N.	Particulars	Sample Plan <i>(You can fill the information in this format to prepare plan)</i>		Tips
1	Level of operation (state/district/project/AWC)	AWC		
2	Plan being prepared by (DPO/AD/ CDPO/Supervisor /AWW)	AWW		
3	Problem that needs to be targeted and can be addressed through communication/capacity building	Cases of anaemia are very high. Women and adolescent girls take IFA tablets from AWW but do not consume them.		
4	Desired behaviour(s) you want to target	<ul style="list-style-type: none"> • Pregnant women (3 month onwards), lactating mothers (up to 6 months), children (0-5 years) and adolescent girls (11-18 years) consume IFA tablets/syrup daily to prevent anaemia • Pregnant women, lactating mothers, children and adolescent girls consume a diverse and balanced diet containing variety of foods rich in iron and vit C 		
5	Barriers/challenges you want to address <ul style="list-style-type: none"> • Why are you facing the problem? • Why are target groups not practising desired behaviour? 	Barrier/Challenge	Type	You need not mention all barriers/challenges here. [You can refer to Volume I]. Select the most relevant barrier that is applicable to larger audience, you want to focus on and can address at the current time when preparing the plan.
		<ul style="list-style-type: none"> • Misconceptions about IFA tablets • Awareness on types of food and their nutrients 	Knowledge	

	<ul style="list-style-type: none"> What type of barrier is it - Knowledge/Attitude/Skill/Other? 	<ul style="list-style-type: none"> Negative experience like suffering symptoms of vomiting 	Attitude	<ul style="list-style-type: none"> Understanding the type of barrier helps to select which intervention to plan. Knowledge and awareness related barriers can be promoted via mass media, mid media and IPC. Attitude related barriers will require targeted IPC. Skill related barriers will require capacity building and redress mechanism. Access related barriers will require system strengthening. 						
6	Key message(s) to promote/deliver <ul style="list-style-type: none"> Refer to Pages 40-59 of Volume I You can design new messages as per need and challenge 	<ul style="list-style-type: none"> Are you feeling nauseous or having a slight stomach-ache after taking IFA pill? Don't worry, this is normal. Take IFA pill after dinner to prevent symptoms. Food rich in iron help give your body energy, immunity and help in body temperature regulation. Consume foods like spinach, lentils, broccoli, soya regularly. 		<ul style="list-style-type: none"> These are the standard messages you should convey for encouraging target groups to practice the desired behaviour. In each activity and each IEC these messages should be conveyed. The more frequently you deliver the message, the higher is the likelihood of retention, especially in knowledge related barriers. 						
7.	Primary Target group	Pregnant women, Lactating women, Adolescent girls								
	Secondary Target group	Fathers of adolescent girls								
8	Time frame	Duration (year/month/week/days): 3 weeks		Listing out the time frame will help select the type of activity						
		Start date:	End date:							
9.	Budget	INR----		Calculate budget as per number of activities.						
10	Intervention	<table border="1"> <thead> <tr> <th>Intervention</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Can celebrate Lalima Diwas at AWC Competition at AWC Home visit </td> <td> <ul style="list-style-type: none"> Every Tuesday Tuesday with Lalima Diwas Anytime - Discuss when talking about nutrition topics </td> </tr> <tr> <td> <ul style="list-style-type: none"> Short session at schools </td> <td> <ul style="list-style-type: none"> Half an hour session on Friday or any suitable day </td> </tr> </tbody> </table>	Intervention	Frequency	<ul style="list-style-type: none"> Can celebrate Lalima Diwas at AWC Competition at AWC Home visit 	<ul style="list-style-type: none"> Every Tuesday Tuesday with Lalima Diwas Anytime - Discuss when talking about nutrition topics 	<ul style="list-style-type: none"> Short session at schools 	<ul style="list-style-type: none"> Half an hour session on Friday or any suitable day 		<ul style="list-style-type: none"> Here, mention the intervention/activity that can be conducted given the need, time, resources and budget. You are advised to refer to Volume I to select interventions/activities. You can list more than one activity. Here, example is given for only one activity.
Intervention	Frequency									
<ul style="list-style-type: none"> Can celebrate Lalima Diwas at AWC Competition at AWC Home visit 	<ul style="list-style-type: none"> Every Tuesday Tuesday with Lalima Diwas Anytime - Discuss when talking about nutrition topics 									
<ul style="list-style-type: none"> Short session at schools 	<ul style="list-style-type: none"> Half an hour session on Friday or any suitable day 									

11	Sub-activities	For celebrating Lalima Diwas <ul style="list-style-type: none"> • Designing a welcome banner • Invite primary and secondary target groups • Storytelling session with participants • Short quiz • Feedback session • Showing a video • Taking pictures of the event 		
12	What media/IEC tools will be used	Posters Audio story Quiz Video	• Use the most effective and local media form that works for your target group	
	Sources for reference material (audio/video/print ad/social media)	e-Sanchayika Anganwadi Radio YouTube Facebook Album	• Select relevant IEC source from Annexure I	
	Does any new IEC need to be developed	Yes/No	If yes, then mention what IEC will be developed. <ul style="list-style-type: none"> • Create IEC within the budget • Take help from adolescents and local artists to create IEC • Borrow, if required, any IEC from other department or local NGOs 	
13	Who can support in preparation	Local NGO representatives, adolescents, Sahayika, ASHA		
14	Who can support in facilitation	Adolescents, NGO representatives, ASHA, village elders		
15	Have the building blocks been ensured (These are the basic interventions which are the minimum aspects that can be implemented for improving effectiveness of activities)	Building Blocks	Yes/No	If there is a No in building blocks, try to ensure the same in execution of intervention(s).
		1. Start early		
		2. Male engagement		
		3. Inter- generational dialogue generational dialogue		
		4. Local and popular recall platforms		
		5. Capacity building		
6. Stakeholder coordination				

4.5.2 Execution

Once Format 1 is filled, you will have a better idea on how to progress in planning and conducting the event.

Below given are some tips on how you can execute any intervention/event.

a. Before the event (planning, decoration and invitation)

- i. Fill Format 1: Micro-plan for Intervention
- ii. Discuss and get approval on the plan from your immediate senior authority.
- iii. 1-2 days prior to the date of the event, share the plan with PROs, local NGOs and the people who will support you in preparation and facilitation.
- iv. Make sure you have enough stock for physical IEC you require (poster, banner, slogans, etc.) or links for the audio/video IEC you will use.
- v. Approach adolescents and seek their support in designing a colourful banner for the event or creating a wall painting or any other preparatory activity. Engage with them and work together to create a small 2-line jingle. If there are younger children who want to participate, encourage them to do so. They can help in decorating the AWC or location of the event.
- vi. Invite target audiences to the events. You can create invitation cards. Do wall writing, rally drum beating to build an environment for the event.

b. At the event (welcome, facilitation and feedback)

- i. On the day of the event, welcome the members of the target group and stakeholders who have come to participate.
- ii. Request any chief guest or nodal person to share a few encouraging words with the participants.
- iii. Initiate the session/event with a game or any activity. It does not have to be about any specific topic. The idea of a game is just to welcome everyone and break the ice between them. They will feel energised and be more willing to listen to what you have to say.
- iv. Coordinate with the co-facilitators and conduct the activities planned (as per Format 1 and after discussion with seniors/supervisors and co-facilitators).
- v. Take note of how the conversation is going and deliver the key messages within the activities and discussion.
- vi. Ask questions to gauge if the participants are able to understand the key messages.
- vii. Encourage participants to ask questions and share their stories.
- viii. Conduct a feedback session (written or verbally) and note the findings.
- ix. Seek assistance from co-facilitators to take pictures/videos of the event for documentation.
- x. Thank everyone for their participation and share any plans for follow-up/upcoming events.

c. After the event (follow-up)

- i. After the event, speak to 5 participants in random and ask them the following questions (or any other of your choice) to capture their understanding and whether the objective of your event was fulfilled
 - Did you like the event?
 - Did you find it useful?

- What did you learn?
 - Would you participate in similar events in the future? What would you like to see in future events?
- ii. If the event is being conducted at the AWC, after the event, you can invite some participants to write the key messages on the walls of the AWC.
 - iii. With the permission of the participants, form a WhatsApp group for follow-up and sharing of key messages and media.
 - iv. Fill Format 2 (Annexure III) for monitoring and share with your respective senior/supervisor along with 1-2 best photos of the event. Store the remaining photos in an archive. Along with Format 2, write and share a short one paragraph report listing the highlights of the event. This can be shared with the district and even with the local media. You can paste 2-3 photos and the format in a register for further sharing if required.
 - v. Write any challenges you faced while organising the event in the report so that the senior/supervisor is aware and further issues can be resolved.
 - vi. Post 2-4 best pictures and videos of the event on DWCD's social media pages.
 - vii. Re-visit your participants, whether during home visits or through any other activities, to stay in touch and ensure that they are practising the desired behaviour(s).
 - viii. Fill Format 3 (Annexure IV) for tracking the progress in indicators.

4.5.3 Monitoring

For any event/session, it is important to document it and monitor activities and progress. Format 2: Monitoring Interventions will help in monitoring events and providing information that can document the events.

Fill Format 2 during or after the event/session. You can extract data from this format and send to local media representatives, send to department and post on social media. Send a one-pager compiled report of the district along with 3-4 high resolution pictures to the state at sanchar.wcd@mp.gov.in.

A blank template for Format 2 is provided in Annexure III.

4.5.4 Follow-up

It is important to re-visit the participants of any events you conduct or the people who visit AWC so that you stay in touch with them and they respond to you better. This will be helpful in tracking any changes and ensuring that the desired behaviour(s) is being practiced. It will also help you to prepare micro-plans.

- a. After an event, speak to 5 participants of the event in random and ask them the following questions (or any other of your choice) to capture their understanding and whether the objective of your event was fulfilled
 - i. Did you like the event?
 - ii. Did you find it useful?
 - iii. What did you learn?
 - iv. Would you participate in similar events in the future? What would you like to see in future events?
- b. For home visits, you can test target group's understanding of key messages/desired behaviour(s) by asking the following leading questions. Please

feel free to ask any question you feel will give you the information you need.

- i. Did you like the event/session at AWC from last time?
- ii. What do you remember from the event/session?
- iii. Do you follow the tips/messages given? If no, why not?

4.5.5 Evaluation: Indicators and Sources

There are different types of indicators that can help monitor and evaluate progress. This includes input indicators, outputs/coverage indicators, impact indicators.

a. Input indicators

Inputs are the various approaches and tools being used for effective SBC interventions. On a monthly basis, they can be tracked. Data collected under Format 2 are basic indicators which collect information for input indicators.

Format 3 is also provided in Annexure IV for monitoring input indicators on a monthly basis.

b. Output/Coverage indicators

In the short term, these indicators track the level of participation and coverage of target groups through SBC activities/interventions. For DWCD, this includes indicators that are tracked by the departmental MIS and other departmental portals on a monthly basis.

Annexure V provides the list of coverage indicators that are maintained by MIS and portals on a monthly basis.

c. Behaviour change impact indicators

Tracking percentage increase in adoption of behaviours by target groups can be done through baseline, midline and endline studies. Looking at collective data from coverage indicators (say, over a year) also gives similar information. In general, the department refers to data released by NFHS, NCRB and other national government sources as indications of improvement in behaviour change.

Annexure VI provides the list of indicators referred by DWCD to track success of its interventions and programmes (and positive behaviour change).

IMPORTANT NOTE FOR ALL

Section 4.5 provides sample plans factoring ground-level execution by AWW. However, the formats and guidance are applicable for district, project and sector level planning.

For any intervention or group of interventions, the entire process is **planning – execution – monitoring – follow-up – evaluation**.

Under these 5 stages, there are different roles and responsibilities for people at every administrative level.

- **Planning**

- Format 1 can be used by DPOs, CDPOs, Supervisors and AWWs to make micro-plans at their respective levels.
- Every plan prepared should be discussed and approved by the immediate senior authority of the person/level (who is preparing the plan).
- DPOs/CDPOs can prepare plans that will be executed to the ground level. In that case, media tools as a whole – what applies for the whole of the district, will be considered. CDPOs, Supervisors and AWW can customise those sections which need to be adapted for their respective levels such as specific tool that will be used, people who will help in preparation, and likewise.

- **Execution**

- When implementing any intervention/event, there are some activities that are to be done before, during and after the event.
- Districts will be responsible for giving directives on activity execution, posting on district social media pages, coordinating with and providing information to PROs and media, over seeing district-level activities like miking via municipal garbage collection trucks, university events, etc.
- DPOs will also assign responsibilities of the activities to respective personnel.
- CDPOs will guide the Supervisors who will oversee preparation of AWC activities. At the end of the events, Supervisors will collect the reports, photos and videos of the event and send to CDPO who will send the best photos, reports and case studies to DPOs. Supervisors will be present at the events in some AWCs. CDPOs will also draft press releases.

- **Monitoring**

- After every event, a feedback mechanism should also be ensured. While monitoring formats will be filled and collected by Supervisors, then CDPOs, then DPOs from their respective jurisdictions, space should also be given to collect feedback on any challenges faced by subordinates. AWWs will report on how the messages were received by the community and what more needs to be done and DPOs will provide guidance.
- DPOs will also prepare and submit comprehensive compiled reports of the districts to the state.
- Random monitoring should be done by CDPOs and Supervisors to track progress of interventions.

- **Follow-up**

- AWW will follow up with target groups. Supervisors, CDPOs and DPOs should also follow up with their respective jurisdictions. Supervisors should accompany AWWs to some home visits. Challenges faced by community in adopting desired behaviours should be understood.

- **Evaluation**

- AWW, Supervisors and CDPOs can fill data in Format 3, which DPO will compile for the district.

4.6 MATRIX OF INTERVENTIONS: WHAT CAN YOU DO?

To further support districts, below given is a matrix of the suggested SBC interventions (including the building blocks) and suggestive communication/ implementation plans. The plans are suggested in accordance to the 19 priority behaviours but you can plan for targeting other issues as well.

Building blocks	Year-round campaign	Pocket-based activity	Capacity building	Other recommendations
Counselling newly married couples	Educational series	Life skill building of children	Sensitisation of staff on SBC	Discussions on WCD in Gram Sabha
Counselling migrant families	Recipe series	Session on cyber safety and ramifications of trafficking	Training AWW on IPC, media, subjects	Mobilising Tadvi-Patel communities
Engage adolescents on discussions on gender	Recipe books	Parent teacher interaction	Positive motivation training	Team with NSS, NYK, SD
Encourage boys to participate in AWC sessions	Compilation and sharing of IEC	Counselling migrant families	Media sensitisation	Sensitising newly elected women PRI
Workshops with men	Memes	PLA trainings	Thematic training to Shaurya Dal	Orientation of BLCPC
Invite husbands to AWC	Targeted IPC	Community nutrition garden	Refresher trainings to counsellors	Pamphlets on foster care
Mid-media communication	Using PLA	ECCE using gender neutral activities		Individual care plans for CNCP
Inter-generational dialogue	AWW & adolescents work together	Street theatre		Engaging CNCP in recreational activities
Local platforms	Chat with local influencers	Posters in community events		Connecting women to vocational trainings
Capacity building	Competitions	Women empowerment programme		Local safety audits
Stakeholder coordination	Podcasts for children	Self-defence training		Departmental convergence
	Conversation on gender			Coordination with local NGO
	Meeting with men			Partnerships with media, educational institutions, corporates

4.7 COMMUNICATION/IMPLEMENTATION PLAN: HOW CAN YOU DO IT?

Using the guidance in Section 4.5 and the matrix of interventions given in Section 4.6, each district should now create its own monthly event calendar. To support the process, suggestive communication/implementation plan is given for each month.

Each month will have a major focus area. Desired behaviours for that major issue/area would be covered in the specific month along with its core messages. Each month would also have some messages from minor focus issues/areas that would need emphasis in that month, such as promotion of child marriage messages from January to April. Five priority issues also need promotion each month, so linked messages are suggested.

The table below lists the month-wise major focus area and the criteria for selection. It has been aligned with departmental priorities and activities.

Month	Major Focus Area	Criteria for Selection
January	Early Childhood Care & Education	Start of the new year, prioritising education for children
February	Complementary Feeding	Core topic to be promoted all-year, so prioritising reduction of malnutrition through this
March	Gender Equality	International Women's Day and core topic promoted in the month by DWCD
April	Child Marriage	Auspicious occasion of Akshay Trithiya - many child marriages happen
May	Back to School	Ladli Laxmi Utsav will be celebrated in May. June is also often the start of the new academic year after summer break, so May is when the importance of education can be best promoted so that children enroll in school the next month.
June	Prevention of Anaemia	World Sickle Cell Awareness Day is in June and child marriage-anaemia-malnutrition is a core topic
July	Care of Pregnant & Lactating Women	This is the month preceding World Breastfeeding Week, so messages on pregnancy registration, nutrition of women can be initiated in July.
August	Early & Exclusive Breastfeeding	World Breastfeeding Week - allied activities are done the whole month
September	Prevention of Malnutrition & Nutrition of Children	Poshan Maah (Nutrition Month) - major focus of DWCD
October	Gender Equality	This month has International Day of Girl Child, Rural Women's Day; is a very important cross-cutting topic that requires lot of emphasis and work; precedes the months where issues that have a root in gender will be talked about. (Alternatively, since ICDS day is on 2nd, the theme can be changed. Refer to Volume I for key messages.)
November	Ending Violence Against Children	Child Rights Week - child protection focused on throughout the month
December	Ending Violence Against Women & Girls	25th Nov to 10th Dec is 16 Days of Activism; 25th Dec is International Day for the ERAW

Major focus issue: Early Childhood Care & Education

Minor focus issues: Prevention of child marriage, Gender equality, Back to school, Breastfeeding, Complementary Feeding, Prevention of anaemia

Priority Behaviour(s) to address:

- Parents send their children to AWC for the entire duration to receive complete quality pre-school education (Beh Ref No. 27)

Key Messages of Major and Minor focus issues and Activities/Plan:

S.N.	Message	Target Group	What you can do
1	AWCs provide education to all children between 3-6 years of age. Parents, send your child to AWC so he/she can eat, play and learn!	Parents of children under 6 years of age	<ul style="list-style-type: none"> • Every Monday, create graphics and do social media posts branding AWC as a resource centre and talking about the services provided in AWC especially ECCE. Use message 1 as the main call to action. • AWC can ask mothers to motivate their neighbours to send children for ECCE. Pre-schoolers who attend AWC can also be playfully asked to bring their friends next time. • Invite parents to attend 1-2 ECCE sessions so that they can be engaged and see for themselves the benefit of ECCE. • Request PRIs to tell parents to send their pre-schoolers to AWC for ECCE. This can be done on 26th January also when all are present.
2	Parents, allow both your girls and boys to participate in various educational and cultural events. Treat girls and boys equally.	Parents of adolescents	<ul style="list-style-type: none"> • Share message during Bal Choupal Diwas, National Youth Day and 26th January which is celebrated at the Gram Sabha level. • Share a post on the podcast on gender equality • On 12th January - National Youth Day, ask children to share their thoughts on opportunities they want to pursue. • On Saturday, invite adolescent boys and their parents to talk on this.
3	It's education, not early marriage that will guarantee your child's bright future. Parents, please wait till your child is of legal age to get them married.	Parents of children	<ul style="list-style-type: none"> • Share message during Bal Choupal Diwas and National Girl Child Day • If state is organising a webinar, invite all girls and their parents to watch it on YouTube or together at the AWC. If not, plan a local event and share selective photos with media and the state team. • On the Saturday that adolescent boys come to AWC, talk to them too about the importance of education.

4	Do you want your new-born baby to be healthy and to thrive? The single best way is to feed her/him only breastmilk in the first six months. It contains all the nutrients your child needs during this time.	Expectant parents, new parents	<ul style="list-style-type: none"> • Share message on first Tuesday. Invite husbands and focus on connecting with parents this time. If there are other family members, you can ask them if they agree with your message. If not, ask why and explain why this message is important.
5	From the age of six months, breastmilk alone is not enough. Feed your child the recommended number of meals every day, so that s/he grows well!	Parents of infant children	<ul style="list-style-type: none"> • Share message on second Tuesday. You can show slides on age-wise height and weight of children to explain how complementary feeding is required for child's proper growth. • Share a recipe from the collection.
6	Do you experience fatigue, breathlessness, headaches or falling sick often? You might have anaemia. Taking IFA pills can help you feel better!	All women	<ul style="list-style-type: none"> • Share message on Lalima Diwas. Invite all women to the AWC. Many women, especially those older than 35 years, are not aware that they too can consume IFA pills. Use this opportunity to guide them.

Hashtags:

- In all IEC materials - #SahbhagitaSeVikas, #AaiyeAnganwadi, #SabEkHaqAnek
- Other - #Education #GirlChildEducation #StopChildMarriage #GirlsAndBoysAreEqual

Major focus issue: Complementary Feeding

Minor focus issues: Prevention of child marriage, Nutrition of children, Gender equality, Back to school, Breastfeeding, Prevention of anaemia

Priority Behaviour(s) to address:

- Mother and family members initiate complementary feeding at the age of 6 months of the child, ensuring consistency (differentiate by age groups), quantity (optimal portion size), quality (home-based freshly cooked), diversity of diet (including THR) and frequency (Beh Ref No. 10)

Key Messages of Major and Minor focus issues and Activities/Plan:

S.N.	Message	Target Group	What you can do
1	Do you want your child to be healthy and nourished? Give them complementary foods along with breastmilk after 6 months of age (180 days). The nutrients they need for their growth and development are not met only with mother's milk after this age.	Parents of children under 2 years of age	<ul style="list-style-type: none"> • Share on second Tuesday – emphasise on starting after 6 months and not before due to Annaprasana ritual or too late waiting for child to sit up. • Show the educational series at the AWC and conduct a discussion • On 13th February - World Radio Day, listen to a podcast on complementary feeding together.
2	Do you want your child's body and brain to grow well? If the child is breastfed, feed at least 2 meals at 6-8 months and 3 meals at 9-23 months. If the child is not breastfed, feed at least 4 meals, irrespective of age.		
3	Meals that are rich in protein, such as lentils, soya, beans, chickpeas, millets, nuts, milk and eggs, develop children's brain. They help them to be smart and strong. Feed them every day. Roti, rice and other starchy foods can fill stomach. But they don't provide all the nutrients a child's body and brain need to develop well. Feed your children meals rich in protein, vitamins and minerals. When the child turns 6 months, along with	Family members of children under 2 years of age	<ul style="list-style-type: none"> • Talk about the fact that different foods have nutritional value that will help a child's cognitive and physical development. Connect nutrition to anaemia prevention as well among lactating mothers. Use the growth chart and other cards for visual representation. • Create graphics around these messages for social media. Share via WhatsApp groups as well. • Encourage beneficiaries to share any recipes they have created. • Share simple recipes with them

	breastfeeding, start feeding fresh homemade food. What type should complementary foods be - Locally available foods - Grains like rice, wheat, millets - Vegetables with starch like potato, sweet potato - Seasonal fruits like mango, banana, papaya - Add one teaspoon ghee or oil - Cook, serve and feed while ensuring hygiene Timely complementary feeding will help your child grow well!		
4	Parents and grandparents, accompany your child when they are eating. Support them in eating, so that you make sure that they ate enough.	Parents of adolescents	<ul style="list-style-type: none"> • Invite grandparents for a specific session to AWC and talk about mothers requiring their support. Discuss their desire for having healthy and strong grandchildren. • Talk about it during home visits
5	Mothers, if you are facing difficulty in breastfeeding, seek help from your AWW or health worker. They are here to help you.	Mothers	<ul style="list-style-type: none"> • Share message on first Tuesday. Convey that breastfeeding can continue while introducing complementary foods.
6	There is only a biological difference – apart from that, girls and boys are equal in all ways and rights. Give them equal opportunities and watch them perform. Treat girls and boys equally.	Community members	<ul style="list-style-type: none"> • Talk about this regularly so that biases against boy and girl children is minimised. This will also target child marriage prevention. • You can talk about successful women examples on 11th February – International Day of Women and Girls in Science • Organise a competition or activity to capture the way people feel girls and boys are different and discuss the points. Discuss on the Saturday you invite adolescent boys to AWC.

Hashtags:

- In all IEC materials - #SahbhagitaSeVikas, #AaiyeAnganwadi, #SabEkHaqAnek
- Other - #ComplementaryFeeding, #NutritionIsImportant, #GirlsAndBoysAreEqual

Major focus issue: Gender Equality

Minor focus issues: Ending violence against women and girls, Prevention of child marriage, Back to school, Breastfeeding, Complementary Feeding, Prevention of anaemia

Priority Behaviour(s) to address:

- Men and women treat girls and boys equally at home, school, workplace and society (Beh Ref No. 45. 51)
- Men and women do not practice verbal, physical and sexual abuse against girl and boy children and other men and women in the family, school, workplace and public places (Beh Ref No. 46, 50)

Key Messages of Major and Minor focus issues and Activities/Plan:

S.N.	Message	Target Group	What you can do
1	There is only a biological difference – apart from that, girls and boys are equal in all ways and rights. Give them them equal opportunities and watch them perform. Treat girls and boys equally.	Parents, community members, adolescents	<ul style="list-style-type: none"> • This is a core message. Subtly or directly, it must be conveyed to beneficiaries. • Discuss this during sessions at the AWC. Raise awareness on how the sex of a child is determined. At the very minimum, beneficiaries must be aware of this. That’s the first step before acknowledgement and acceptance. • Along with this pros and cons of having more girl and boy children should be explained (importance of family planning). • The argument that boys only carry the family name and lineage can be handled by explaining to the family that women also carry the same family blood as their brothers, so their children are also part of the lineage. • You can use references from movies children may have which talks about gender issues. • Encourage adolescents to participate in life skill building sessions organised by development partners or organise few sessions yourself at the AWC or school. Make sure the sessions have participation from both boys and girls. The 10 core life skills are understanding self, empathy, critical thinking, creative thinking, decision making, problem solving, effective communication, interpersonal relationship, coping with stress and coping with emotions. You can also ask adolescents to watch the AdhaFull series on YouTube which conveys the 10 life skills through the story of three teenagers.

2	Parents, treat your girl and boy children equally. Teach life skills and good manners to both of them.	Parents, community members	<ul style="list-style-type: none"> • Show videos/ads such as the Ariel Share The Load series. You can run a social media campaign on the same sharing good ads via the channels. Even show real examples to convey these messages. • Conversations on gender can be done during the 5th Mangal Diwas which is often celebrated as Suposhan Diwas, because entire community is invited. Invite teachers as well. • Share YouTube links in WhatsApp groups. • At the schools, give responsibilities to both boys and girls to clean the classroom.
3	Work is not divided by gender. Parents, let both girls and boys lend you a helping hand in household chores.	Parents	<ul style="list-style-type: none"> • Conduct a session in school to talk about gender-based discrimination and occupations/work that are divided based on gender. Ask children how they feel about it and conduct a discussion. Use activities where possible. • Even in Gram Sabha, conversations can be initiated with the support of the Sarpanch. • You can conduct a competition where fathers have to share how they make their children gender sensitive.
4	Parents, allow both your girls and boys to participate in various educational and cultural events. Treat girls and boys equally.	Parents of adolescents	<ul style="list-style-type: none"> • Run a series on career options for women after studies. Hold webinars, listen to podcasts. You can do this on 8th March – International Women’s Day. • You can also post individual graphics per career option.
5	<p>Did you know that child marriage disrupts education of a child and can cause malnourishment in mother and baby? Please wait till children are of legal age to get married. They will be physically and mentally ready to handle the responsibilities of marriage then.</p> <p>Did you know that a minor married boy who has to discontinue studies and start work can get stressed and start showing violent tendencies? Please wait till children are of legal age to get married. They will be physically and mentally ready to handle the responsibilities of marriage then.</p>	Parents of children, adolescents	<ul style="list-style-type: none"> • Share message during Bal Choupal Diwas. Invite parents and adolescents and talk to them about the pitfalls of child marriage. Note their responses. If you receive pushback, tell them that like the parents you too are concerned about the child’s good future. • On the Saturday that adolescent boys are invited to the AWC, discuss what they feel about ‘marriage’ and how they view child marriages. Encourage them to dissuade their peers from marrying early.

7	Girls, menstruation is a very natural bodily process and there is no need to feel embarrassed. Attend school normally and seek your teacher or AWW's help if you need any guidance.	Adolescent girls	<ul style="list-style-type: none"> • During Lalima Diwas or when interacting with adolescent girls, share this message. Talk about how education will empower them.
8	Neighbours, if you see any girl discontinuing school, be a responsible citizen and encourage parents to send their daughter to school.	Community members	<ul style="list-style-type: none"> • Talk to PRIs and request them to share this message during their meetings and during Gram Sabha.
9	Are you feeling nauseous or having a slight stomachache after taking IFA pill? Don't worry, this is normal. Take IFA pill after dinner to prevent symptoms.	All women	<ul style="list-style-type: none"> • Share message on Lalima Diwas and during IFA tablet distribution. • Share on 21st March – National Anaemia Day.

Hashtags:

- In all IEC materials - #SahbhagitaSeVikas, #AaiyeAnganwadi, #SabEkHaqAnek
- Other - #Education #GirlChildEducation #StopChildMarriage #GirlsAndBoysAreEqual #HeForShe

Major focus issue: Prevention of child marriage

Minor focus issues: Prevention and management of malnutrition, Gender equality, Back to school, Breastfeeding, Complementary Feeding, Prevention of anaemia

Priority Behaviour(s) to address:

- Parents do not marry their girls and boys before they reach the legal minimum age of marriage (Beh Ref No. 39)
- Girls and boys pursue and complete higher education (atleast Class 12 and higher) (Beh Ref No. 33c)
- Men and women report cases of child marriage to 1098 or Police (Beh Ref No. 42)

Key Messages of Major and Minor focus issues and Activities/Plan:

S.N.	Message	Target Group	What you can do
1	<p>Parents, trust your children and discuss their concerns and problems. Talk to them about hormonal changes that are normal during adolescence.</p> <p>Adolescents, feeling attracted to the opposite sex during this period is natural. Hormonal changes occur during adolescence. Don't be worried, discuss your concerns with your parents.</p>	Parents, adolescents	<ul style="list-style-type: none"> • Address the fear of elopement parents have, using this message. • Life skill building of children will help adolescents understand the changes they go through during adolescence. • Conduct sessions with children to talk about sex and gender, hormonal changes, sexuality, so that they get the correct information. Often, they discuss this with peers because these topics are considered taboo topics. Invite professional counsellors to talk to children. • Request children to listen to the podcasts.
2	<p>Did you know that child marriage disrupts education of a child and can cause malnourishment in mother and baby? Please wait till children are of legal age to get married. They will be physically and mentally ready to handle the responsibilities of marriage then.</p> <p>Did you know that a minor married boy who has to discontinue studies and start work can get stressed and start showing violent tendencies?</p>	Parents of children, adolescents, community members	<ul style="list-style-type: none"> • Share message during Bal Choupal Diwas. Invite parents and adolescents and talk to them about the pitfalls of child marriage. Note their responses. If you receive pushback, tell them that like the parents you too are concerned about the child's good future. • On the Saturday that adolescent boys are invited to the AWC, discuss what they feel about 'marriage' and how they view child marriages. Encourage them to dissuade their peers from marrying early. • On World Health Day, you can talk about the connect between child marriage and malnutrition. • Where possible, organise small skits or street theatre on this topic. Street theatres can be done at Haat Bazars and during festival fairs. It can be

	Please wait till children are of legal age to get married. They will be physically and mentally ready to handle the responsibilities of marriage then.		<p>performed by children and local youths, in local dialects.</p> <ul style="list-style-type: none"> • Puppet shows can be done.
3	<p>It's education, not early marriage that will guarantee your child's bright future. Parents, please wait till your child is of legal age to get them married.</p> <p>Convince your peer and say let's go to school together! Learning is fun with a friend. If you all go, distance won't matter.</p>	Parents, adolescents	<ul style="list-style-type: none"> • On 6th April – International Day of Sport for Development and Peace, you can organise a sports competition and talk about the importance of education and extracurricular activities. • Tell children who visit AWC to encourage their peers to attend school. Convey to parents that for safety concerns, if all go to school together, it will be much better.
4	Girls are a gift, not burden. Parents, don't get them married early because dowry will be low. Discourage practice of dowry.	Parents, community members	<ul style="list-style-type: none"> • Use videos and other IEC to convey this message if you feel direct IPC will not be beneficial. Puppet shows can be done. • On 24th April – Panchayati Raj Day, request PRIs to talk about this.
5	<p>There is a 24x7 helpline for children for any of their needs – 1098. Dial if you need help or want to report child marriage.</p> <p>Children, help your friend. If they are being forced into early marriage, report to Panchayat or teacher or call 1098. Your identity will be kept anonymous.</p>	Adolescents	<ul style="list-style-type: none"> • Share extensively on social media. • Share this message via podcasts. • Shaurya Dals, LLY champions, RKSK peer educators can support AWW during home visits or to organise a small awareness building session in the community. • Wall writing can be done on this.
6	Girls, not domestic duty, not work, not early marriage, but education is your right! It will help you fulfil your dreams and build a good future. Go to school and complete your higher education.	Adolescent girls	<ul style="list-style-type: none"> • Share message on Lalima Diwas. • Shaurya Dals, LLY champions, RKSK peer educators can share this message with other adolescent girls.

Hashtags:

- In all IEC materials - #SahbhagitaSeVikas, #AaiyeAnganwadi, #SabEkHaqAnek
- Other - #Education #GirlChildEducation #StopChildMarriage #GirlsAndBoysAreEqual #PreventMalnutrition

Major focus issue: Back to School

Minor focus issues: Gender equality, Back to school, Breastfeeding, Complementary Feeding, Prevention of anaemia, Ending violence against women & girls

Priority Behaviour(s) to address:

- Parents ensure that their daughters (11–14 years) re-enroll in school (Beh Ref No. 28)
- Girls and boys pursue and complete higher education (atleast Class 12 and higher) (Beh Ref No. 33c)

Key Messages of Major and Minor focus issues and Activities/Plan:

S.N.	Message	Target Group	What you can do
1	Adolescence is the period for children to learn, play and grow! Parents, support your children's good future by sending them to school.	Parents	<ul style="list-style-type: none"> • On 15th May – International Day of Families, talk about the importance of family support and how education helps uplift a family. For the well-being of a family unit, it is important that parents and adolescents understand each other. Encourage the parents to make an effort to understand their children and the importance of the adolescent period.
2	<p>Education sets the foundation for a good future! Parents, send your girls and boys to school and support them to pursue higher education.</p> <p>Parents, allow both your girls and boys to participate in various educational and cultural events. Treat girls and boys equally.</p>	Parents, community members	<ul style="list-style-type: none"> • Explain the importance of education and encourage beneficiaries to avail the LLY scheme. • Celebrate the Ladli Laxmi Utsav from 2nd -11th May – amongst other activities, invite community members and in front of all, allow Ladlis to share their experience and why they enjoy going to school. Felicitate the parents who are actively supporting their daughters in their pursuit of education. • Celebrate women achievers and Sheros. • Felicitate women who get the operation done after 2 children. Even those who get it done after one child should be felicitated and invited to sessions – they are positive deviants/role models. • Fathers/Male members who actively champion the cause of girl child education can be felicitated under HeForShe campaign. They can be asked to share some words of encouragement to other men/families. • You can showcase Bisitro Manob, a film on positive masculinity.
3	Neighbours, if you see any girl discontinuing school, be a responsible citizen and encourage parents to send their daughter to school.	Community members	<ul style="list-style-type: none"> • Talk to PRIs and request them to share this message during their meetings and during Gram Sabha.

4	Girls, go to school and seek help from your peers and teachers in studies. Don't let one poor academic performance get in the way of a bright future.	Adolescents	<ul style="list-style-type: none"> • Shaurya Dal, LLY champions, RKSK peer educators can share this message with other adolescent girls. • Adolescent boys can share this message with their female peers from school.
5	Girls, menstruation is a very natural bodily process and there is no need to feel embarrassed. Attend school normally and seek your teacher or AWW's help if you need any guidance.	Adolescent girls	<ul style="list-style-type: none"> • Share message during Lalima Diwas and on 28th May - Menstrual Hygiene Day. • Encourage girls to watch the YouTube videos on DWCD channel that addresses their queries on menstruation.
6	Do you want your newborn baby to be healthy and to thrive? The single best way is to feed her/him only breastmilk in the first six months. It contains all the nutrients your child needs during this time.	Expectant parents, new parents	<ul style="list-style-type: none"> • Share message on first Tuesday and at the health centres when pregnant women and their husbands visit for check-ups. • You can create a graphic and post on this message on Mothers' Day - the second Sunday of May.
7	From the age of six months, breastmilk alone is not enough. Feed your child the recommended number of meals every day, so that s/he grows well!	Parents of infant children	<ul style="list-style-type: none"> • Share message on second Tuesday/during health camps and VHSND.

Hashtags:

- In all IEC materials - #SahbhagitaSeVikas, #AaiyeAnganwadi, #SabEkHaqAnek
- Other - #Education #GirlChildEducation #StopChildMarriage #GirlsAndBoysAreEqual #HeForShe

Major focus issue: Prevention of anaemia

Minor focus issues: Care of pregnant and lactating women, Gender equality, Back to school, Breastfeeding, Complementary Feeding

Priority Behaviour(s) to address:

- Pregnant women (3 month onwards), lactating mothers (up to 6 months), children (0-5 years) and adolescent girls (11-18 years) consume IFA tablets/syrup daily to prevent anaemia (Beh Ref No. 16)

Key Messages of Major and Minor focus issues and Activities/Plan:

S.N.	Message	Target Group	What you can do
1	Are you feeling nauseous or having a slight stomach-ache after eating certain foods? Consult AWW or your doctor to know the correct method of food intake. Do you experience fatigue, breathlessness, headaches or falling sick often? You might have anaemia. Taking IFA pills can help you feel better!	All women	<ul style="list-style-type: none"> • Anaemia, especially sickle cell anaemia is a common problem in MP and bordering states. On 19th June - World Sickle Cell Awareness Day talk about the signs and pitfalls of anaemia. • The focus of communication must be on consumption of IFA tablets and iron-rich food and when its best to do so. Due to incorrect ways of consuming it such as having it in the middle of the day or not having regularly, women suffer from the symptoms which are normal when consuming IFA and misconstrue it to be an indication that they should not have it. • Use social media to post on this (use existing IEC on this issue with new posts). Also use the digital posters during AWC sessions.
2	Foods rich in iron help give your body energy, immunity and help in body temperature regulation. Consume foods like spinach, lentils, broccoli, soya regularly.	All women	<ul style="list-style-type: none"> • Share recipes. • Listen to the podcasts • Connect nutritional value of foods to benefits to the skin and health. Do storytelling for more impact. • This can be talked about on 21st June - International Day of Yoga.
3	Ladies, if you register your pregnancy in the first trimester, you can get IFA pills from the AWC on time.	Pregnant women, newly married women	<ul style="list-style-type: none"> • Share message at VHSND and during home visits. • Invite newly married couples to the AWC to listen in on the guidance. Encourage them to share their views.

4	Does nausea or lacking appetite make it difficult for you to eat during pregnancy? The following tips can help: eat smaller portions but more frequently (every 2 hours); avoid foods that trigger nausea; do not drink 30 minutes before eating; and avoid highly spicy, fat and gaseous foods.	Pregnant women	<ul style="list-style-type: none"> • Share in podcasts. • Share the guidance on first Tuesday. Encourage mothers-in-law to support the women in ensuring proper nutrition.
5	Are you expecting a baby? Attend antenatal care at least 4 times during pregnancy. These check-ups are important for you to learn about your health and how your baby is growing.	Expectant parents	<ul style="list-style-type: none"> • Share message on first Tuesday especially to the husbands. • If husbands are still not visiting the AWC, try to invite them when they come to drop their wives to the AWC and also convey during that time that they must accompany their wives to ANC.
6	Is your wife lactating? She and the child need enough protein to be healthy. Give her foods rich in protein, such as lentils, soya, beans, chickpeas, millets, nuts, milk and eggs.	Husbands of lactating women	<ul style="list-style-type: none"> • Share message on second Tuesday and on 1st June – World Milk Day. • Listen to the podcasts.
7	Parents, don't let your child miss out on a good education. Enrol them in school.	Parents	<ul style="list-style-type: none"> • Encourage beneficiaries to listen to podcasts
8	Engaging children under 14 years in any form of labour is illegal. Children, there is a 24x7 helpline for you. Dial 1098 if you need help!	Children	<ul style="list-style-type: none"> • Shaurya Dal, LLY champions, RKSK peer educators can share amongst their peer networks. • You can discuss this on the Saturday that adolescent boys are invited to the AWC.

Hashtags:

- In all IEC materials - #SahbhagitaSeVikas, #AaiyeAnganwadi, #SabEkHaqAnek
- Other - #Education #GirlChildEducation #PreventAnaemia #GirlsAndBoysAreEqual#StopChildLabour

Major focus issue: Care of pregnant and lactating women

Minor focus issues: Prevention and management of malnutrition, Gender equality, Back to school, Breastfeeding, Complementary Feeding, Prevention of anaemia

Priority Behaviour(s) to address:

- Pregnant women register their pregnancy in the first trimester at the nearest health facility (Beh Ref No. 1)
- Pregnant women consume one additional meal every day which is nutritious, diverse and balanced diet including consumption of THR (take-home ration) (Beh Ref No. 3)
- Lactating women consume one additional meal every day which is nutritious, diverse and balanced diet including consumption of THR (take-home ration) (Beh Ref No.6)

Key Messages of Major and Minor focus issues and Activities/Plan:

S.N.	Message	Target Group	What you can do
1	Mothers, registering your pregnancy in the first trimester will help you get timely check-ups, THR, supplements and nutrition guidance for your and your child's health. Visit the nearest AWC or health facility and register your pregnancy in the first 3 months.	Expectant parents, newly married couples	<ul style="list-style-type: none"> • During home visits, encourage pregnant women and their husbands to register the pregnancy. Talk about the importance of ANC and the benefits they will get from early registration. • Invite newly married couples to first Tuesday and let them listen in on the guidance for pregnancy. • Create a graphic on the benefits of early registration of pregnancy and post on social media and WhatsApp groups. • Share posters on collective responsibility.
2	Fathers and grandparents, support the mother to register her pregnancy at a health facility in the first trimester. She will get a timely check-up, THR and other support for her and the baby's health.		
3	Grandmothers, growing babies need enough energy to develop well and be healthy. Encourage the mother to eat one extra small meal or snack each day. Grandmothers, proper nutrition is important for mother and baby. Encourage the mother to consume everyday foods rich in proteins, vitamins and minerals, such as milk, eggs, rice,	Grandmothers	<ul style="list-style-type: none"> • Talk about the importance of maternal nutrition during first Tuesday. Encourage support from grandmothers. Try targeted IPC with them. You can use participatory games to deliver tips and debunk myths around maternal nutrition. • Mobilise local influencers to participate on Tuesday and encourage pregnant women and grandmothers to follow the guidance. • A graphic on importance of maternal nutrition can be posted on social media along with the nutritional value of different foods they should consume. • Listen to the recipe series and podcasts.

	lentils, fruits and vegetables.		
4	Mothers, do you want a safe delivery and a healthy baby? It is important that you consume everyday foods rich in vitamins and minerals, such as fruits and vegetables.	Expectant mothers	<ul style="list-style-type: none"> Plan a webinar/session on maternal nutrition.
5	Are you feeling nauseous or having a slight stomachache after taking IFA pill? Don't worry, this is normal. Take IFA pill after dinner to prevent symptoms.	All women	<ul style="list-style-type: none"> Share message on Lalima Diwas. Encourage women to come and share if their symptoms persist. Request ANM to visit AWC for a health check-up.
6	Parents, don't forget to go to AWC to get your child weighed and height measured – you will learn how well is s/he growing!	Parents of under 6 years children, Grandparents	<ul style="list-style-type: none"> Talk about this during home visits. Mobilise adolescents to create colourful posters and pamphlets and share with their neighbours. Share on WhatsApp groups the animation videos created by Government of India for the Swastha Balak Balika Spardha that talks about the importance of growth monitoring.

Hashtags:

- In all IEC materials - #SahbhagitaSeVikas, #AaiyeAnganwadi, #SabEkHaqAnek
- Other - #GrowthMonitoring #GirlsAndBoysAreEqual #MaternalNutrition

Major focus issue: Breastfeeding

Minor focus issues: Gender equality, Back to school, Complementary Feeding, Prevention of anaemia, Prevention and management of malnutrition, Nutrition of children

Priority Behaviour(s) to address:

- Newborn children are put to the breast within one hour of birth (Beh Ref No. 8)
- Mother feeds baby only breastmilk for the first 6 months of the child's life (Beh Ref No. 9)

Key Messages of Major and Minor focus issues and Activities/Plan:

S.N.	Message	Target Group	What you can do
1	Grandmothers, the first yellow, thick mother's milk is breastmilk only, filled with nutrients for building the immunity of the child. Help mothers to feed it to the baby straight after delivery. Grandmothers, feeding only breastmilk in the first six months protects the baby from many illnesses, such as diarrhoea and respiratory infections. Encourage the mother to feed only breastmilk in first 6 months	Grandmothers	<ul style="list-style-type: none"> • Share these messages with the beneficiaries during the World Breastfeeding Week. Align it with the year's theme. • Talk to the grandmothers and dispel their misconceptions about colostrum. Assure them that the yellow colour of colostrum comes from the added nutrients and is not a bad thing. • Try role play during these sessions to diffuse the tension and make it fun to learn. • Encourage ASHA and health staff at health centres to communicate to women about the importance of institutional delivery and possibility of feeding colostrum right at the operating table after giving birth. • Invite women who have successfully breastfed their children and fall in the healthy age-weight group to AWC and have them share their experience and encourage others.
2	Mothers, don't miss the golden hour! Breastmilk can be fed to the child at the operating table, right after delivery. Feed colostrum to your baby within one hour of birth.	Pregnant women	
3	Fathers and grandmothers, do you want a safe delivery of your baby? Ensure that it is delivered in a health facility. Do not take any risks.	Fathers, grandmothers	<ul style="list-style-type: none"> • Conduct an independent workshop with men offline or online to talk to them about the importance of their support in women's pregnancy and raising a child. Invite local influencers to encourage the men.

	Fathers and grandmothers, breastfeeding helps a newborn baby to thrive. But it also takes time. Help mothers to have enough time to breastfeed.		<ul style="list-style-type: none"> Organise a webinar that focuses solely on positive masculinity and role of men in family. 15th August is celebrated at the Gram Sabha level. Use this platform to talk about the role of family in breastfeeding and nutrition, debunk the myth on colostrum being dirty and talk about gender.
4	<p>No water, no cow's milk, no gutthi, only mother's milk is enough for a newborn child till 6 months of age. Breastmilk has all the nutrients a child needs during this time.</p> <p>From 0 to 6 months of age, a baby's stomach expands from the size of a marble to an egg. It doesn't need anything other than breastmilk for nutrition and energy. Feed your baby only breastmilk for 6 months.</p> <p>Mothers, the more you breastfeed, the more milk your body makes. Breastfeed your baby frequently.</p>	Pregnant women, new mothers, grandmothers	<ul style="list-style-type: none"> Talk to target groups during home visits and sessions at the AWC. Show PPT slide or graphic to explain the size of a baby's stomach and how breastmilk is enough. Use case studies to explain how to overcome technical challenges in breastfeeding.
5	Fathers and grandmothers, a woman who is breastfeeding is nourishing not only herself but also the child. She needs to eat more. Help her to eat two extra snacks each day.	Fathers, grandmothers	<ul style="list-style-type: none"> Use recipe series. Show the graphics prepared on maternal nutrition and nutritional value of foods they should consume.
6	From the age of six months, breastmilk alone is not enough. Feed your child the recommended number of meals every day, so that s/he grows well!	Parents of infant children, grandparents	<ul style="list-style-type: none"> Share in the second week, on Tuesday. Also talk about it in discussions when talking about breastfeeding. Show images of age-wise children to discuss how breastfeeding and complementary feeding at the right time contributes to children's growth and development.

Hashtags:

- In all IEC materials - #SahbhagitaSeVikas, #AaiyeAnganwadi, #SabEkHaqAnek
- Other - #EarlyBreastfeeding, #ExclusiveBreastfeeding #ComplementaryFeeding

Major focus issue: Prevention and Management of malnutrition & Nutrition of children (2–6 years)

Minor focus issues: Gender equality, Back to school, Breastfeeding, Complementary Feeding, Prevention of anaemia, Prevention of child marriage, Care of pregnant and lactating women

Priority Behaviour(s) to address:

- Children aged 2–6 years consume body-building foods (protein), immunity-boosting foods (vitamins, minerals) and energy-giving foods, including THR (2–3 years) and hot-cooked meal (3–6 years) (Beh Ref No. 12)
- Anganwadi workers (along with Accredited Social Health Activists and Auxiliary Nurse Midwives) conduct screening and referral of complicated severe acute malnourished (SAM) children to Nutritional Rehabilitation Centres (NRC) and follow-ups (Beh Ref No. 19)
- Anganwadi worker enrolls uncomplicated SAM children under CSAM program (Beh Ref No. 20)

Key Messages of Major and Minor focus issues and Activities/Plan:

S.N.	Message	Target Group	What you can do
1	Parents and grandparents, always be with your children when they eat, so that you can support them in eating and make sure that they ate enough.	Parents, grandparents	<ul style="list-style-type: none"> • Whenever you are talking about nutrition and foods that must be eaten, also talk about eating at the right time and adequate quantity. Encourage eating meals together and convey this message.
2	Meals that are rich in protein, such as lentils, soya, beans, chickpeas, millets, nuts, milk and eggs, develop children’s brain. They help them to be smart and strong. Feed them every day.	Parents, grandparents	<ul style="list-style-type: none"> • Talk about the fact that different foods have nutritional value that will help a child’s cognitive and physical development. Connect nutrition to anaemia prevention and reduced illnesses. Use the growth chart and other cards for visual representation. • Conduct a webinar on dealing with children who keep saying no to food. • Re-share the graphics created in February around these messages for social media. Share via WhatsApp groups as well. • Encourage beneficiaries to share any recipes they have created. Create small videos in Khana Khazana style to boost their spirits. These videos can also be shared on DWCD channels. • Organise a cooking competition with local ingredients. • Put up informative posters at cultural events with high beneficiary participation. • Do storytelling by village elders to talk about benefits of foods.
3	A simple step can add nutrition to food – add one teaspoon ghee or oil in any fresh home-made food and feed to your child. And they won’t say no to food anymore!		
4	Fathers and grandparents, do you want the baby to be born healthy and well? Support the mother and encourage her to consume everyday foods rich in proteins, vitamins and minerals, such as milk, eggs, rice, lentils, fruits and vegetables.	Father and Grandparents	

	Is your wife lactating? She and the child need enough protein to be healthy. Give her foods rich in protein, such as lentils, soya, beans, chickpeas, millets, nuts, milk and eggs.	Husbands	
5	Fathers and grandparents, help the mother to have enough time to eat one extra small meal or snack each day.	Fathers, grandparents	
6	Parents, is your child displaying rolling eyes, irritated behaviour, sickly thin? - he/she may be malnourished! Visit the AWC for a check-up and take child to NRC for complete treatment.	Parents	<ul style="list-style-type: none"> • Along with village elder, discuss this with parents of SAM children. • Create graphics on the signs of malnourishment in children. Use animations and not real pictures because it can appear disturbing to some. If they don't respond to that, create small talking videos demonstrating the signs and guiding parents to identify the same in their children.
7	Parents, don't forget to go to AWC to get your child weighed and height measured - you will learn how well is s/he growing!	Parents	<ul style="list-style-type: none"> • Mobilise adolescents to create colourful posters and pamphlets and share with their neighbours. • Share on WhatsApp groups the animation videos created by Government of India for the Swastha Balak Balika Spardha.
8	Fathers, NRC will provide free and complete medication and care to ensure that your child's malnourishment is treated. Consult AWC and take your child to the NRC for treatment.	Fathers	<ul style="list-style-type: none"> • Conduct independent workshops with men online or offline along with local influencers to talk about this issue. Focus on the desire for healthy children. Try to avoid getting entangled into the issue of trusting women who will be away at the NRC with their children. • Request PRIs to talk about this during meetings and Gram Sabha.

Hashtags:

- In all IEC materials - #SahbhagitaSeVikas, #AaiyeAnganwadi, #SabEkHaqAnek
- Other - #PreventMalnutrition #MaternalNutrition #NutritionIsImportant

Gender is a core cross-cutting issue. If progress is made in gender equality, it will address many foundational issues in thematic desired behaviours. This is why it can be focused upon again in another month. October can follow the main guidance of March. Alternatively, since ICDS day is on 2nd October, the theme can be changed. Please refer to Volume I for the complete matrix of key messages.

Major focus issue: Gender Equality

Minor focus issues: Prevention of child marriage, Back to school, Breastfeeding, Complementary Feeding, Prevention of anaemia

Priority Behaviour(s) to address:

- Men and women treat girls and boys equally at home, school, workplace and society (Beh Ref No. 45. 51)

Key Messages of Major and Minor focus issues and Activities/Plan:

S.N.	Message	Target Group	What you can do
1	There is only a biological difference – apart from that, girls and boys are equal in all ways and rights. Give them equal opportunities and watch them perform. Treat girls and boys equally.	Parents, community members, adolescents	<ul style="list-style-type: none"> • Discuss this during sessions at the AWC. Raise awareness on how the sex of a child is determined. At the very minimum, beneficiaries must be aware of this. That’s the first step before acknowledgement and acceptance. • Along with this pros and cons of having more girl and boy children should be explained (importance of family planning). • You can use references from movies children may have which talks about gender issues.
2	Parents, treat your girl and boy children equally. Teach life skills and good manners to both of them	Parents, community members	<ul style="list-style-type: none"> • Encourage adolescents to participate in life skill building sessions organised by development partners or organise few sessions yourself at the AWC or school. Make sure the sessions have participation from both boys and girls. The 10 core life skills are understanding self, empathy, critical thinking, creative thinking, decision making, problem solving, effective communication, interpersonal relationship, coping with stress and coping with emotions. You can also ask adolescents to watch the AdhaFull series on YouTube which conveys the 10 life skills through the story of three teenagers.
3	Work is not divided by gender. Parents, let both girls and boys lend you a helping hand in household chores.	Parents	<ul style="list-style-type: none"> • Show videos/ads such as the Ariel Share The Load series. You can run a social media campaign on the same sharing good ads via the channels. • Even show real examples to convey • these messages. You can talk about this on 15 October – International Rural Women’s Day.

			<ul style="list-style-type: none"> • Share YouTube links in WhatsApp groups. • At the schools, give responsibilities to both boys and girls to clean the classroom. • Conduct a session in school to talk about gender-based discrimination and occupations/work that are divided based on gender. Ask children how they feel about it and conduct a discussion. Use activities where possible. • You can conduct a competition where fathers have to share how they make their children gender sensitive.
4	Parents, allow both your girls and boys to participate in various educational and cultural events. Treat girls and boys equally.	Parents of adolescents	<ul style="list-style-type: none"> • Re-run the series on career options for women after studies. Hold webinars, listen to podcasts. You can do this on 11th October – International Day of the Girl Child. • You can also post individual graphics per career option.
5	Did you know that child marriage disrupts education of a child and can cause malnourishment in mother and baby? Please wait till children are of legal age to get married. They will be physically and mentally ready to handle the responsibilities of marriage then	Parents of children, adolescents	<ul style="list-style-type: none"> • Share message during Bal Choupal Diwas. Invite parents and adolescents and talk to them about the pitfalls of child marriage. Note their responses. If you receive pushback, tell them that like the parents you too are concerned about the child's good future.

Hashtags:

- In all IEC materials - #SahbhagitaSeVikas, #AaiyeAnganwadi, #SabEkHaqAnek
- Other - #Education #GirlChildEducation #StopChildMarriage #GirlsAndBoysAreEqual

Major focus issue: Ending violence against children

Minor focus issues: Prevention of child marriage, Gender equality, Back to school, Breastfeeding, Complementary Feeding, Prevention of anaemia

Priority Behaviour(s) to address:

- Men and women do not practice verbal, physical and sexual abuse against girl and boy children in the family, school, workplace and public places (Beh Ref No. 31)
- Girls and boys pursue and complete higher education (at least Class 12 and higher) (Beh Ref No.33c)

Key Messages of Major and Minor focus issues and Activities/Plan:

S.N.	Message	Target Group	What you can do
1	<p>Children, you also have legal rights! You have the right to eat good food and be healthy, to play and participate, to go to school and to be protected from abuse and violence against you. Report to 1098 or tell your teacher or parent if any right is being violated!</p> <p>Children, if you face unsafe touch or any abuse, tell your parents, teachers or call 1098. You can also seek help from AWW.</p>	Adolescent girls and boys, parents	<ul style="list-style-type: none"> • Orient Shaurya Dals, LLY champions on the rights of children. • Support them to conduct sessions with their peers on rights of children. • On social media, each day put one post (one by one) on the four fundamental rights of children as per United Nations Convention of the Rights of a Child and talk about how it is being violated and needs to be ensured. • Celebrate Child Rights week from 14th November to 20th November. Talk to children in school or at the AWC about POCSO Act and safe, unsafe and confusing touch. Give demonstration to explain and try to make children comfortable when discussing sensitive topics. Do not take names or give any specific examples for children may remember that and not the key message. • During this week, when interacting with parents, tell them about the rights of children. Motivate them to send children to school. Do not engage in a discussion on abuse if they are unaware that children have rights. They might misunderstand.
2	<p>Children, be safe online. Tell your parent immediately if you face any cyber bullying or threats online.</p> <p>Children, be safe online. Do not share your personal information or location randomly with anyone on social media. Keep your photographs and videos private.</p>	Adolescent girls and boys	<ul style="list-style-type: none"> • Create a short video on the ways to stay safe online and circulate on social media and WhatsApp groups. • In pockets with more exposure to city areas and where children use phones and social media more, conduct a session at the AWC or at school to talk to children about cyber bullying and cyber safety.

3	<p>Children who face violence are more likely to commit acts of violence themselves. Do not hit or abuse your child.</p> <p>Parents, talk to your child and discuss what problems they are facing. Hitting them is not the solution.</p>	Parents	<ul style="list-style-type: none"> • Talk to parents during home visits and at the AWC • Social media post on intergenerational transference of violence • Show videos on positive masculinity. You can re-showcase Bisitro Manob.
4	<p>Asking for young girls' hand in marriage (dowry free or otherwise) can be a guise for trafficking. Beware! Do not get your minor children married.</p>	Parents	<ul style="list-style-type: none"> • Social media post on child marriage as a guise for trafficking • At the AWC, during Bal Choupal Diwas or 5th Tuesday, talk about the issue.
5	<p>It's education, not early marriage that will guarantee your child's bright future. Parents, please wait till your child is of legal age to get them married.</p>	Parents	<ul style="list-style-type: none"> • Share message during Bal Choupal Diwas and during Child Rights Week. • Plan a campaign with Shaurya Dal, LLY champions, RKSK peer educators, Digital Sakhis
6	<p>Children, go to school and seek help from your peers and teachers in studies. Don't let one poor academic performance get in the way of a bright future.</p>	Children	
7	<p>If all go together, there is no need to fear! Send your children to school together with others. Don't let distance come in the way of a good future.</p>	Parents	
8	<p>Grandmothers, feeding only breastmilk in the first six months protects the baby from many illnesses, such as diarrhoea and respiratory infections. Encourage the mother to feed only breastmilk in first 6 months.</p>	Grandmothers	<ul style="list-style-type: none"> • Share message on first Tuesday and during home visits how breastfeeding will ensure good health and well-being of a child.
9	<p>From the age of six months, breastmilk alone is not enough. Feed your child the recommended number of meals every day, so that s/he grows well!</p>	Parents of infant children	<ul style="list-style-type: none"> • Share message on second Tuesday.

10	Do you experience fatigue, breathlessness, headaches or falling sick often? You might have anaemia. Taking IFA pills can help you feel better!	All women	<ul style="list-style-type: none"> • Share message on Lalima Diwas.
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Hashtags:

- In all IEC materials - #SahbhagitaSeVikas, #AaiyeAnganwadi, #SabEkHaqAnek
- Other - #Education #GirlChildEducation #StopChildMarriage #GirlsAndBoysAreEqual #EndVAWC

Major focus issue: Ending violence against women

Minor focus issues: Gender equality, Back to school, Breastfeeding, Complementary Feeding, Prevention of anaemia, ECCE

Priority Behaviour(s) to address:

- Men and women treat girls and boys equally at home, school, workplace and society (Beh Ref No.45. 51)
- Men and women do not practice verbal, physical and sexual abuse against girl and boy children and other men and women in the family, school, workplace and public places (Beh Ref No. 46, 50)
- Men and women report cases of child marriage to 181 or Police (Beh Ref No. 48)

Key Messages of Major and Minor focus issues and Activities/Plan:

S.N.	Message	Target Group	What you can do
1	<p>There is only a biological difference – apart from that, girls and boys are equal in all ways and rights. Give them equal opportunities and watch them perform. Treat girls and boys equally.</p> <p>Parents, treat your girl and boy children equally. Teach life skills and good manners to both of them.</p>	Parents	<ul style="list-style-type: none"> • Support Shaurya Dals and encourage them to plan a local poster and rally campaign on the message of gender equality. They can plan this on 05 December – International Volunteer Day. Encourage adolescent boys to join as well. • From 25 November to 10 December, 16 Days of Activism is celebrated to make citizens aware and bring an end to violence against women and girls. Run an extensive social media campaign for the 16 days promoting gender equality and encouraging audience to show their support. • Make citizens aware of the different types of violence against women
2	<p>Women, you also have rights! DO NOT ACCEPT VIOLENCE. Keeping quiet will not take your troubles away. Speak up and seek help at 100 or 181.</p> <p>Domestic violence isn't a matter between husband and wife; it is a situation to be removed from a marriage. Call 100 or 181 to report cases of domestic violence.</p> <p>It is NOT OK to tease, mistreat or abuse a woman anywhere, be it at home, school,</p>	Women, community members	<ul style="list-style-type: none"> • Because domestic violence is one of the most common forms and many don't want to report due to fear of isolation, talk to women about the consequences of suffering such violence, its impact on their children and assure them of the protection mechanism available if they want to report. • Listen to the podcasts on gender equality and EVAWG together • Share link of any videos and educational series on this topic • Coordinate with teachers and organise a few sessions on gender with school-going children. Make sure to include adolescent boys. • Wall writing on helpline numbers can be done. • Self-defence training session/mini-demonstration session can be conducted at the AWC, Panchayat areas. It should be organised at a maximum distance of 5-6 kms from the homes of girls so that they are allowed to go for training. Ideally, the trainer should be female for parents to feel comfortable.

	<p>or public place. Call 100 or 181 to report cases of violence against women.</p> <p>It is NOT OK to tease, mistreat, abuse or demand sexual favours from a woman at the workplace. Seek help from the Internal Complaints Committee under the Prevention of Women from Sexual Harassment at Workplace Act.</p>		<p>In the absence of such, there should atleast be female assistants or female staff with male trainer.</p> <ul style="list-style-type: none"> You can also encourage adolescents, girls in particular, to watch the video on self-defence tips provided by a trained karate champion, available on DWCD's YouTube channel.
3	<p>There is no shame in seeking help. There is a 24x7 helpline for women in need - 181. Dial if you need help or call the police at 100.</p> <p>Neighbours, support women who are facing violence and need your help. Encourage them to call 100 or 181 and report.</p> <p>Blaming victims for the abuse against them is part of the problem. Listen to victims, support them and guide them to call 100, 181 or 1098.</p>	Women, community members	
4	<p>Education sets the foundation for a good future! Parents, send your girls and boys to school and support them to pursue higher education</p> <p>If all go together, there is no need to fear! Send your children to school together with others. Don't let distance come in the way of a good future.</p> <p>AWCs provide education to all children between 3-6 years of age. Parents, send your child to AWC so he/she can eat, play and learn!</p>	Parents, adolescents	<ul style="list-style-type: none"> At the AWC, talk to beneficiaries about the importance of education and its role in ensuring a better future for girls and gender equality Encourage parents to register in the LLY scheme and explain why it will help their daughter. Encourage adolescent girls and their peers to go to school together Motivate young parents to send their children to AWC for ECCE

5	<p>Fathers and grandmothers, breastfeeding helps a newborn baby to thrive. But it also takes time. Help mothers to have enough time to breastfeed.</p> <p>Grandparents, you can help! When the baby's mother is busy, feed the child the prepared meal and make sure that he/she finishes the food.</p>	<p>Fathers, Grandparents</p>	<ul style="list-style-type: none"> • During home visits, interact with the family members and request them to support the mothers in breastfeeding and complementary feeding. Request ASHA to accompany you.
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Hashtags:

- In all IEC materials - #SahbhagitaSeVikas, #AaiyeAnganwadi, #SabEkHaqAnek
- Other - #EndVAWG, #GirlsAndBoysAreEqual, #Education

ANNEXURE I: MEDIA TOOLS & RESOURCES

Visit the following channels to access the large repository of resources made available by DWCD. Click on the albums and playlists for specific IEC.

Facebook: <https://www.facebook.com/MPWCD>

YouTube: <https://www.youtube.com/channel/UC7BTiMsmRfEGDzLP29TJ84w>

Instagram id: mp_wcd

Twitter: <https://twitter.com/DWCDMP>

e-sanchayika: <http://esanchayika.mp.gov.in/>

Websites: <https://mpwcdmis.gov.in>, mpwcd.in

Download the **Anganwadi Radio App** from Google Play Store

You can also access the following links for more IEC materials and information.

AdhaFull series: <https://www.youtube.com/c/AdhaFULLOfficial>

Swastha Balak Balika Spardha videos: <https://www.youtube.com/channel/UCeSo1uwbAxtD3IjVmei1jnQ/featured>

Film on positive masculinity 'Bisitro Manob' (Amazing Man): <https://www.youtube.com/watch?v=CD1Gkq5F8xl>

Ariel #ShareTheLoad campaign: https://www.youtube.com/playlist?list=PLi1vDLsd4LEHU21bAzmXR7cxAzoas_cTl

Tarunya Package: <https://prachicp.com/tarunya/home.html>

(Materials to address the issue of Adolescent Empowerment and Ending Child Marriage at the state, district, community and individual levels)

UNFPA India YouTube Resources: <https://www.youtube.com/c/UNFPAIndiaOfficial/playlists>

UNICEF India YouTube Resources: <https://www.youtube.com/c/UNICEFIndia4Children/playlists>

UNWOMEN YouTube Resources: <https://www.youtube.com/c/UNWomenAsiaPacific/playlists>

ANNEXURE II: FORMAT 1 – Micro-plan for Intervention

Format 1: Micro-plan for Intervention

S.N	Particulars	Plan <i>(You can fill the information in this format to prepare plan)</i>	
1	Level of operation (state/district/project/AWC)		
2	Plan being prepared by (DPO/AD/CDPO/Supervisor/AWW)		
3	Problem that needs to be targeted and can be addressed through communication/capacity building		
4	Desired behaviour(s) you want to target		
5	Barriers/challenges you want to address <ul style="list-style-type: none"> • Why are you facing the problem • Why are target groups not practising desired behaviour • What type of barrier is it - Knowledge/Attitude/Skill/ Other 	Barrier/Challenge	Type
6	Key message(s) to promote/deliver <ul style="list-style-type: none"> • Refer to Pages 40-59 of Volume I • You can design new messages as per need and challenge 		

7	Primary Target group		
	Secondary Target group		
8	Time Frame	Duration (year/month/week/days):	
		Start date:	End date:
9	Budget		
10	Intervention	Intervention	Frequency
11	Sub-activities		
12	What media/IEC tools will be used		
	Sources for reference material (audio/video/print ad/social media)		
	Does any new IEC need to be developed	Yes/No	
13	Who can support in preparation		
14	Who can support in facilitation		

15	Have the building blocks been ensured (These are the basic interventions which are the minimum aspects that can be implemented for improving effectiveness of activities)	Building Blocks	Yes/No
		1. Start early	
		2. Male engagement	
		3. Inter-generational dialogue	
		4. Local and popular recall platforms	
		5. Capacity building	
		6. Stakeholder coordination	

ANNEXURE III: FORMAT 2 – Monitoring Interventions

Format 2: Monitoring Interventions

Name of district: _____

(Filled by) District official / agency: _____

Name of the event/intervention: _____

Implemented at what level (District/Project/AWC): _____

No. of days activities were conducted: _____

1. Trainings or orientation sessions organised (if any)

Total online sessions _____ Total participants _____ [Women_____ Men_____]

Total offline sessions _____ Total participants _____ [Women_____ Men_____]

2. What sub-activities were organised to encourage community and stakeholder participation?

Type of activity	Total no. of activities	Total Participants				Stakeholders
		Women	Men	Adolescent girls	Adolescent boys	

Use of social media	
Message/poster/audio/video in WhatsApp groups	
Total number of groups	
Total participants	
Total messages sent	

Use of other social media platforms (like Facebook/Instagram/Twitter/YouTube)	
Name of platform	
Total posts	
Total likes	
Total post reach	
Total engagements	

3. How many press releases/news articles were published and in which newspapers?

(Kindly keep a record, post on official social media and WhatsApp groups)

Number of press releases given by you _____

Name(s) of the newspapers where news was published _____

Number of the published news _____

4. Do you feel that the desired behaviour was addressed during the intervention? What do you feel worked?

5. What challenges did you face?

6. Case study/Success story *(Kindly keep a record, post on official social media and share with Department)*

7. Pictures/Videos of the events organised

(Kindly keep a record in jpeg/png format and mp4 for videos, post on official social media and share only 1-2 best photo/videos with Department)

8. Video bytes of participants for feedback

(Take bytes from people on what they felt about the event and topic. Use the quotes in the report you develop. You can share the quotes with media as well.)

ANNEXURE IV: FORMAT 3 – Tracking progress through input indicators

Format 3: Tracking progress through input indicators

S.N	Indicators	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
AWC level													
1	Number of IEC materials developed / adapted												
2	Number of meetings/FGDs (at AWC/school/ other place)												
3	Number of persons who have attended meetings/ sessions/ cultural events												
4	Number of programs conducted with children/ Shaurya Dal												
Block/Project level													
5	Number of trainings/ orientations done												

6	Number of AWW using mobile based applications												
7	Number of theatre teams formed and trained												
8	Number of street theatre shows conducted												
9	Number of programs conducted with children/ Shaurya Dal												

ANNEXURE V: List of indicators tracked by DWCD MIS & other portals

Below is the list of indicators for which data is collected via the departmental MIS and other portals (not exhaustive)

S.N	Indicators	Source
1	Number of home visits made	Monthly Progress Report
2	Number of women who attended VHSND and have taken ANC	MIS
3	Number of IFA tablets distributed	MIS
4	Number of sanitary napkins distributed	MIS
5	Number of women who registered pregnancy in a month	MIS
6	Number of children enrolled in CSAM program	MIS
7	Number of girls enrolled in LLY scheme	LLY portal
8	Number of women registered in PMMVY scheme	PMMVY portal

ANNEXURE VI: List of indicators referred by DWCD through national reports

Below is the list of indicators referred to by DWCD through data released by NFHS, NCRB and other national governmental reports (not exhaustive)

S.N	Indicators	Source
1	Population (female) age 6 years and above who ever attended school (%)	NFHS
2	Sex ratio of the total population (females per 1,000 males)	NFHS
3	Sex ratio at birth for children born in the last five years (females per 1,000 males)	NFHS
4	Children under age 5 years whose birth was registered (%)	NFHS
5	Households with electricity (%)	NFHS
6	Households with an improved drinking-water source (%)	NFHS
7	Households using improved sanitation facility (%)	NFHS
8	Women who are literate (%)	NFHS
9	Men who are literate (%)	NFHS
10	Women with 10 or more years of schooling (%)	NFHS
11	Women age 20-24 years married before age 18 years (%)	NFHS
12	Men age 25-29 years married before age 21 years (%)	NFHS
13	Total fertility rate (children per woman)	NFHS
14	Women age 15-19 years who were already mothers or pregnant at the time of the survey (%)	NFHS
15	Infant mortality rate (IMR)	NFHS
16	Under-five mortality rate (U5MR)	NFHS
17	Mothers who had antenatal check-up in the first trimester (%)	NFHS
18	Mothers who had at least 4 antenatal care visits (%)	NFHS
19	Mothers whose last birth was protected against neonatal tetanus (%)	NFHS
20	Mothers who consumed iron folic acid for 100 days or more when they were pregnant (%)	NFHS
21	Mothers who had full antenatal care (%)	NFHS
22	Registered pregnancies for which the mother received Mother and Child Protection (MCP) card (%)	NFHS
23	Mothers who received postnatal care from a doctor/nurse/LHV/ANM/midwife/other health personnel within 2 days of delivery (%)	NFHS

24	Children born at home who were taken to a health facility for check-up within 24 hours of birth (%)	NFHS
25	Children who received a health check after birth from a doctor/nurse/LHV/ANM/ midwife/other health personnel within 2 days of birth (%)	NFHS
26	Institutional births (%)	NFHS
27	Institutional births in public facility (%)	NFHS
28	Home delivery conducted by skilled health personnel (out of total deliveries) (%)	NFHS
29	Births assisted by a doctor/nurse/LHV/ANM/other health personnel (%)	NFHS
30	Births delivered by caesarean section (%)	NFHS
31	Births in a private health facility delivered by caesarean section (%)	NFHS
32	Births in a public health facility delivered by caesarean section (%)	NFHS
33	Children age 12-23 months fully immunized (BCG, measles, and 3 doses each of polio and DPT) (%)	NFHS
34	Children age 12-23 months who have received BCG (%)	NFHS
35	Children age 12-23 months who have received 3 doses of polio vaccine (%)	NFHS
36	Children age 12-23 months who have received 3 doses of DPT vaccine (%)	NFHS
37	Children age 12-23 months who have received measles vaccine (%)	NFHS
38	Children age 12-23 months who have received 3 doses of Hepatitis B vaccine (%)	NFHS
39	Children age 9-59 months who received a vitamin A dose in last 6 months (%)	NFHS
40	Children age 12-23 months who received most of the vaccinations in public health facility (%)	NFHS
41	Children age 12-23 months who received most of the vaccinations in private health facility (%)	NFHS
42	Prevalence of diarrhoea (reported) in the last 2 weeks preceding the survey (%)	NFHS
43	Children with diarrhoea in the last 2 weeks who received oral rehydration salts (ORS) (%)	NFHS
44	Children with diarrhoea in the last 2 weeks who received zinc (%)	NFHS
45	Children with diarrhoea in the last 2 weeks taken to a health facility (%)	NFHS
46	Children under age 3 years breastfed within one hour of birth (%)	NFHS
47	Children under age 6 months exclusively breastfed ¹⁰ (%)	NFHS
48	Children age 6-8 months receiving solid or semi-solid food and breastmilk (%)	NFHS
49	Breastfeeding children age 6-23 months receiving an adequate diet (%)	NFHS

50	Non-breastfeeding children age 6-23 months receiving an adequate diet (%)	NFHS
51	Total children age 6-23 months receiving an adequate diet (%)	NFHS
52	Children under 5 years who are stunted (height-for-age) (%)	NFHS
53	Children under 5 years who are wasted (weight-for-height) (%)	NFHS
54	Children under 5 years who are severely wasted (weight-for-height) (%)	NFHS
55	Children under 5 years who are underweight (weight-for-age) (%)	NFHS
56	Children age 6-59 months who are anaemic (<11.0 g/dl) (%)	NFHS
57	Non-pregnant women age 15-49 years who are anaemic (<12.0 g/dl) (%)	NFHS
58	Pregnant women age 15-49 years who are anaemic (<11.0 g/dl) (%)	NFHS
59	All women age 15-49 years who are anaemic (%)	NFHS
60	Men age 15-49 years who are anaemic (<13.0 g/dl) (%)	NFHS
61	Women who worked in the last 12 months who were paid in cash (%)	NFHS
62	Ever-married women who have ever experienced spousal violence (%)	NFHS
63	Ever-married women who have experienced violence during any pregnancy (%)	NFHS
64	Women owning a house and/or land (alone or jointly with others) (%)	NFHS
65	Women having a bank or savings account that they themselves use (%)	NFHS
66	Women having a mobile phone that they themselves use (%)	NFHS
67	Women age 15-24 years who use hygienic methods of protection during their menstrual period (%)	NFHS
68	Number and percentage of children who were victims of kidnapping and abduction, sexual abuse under POCSO Act	NCRB
69	Number of children who have been reported as missing	NCRB
70	Number of children aged 5-14 years employed as labourers	Census
71	Child sex ratio	Census
72	Number and percentage of women who faced cruelty by husband and relatives, assault with intent to outrage modesty, kidnapped to be forcefully married off, raped, sexual harassment (per 1 lakh population), dowry related abuse, acid attacks, witch hunting	NCRB
73	Percentage of perpetrators known to the victims	NCRB

