

Review of Social and Behaviour Change Communication Strategy of Kanyashree Prakalpa



Prevention of Early Marriage in West Bengal



Department of Women Development
and Social Welfare
Government of West Bengal

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for every child

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Executive Summary

The Kanyashree Prakalpa has been extremely successful in reaching its target audience, and this is evident from the large number of eligible adolescent girls enrolling for KP. As on 14th December 2016, the total numbers of Unique Beneficiaries, since its launch in October 2013, are 34,88,559 girls. In addition, Awareness about Kanyashree Prakalpa has reached every nook and corner of the state of West Bengal, and the scheme has also received considerable attention and recognition nationally and internationally.

Kanyashree Prakalpa has emerged as a strong brand associated with adolescent girls, a brand which can support and carry along other important schemes meant for adolescents such as WIFS, SABLA, RKSK, RMS, etc. The increasing popularity of the KP also increases the expectations, greater performance of the scheme and the fullest exploitation of its emerging brand image.

As the Scheme continues to evolve, its existing communication strategy, which served its purpose well, needs to be reviewed and revised so that it can support its emerging communication, social mobilization and advocacy requirements.

A revised communication strategy has been presented for Kanyashree Prakalpa through:

- a) A fast-track research that elicits gaps in the knowledge, attitude and practice of the primary, secondary and tertiary audiences and stakeholders of KP, spanning across social and geographical spectrum;
- b) Suggestion on viable strategies and interventions, appropriate messages, materials/modules, media and channels needed to cover the gaps these gaps;
- c) The research also investigates the major communication needs from the scheme implementation perspective and makes recommendations to meet these needs.

On reviewing the previous communication strategy, the main gaps identified are,

- Need for more systematic implementation of the communication strategy - currently initiatives are ad hoc at individual district level
- There is not enough sharing or assessment of the impact of the communication initiatives
- Limited information is available to assess the embedded messages in the communication initiatives - need for more standardized messaging to avoid any misconception of the scheme purpose
- Need for more involvement of teachers, front line workers, community influencers, financial institutions on prevention of early marriage, dialogue with the beneficiaries and families about benefits, grievance handling, skill building and income generation
- Improvement in communication flow on the scheme purpose, benefits and application and using standardized communication materials across the state
- Utilisation of the K2 money as a seed money for secure future

Communication need assessment bring out the following recommendation areas:

- ⊙ Position 'learning/higher education as an asset', perhaps the most significant asset in establishing a socio-economic safety net for girls and increasing self-efficacy
- ⊙ Creating Peer Group approach, support in forming Peer Groups at institution and/or community level and spread the message across to all beneficiaries
- ⊙ Focus on girl achievers - campaign may use testimonials from successful Kanyashree girls as role models

- ⊙ Link the message of 'education - an asset' to career options and further opportunities for vocational, technical and entrepreneurial training for girls. This would be in sync with the next phase of the scheme's plan to expand the programme by reaching out to educated women in order to help them build their career and livelihood.
- ⊙ Continue reinforcement of core messages and progress towards a dialogue - negotiation and persuasion rather than confrontation with the existing norms
- ⊙ Continue awareness on education targeting dropouts from school
- ⊙ Focus on mid-media channels to be increased using regional folk media of theatre, music using the expertise of DICO and local talent
- ⊙ Using the collective groups of Kanyashree Sanghas, SABLA youth groups and Meena Manch to spread the messages across target groups
- ⊙ More IEC tools to be developed at the district level to help the peer groups to spread their messages
- ⊙ Regular interpersonal meetings, discussions with teachers, front line workers, community influencers on prevention of early marriage, dialogue with the beneficiaries and families about benefits, grievance handling, skill building and income generation
- ⊙ Beneficiaries and their families Interacting with financial institutions on financial literacy and utilisation of scheme money

Based on the findings, following are the communication objectives to bring about change in the practice of early marriage especially among adolescent girls,

- ❖ **Objective one:** Increase awareness among girls and their families about the importance of continuing education and delaying marriage until 18 years of age
- ❖ **Objective two:** Increase in number of girls who can choose and plan for their future apart from marriage
- ❖ **Objective three:** Increase in number of girls who have knowledge of future options (pursuing higher education or income generation or a career)
- ❖ **Objective four:** Increase in number of girls who are using or plan to use K2 money to pursue goals other than marriage after 18 years of age
- ❖ **Objective five:** Parents and community influencers are committed to support the girl in pursuing their goal of higher education, income generation or a career (rather than marriage)
- ❖ **Objective six:** Ensure smooth access and availability of the scheme and its benefits among beneficiaries

The revised communication strategy defines the key messages-media-mix on each of the stated objectives.

The strategy also in details mentions the monitoring and evaluation plan in terms of outcome and process. The indicators and ways to verify the results have also been listed.

The strategy document concludes with the implementation plan for rolling out the strategy across the state, districts and blocks.

Background

The practice of Child Marriage is deep-rooted in West Bengal and several other states in India. Despite the existence of the Prohibition of Child Marriage Act, 2006 (PCMA) stating 18 as the legal age of marriage for girls and 21 for boys in India for several years, the bane of child marriage¹ continues to hinder the process of poverty reduction and empowerment in the state and India.

Evidence shows a high correlation between child marriage and drop-out of girls from education. After the implementation of free and compulsory elementary education in India, progress in enrolment and completion of elementary school is evident. However, the transition from elementary to secondary school remains a concern. Secondary education is not free, and many impoverished parents, failing to see the economic rationale for investing in their daughters' education, marry them off at this stage in the belief that this will enhance the girls' and the families' security. This step however, has the opposite effect and condemns the girls to a life of health risks and financial and social insecurity.

In this context, Kanyashree Prakalpa, is a conditional cash transfer (CCT) scheme, designed and implemented by the Department of Women and Child Development and Social Welfare, Government of West Bengal. Launched in October 2013, the scheme aims to ensure that girls in West Bengal stay in school and delay their marriage until at least eighteen years of age.

The scheme has been extremely successful in reaching its target audience, and this is evident from the large number of eligible adolescent girls enrolling for KP. As on 14th December 2016, the total numbers of Unique Beneficiaries, since its launch in October 2013, are 34,88,559 girls. In addition, Awareness about Kanyashree Prakalpa has reached every nook and corner of the state of West Bengal, and the scheme has also received considerable attention and recognition nationally and internationally.

Kanyashree Prakalpa has emerged as a strong brand associated with adolescent girls, a brand which can support and carry along other important schemes meant for adolescents such as WIFS, SABLA, RKSK, RMS, etc. The increasing popularity of the KP also increases the expectations, greater performance of the scheme and the fullest exploitation of its emerging brand image.

UNICEF supported the Government of West Bengal in changing the normative behavioural practices of dropping out of school, discontinuing education and early marriage, by developing a detailed Social and Behaviour Change Communication (SBCC) strategy including components of public advocacy and behaviour change methods. As the Scheme continues to evolve, its existing communication strategy, which served its purpose well, needs to be reviewed and revised so that it can support its emerging communication, social mobilization and advocacy requirements.

A revised communication strategy has been presented for Kanyashree Prakalpa through:

- d) A fast-track research that elicits gaps in the knowledge, attitude and practice of the primary, secondary and tertiary audiences and stakeholders of KP, spanning across social and geographical spectrum;
- e) Suggestion on viable strategies and interventions, appropriate messages, materials/modules, media and channels needed to cover the gaps these gaps;
- f) The research also investigates the major communication needs from the scheme implementation perspective and makes recommendations to meet these needs.

¹ Child Marriage and early marriage are terms that have been used alternatively referring to marriages between children aged less than 18 yrs for girls and 21 yrs for boys.

Review Methodology

Communication needs assessment was conducted by undertaking qualitative audience research. The process included three steps,

Step I: Detailed discussion with the C4D Specialist and consultants of UNICEF about the existing KP communication strategy and the need for revision. The team at UNICEF also were instrumental in connecting the review team with the State Programme Management Unit. During the initial stage of the review, the study team held detailed discussions with key State Programme Management Unit (SPMU) representatives to understand the scheme, the learning from the field and issues and challenges in implementing the scheme.

Step II: Based on an extensive review of the existing materials and insights gained from the meetings and discussions, the team identified the key issues and approaches for the communication strategy. They also formulated the research questions for the field visits. Broad areas of focus included: (i) Process and challenges related to communication about the KP scheme, (ii) Information flow and communication mechanism, (iii) Knowledge and attitude about the importance of girls' education and prevention of early marriage, and, (iv) Implementation of the communication strategy, its monitoring, and evaluation.

Step III: The team carried out field visits for interaction with key participants from implementing authorities as well as the beneficiaries. The aim was to determine the barriers, bottlenecks, and opportunities pertaining to communication on the scheme. The assessment utilized a mix of qualitative methodologies such as Focus Group Discussions (FGD) and Key Informant Interviews and In-depth Interviews (IDI). Fieldwork was undertaken in two consecutive weeks of 16th to 18th November 2016 in Murshidabad (Berhampore and Jalangi block) and 22nd to 24th November 2016 in Hooghly district (Chinsurah Mogra and Chanditala I block).

Reviewing the existing communication strategy

The previous communication strategy had the overall goal “to create a protective environment for children by generating positive disposition towards the legal age at marriage (18 years and above for girls and 21 years and above for boys) with a focus on girls (Kanyashree benefits are for girls) since there is higher prevalence among them.”

The specific objectives being,

- XX% of parents and YY% of community influencers are committed (intent or pledge) to delay the age at marriage of girls to at least eighteen years by end of 2014
- XX% of families and YY% of adolescent girls have the correct knowledge about the elements of Kanyashree Prakalpa including how to and where to avail it and want to avail the scheme by 2014

The implementation of the communication strategy was planned using the media mix of Mass media, Advocacy, Community Mobilization and Interpersonal communication at State and district levels in a phase wise approach - first targeting early marriage and later education for girls. Media and messages were selected to address behaviour change at varied stakeholder group levels including adolescent girls and boys, their parents and family members, service providers, local groups, community influencers, Education department and legal enforcement agencies.

During the review, different media and materials used for communication were checked to understand their impact among different audience groups and the extent of exposure. By exposure here we mean - ‘how wide is the spread of recall or frequency of exposure’. In terms of impact we have measured how prominent is the recall and how much the communication has been registered.

Diagram: Summary of exposure and impact of communication medium and materials among audiences

Communication medium and materials	DISTRICT/ BLOCK OFFICIALS	TEACHERS/ INSTITUTIONS	BENEFICIARIES	DISTRICT/ BLOCK OFFICIALS	TEACHERS/ INSTITUTIONS	BENEFICIARIES
	EXPOSURE			IMPACT		
1) Mass Media Advertisement						
2) Wall paintings						
3) Leaflet, posters and other materials						
4) Folk music, theatre - infotainment						
5) Kanyashree Mela/Events						
6) Kanyashree Day Celebration						
7) Kanyashree Club and Sangha						
8) KP Guideline						
9) E-portal						
INDEX FOR INTENSITY	HIGH		MEDIUM		LOW	

It is found that the communication initiatives have been limited, infrequent and not uniform across districts. The launch of the scheme by Honourable Chief Minister Ms. Mamata Banerjee has been the most prominent recall among all the beneficiaries. While the launch and the celebration of Kanyashree day every year has created ripples across levels and geographic locations, the effect has not been longlasting due to lack of continuity in the communication initiatives.

Celebration of Kanyashree Day (refer to row 6 in above diagram) every year on the 14th of August has been the most standardized practice across locations. However, in relation to the large number of existing schools, the number of schools that can participate in these celebrations is limited. Hence only a few participate while the others get left out.

Recall of hoarding or posters or TV advertisement (refer to row 1,2 and 3) is very low among the beneficiaries as well the parents. Among students studying in higher classes, the recall of advertisement in the test paper back cover is high and considered to be prominent.

Awareness or access to the e-portal (refer to row 9) is limited and hence there has been low recall of the same. Among teachers too, there was lack of regular interaction with the e-portal in spite of availability of the required infrastructure.

On the other hand, in case of those media where involvement of the audience was more active or participative, such as mela or events, involvement in club or Sangha (refer to row 5 & 7), the intensity of impact was higher. Those girls who were exposed to such events or activities found the involvement “*motivating*”, “*encouraging*” and “*inspiring*”. Similar reaction was found from the other audience segments too. These have been set up in some schools and in the community for peer group counselling on mental and physical and social problems and issues affecting the lives of young girls. Club members participate in Life skills activities, training in self-defence, drama and role play on the major issues and vocational skills training for income generation. These clubs inculcate the team spirit and positive behaviour and attitude through peer group counselling and influence as is being successfully used in other programmes for adolescent girls such as SABLA and RSKS.

Folk music and theatre as a medium of communication (refer to row 4) had greater impact since the community and beneficiaries could relate better to the messages. The medium has been an effective vehicle to spread messages against the social evils of early marriage. However, the use of the medium is still limited to few districts and can be replicated elsewhere.

There was low exposure to the KP Implementation Guidelines (refer to row 8) among the teachers as well as the beneficiaries. Hence, no significant impact was evident. Among district officials as well,

the recall of the Implementation Guidelines is medium with few mentioning having seen the document. However, in general, the use of the document has been limited.

- Need for more systematic implementation of the communication strategy - currently initiatives are ad hoc at individual district level
- There is not enough sharing or assessment of the impact of the communication initiatives
- Limited information is available to assess the embedded messages in the communication initiatives - need for more standardized messaging to avoid any misconstruction of the scheme purpose





FINDINGS FROM THE NEED ASSESSMENT

Communication need assessment - Summary of findings

Social behaviour change communication: public advocacy and mass media awareness campaigns were conducted at the state and district level to reach out to KP participant groups through Television spots, radio jingles, songs, screening of videos on KP, and coverage in the print media. For community mobilization, there was use of folk music, theatre and dance forms popular in the district (e.g. chau dance in Purulia, Gambhira in Malda). Interpersonal communication with the beneficiaries was primarily at the school. Messages focused on first targeting early marriage and later education for girls.

Overall, some of the prominent positive outcomes of the scheme are:

- ✓ Since the scheme reiterates the condition of continuing education till at least 18 years, there has been significant change in attitude towards delaying marriage till 18 years of age for the girl child.
However, the emphasis on continuing education after 18 years or other alternatives apart from marriage are still not established
- ✓ There has been a decrease in school drop outs with the introduction of multiple schemes, including Kanyashree Prakalpa, to encourage school education.
However, irregular attendance is rampant and importance of education continues to be unclear
- ✓ More interest witnessed among the girls towards continuing education as compared to boys.
However, education is not seen as an asset for income generation as the linkage between education and employability or livelihood generation is not established
- ✓ The receipt of the grant money has brought positive change among the beneficiaries as they cherish their rights on the money received.
However, there is lack of knowledge about ways of utilizing the money more effectively which results in either the money lying idle or being spent on short term consumption items; decisions regarding spending of K2 money is not solely in the hands of the beneficiary
- ✓ Awareness about the banking system and access to banking facilities has increased with the introduction of the account linked schemes.
However, banking practice is limited to balance checking and money withdrawal; not much knowledge about money management through secured investment options and banking services

Communication about the purpose of the scheme: the context of the conditional cash transfer for prevention of early marriage is often misused and not emphasized leading to misconception. In pursuit of dis-incentivising marriage till at least the age of 18, many times the scheme is projected as a support or incentive for marriage of the girl child when she turns 18 years.

“ The scheme is for girls and their right to education...girls can continue studies...the money is given to buy books and copies...it is financial help for those who are interested in further studies...the scheme encourages many girls for higher studies and do something in future - Students from Jalangi and Berhampore blocks, Murshidabad district

Kanyashree means konya sontan...this is an aid for the girl child...who are not studying or doing some work, the scheme is to bring them back to study...to create more interest among girls to continue their study...there can be relaxation for girls who are not good in studies - Students from Mogra and Chanditala blocks, Hooghly district

There is lack of clarity among the beneficiaries and their immediate family about the purpose of the grant, when asked about the utilization of the grant most of the girls reported that they use it for educational purpose by buying books or paying tuition fees or for admission for higher studies or by saving it for the future. However, there is no system of reporting of utilization of funds or guidance on using it for asset development of the girls.

“ Some people understand lectures and some need “lathi” or stricter ways to understand...we cannot say that their daughter would become teacher or administrative official...so we tell wait till 18 years and Government will help you at the time of daughter’s marriage - District official, Murshidabad district

There is lack of proper guidance regarding the significance of the grant money and the ways in which it can be utilized for better returns in future. The general perception is that in some cases the money is getting spent on activities such as marriage or commodity purchase or in most cases sitting idle in the beneficiary account.

“ Will use the K2 money for taking admission in college...want to go to Calcutta University to pursue further studies...bought a laptop...used it for own personal use - students from Berhampore Girls College, Murshidabad district

We generally buy books and other stationeries...buy uniform...pay tuition fees...it is our money and we spend ourselves after taking permission from parents - K1 beneficiaries across Murshidabad and Hooghly districts

Keep it for the girl’s future...will use it at the time of marriage but Rs. 25,000 is not enough to marry off your ward...it is helpful in giving marriage of our daughters - parents across Murshidabad and Hooghly districts

The meritorious girls use it for further studies...some will just waste the money by spending on unimportant things...we get to hear that some of the girls are running away with their boyfriend after receiving the K2 money - teachers and administrative officials across Murshidabad and Hooghly districts

Need Gaps:

- ✚ Proper emphasis of the purpose of the scheme among all segments of the community as well as stakeholders is necessary; currently it is open to interpretation among different audiences
- ✚ There is need to formulate a standardized communication directive and instructions so that the message conveyed does not get distorted or misconstrued at any level
- ✚ Need to focus on the utilization of the fund for asset development emphasizing the long-term benefits of the grant. This can be achieved by educating girls on financial literacy and smarter ways of investing rather than short term consumption benefits

Communication about the eligibility criteria: Knowledge about the scheme eligibility criteria is high but gaps persist. Eligibility criteria about those who are not into mainstream education is unclear. In general, there is a perception that the scheme being for those who attend school regularly and continue studies.

“As the eligibility is for girls in the age of 13 to 18 years who are in class 8 to 12, so if the age of a student in class 7 is 13 years she will not get the benefit - school teacher Jalangi block of Murshidabad district

One who is already divorcee can get the privilege and teachers should take care of it - school in Jalangi block of Murshidabad district

Some girls came and said that they can only withdraw Rs. 10,000...we do not know the truth behind it - school in Mogra, Hooghly district

If the girl has completed studies in our institution what should we do for them...do we have to issue transfer certificate? - school in Mogra, Hooghly

If a girl sits and prepares for competitive exams after completing class 12 then she will be discontinued from the scheme and will not be able to avail the scheme later - school in Jalangi, Murshidabad

Teachers, the main source of information about the scheme also have several misconceptions and gaps in knowledge, leading to confusion at the time of scheme application. As a result, in order to maintain the intent of the scheme with dedication among applying students, some institutions impose other conditions on eligibility for the scheme.

“Quite a few girls who do not need money are getting it. Family is having three shops; Father is a promoter or owns a cold storage - District official Hooghly district

I try to delay marriage of not so meritorious students by saying that their parents can marry them to good family with K2 money - Block official, Hooghly district

There are evidences of spurious applications and recipients among undeserving families as many parents complained that “many deserving candidates do not get family income certificates and other necessary documents to apply...rather many girls from rich families are getting the grant due to their clout at the Panchayat level”.

Many teachers also agreed that they realize that non-eligible girls are applying but due to submission of requisite documents, they are unable to take any action. “The Panchayat is issuing the income certificate...we have to go by the rule that is why we are unable to take any disciplinary action...there is lot of pressure on us from the community and influential people in the community.”

The concern of misreporting and inability to validate the criteria has been voiced by the district and block officials also.

There is need for,

- + Stress on emphasizing the wide range of educational institutions that are within the scope of the scheme (apart from schools)**
- + Promoting the relevance of the scheme for merit in fields other than academics**
- + A ready reckoner to refer to at times of doubt and lack of clarity, which can reduce the time lapse in application process for availing the scheme**
- + A forum for engaging further in a dialogue and sharing among the teachers across institutions; this can lead to collective thinking on problem resolution and also provide greater scope for replication of the learning good practices and success**
- + Emphasis on maintaining the sanctity of the eligibility criteria considering the limitations in determining the income correctly or proper indicators of income level among the intended section of population**

Sources of information about the scheme: School or Educational institution is the primary source of information for the beneficiaries and communication between school and parent groups takes place via the adolescent girls; there is a lack of direct communication with parents. Often the school or educational institution is not capable of providing the correct and complete information.

“We approached school but they said registration is closed and we need to wait...now it is too late... We need a guideline about where to contact and whom to contact in case of any problem...the school sends us to the BDO office and they send us back saying that the action needs to be taken at the school level only”, K2 applicant, Murshidabad

School have limited reach in the community. Even though school dropout rates have reduced and more girls are coming to school, the phenomenon of absenteeism, non-response from parents continues to hamper the ability of institutions in communicating messages/information to the community or adolescents beyond the purview of the school.

“We did not receive any kind of materials, have seen few items at the time of making flex” - school in Mogra block of Hooghly district.

“We got leaflet on the scheme when the programme was initiated. Apart from that we have not got any other communication materials from the block”, school in Mogra block of Hooghly district

As many teachers mentioned, “When the forms are available we inform in class and also put up on the notice board but cannot reach out to the girls who are irregular in school. Panchayat members have a better reach in the community; they can do miking or make announcements to inform them”.

Interactions between the community and the block or district officials are occasional and infrequent. The beneficiaries and their families do receive information about the KP scheme from multiple channels and sources. As mentioned by district officials, *every fair held in districts has KP stalls where leaflets and posters are displayed and distributed*. There is use of street plays, folk performances or cultural programmes on Kanyashree Day or in fairs. However, the campaigns have been implemented intermittently and yearly planning is not evident in every district or blocks.

Need gaps:

- ✚ **Emphasize the need to involve more peoples’ representatives such as PRI members, local CBOs or volunteer groups and other community influencers to better reach out to the community and beneficiaries**
- ✚ **More prominent display of information with regard to scheme conditions, important points of contact and purpose of the scheme**
- ✚ **Need for multiple sources of communication on eligibility and process related information such as a helpline, email contacts to generate more ease in flow of information directly to and from the beneficiaries**
- ✚ **Need for regular communication initiatives - an event calendar, guidance for undertaking such initiatives & aids for communication**

Communication on process of application: The application process is highly dependent on the school's support which is not standardized across institutions. The entire process of application starting from the availability of the form, collection of form, form filling procedure, form submission, transfer and status of application post submission is dependent on the pro-activeness of the school authority.

“ *We got to know about the form filling process from our headmistress...the form is easy to understand...it is in Bengali and English...few of us fill it ourselves...most of us depend on teachers to fill it...we did not get any ID...we did not know where to lodge complaint to solve our problems - students across Murshidabad and Hooghly districts*

The application procedure is very complex...there is need for income certificate...bank account opening in the girls' name...teachers help our girls but they cannot solve all our problems - parents across Murshidabad and Hooghly district

There is no standard form filling and application submission procedure. Many teachers feel the girls are incapable of filling the form themselves and it would lead to more rejections due to mistakes made by them. Whereas in some institutes, students are provided support in filling the form themselves. According to Berhampore College KP in-charge, *“girls fill their forms themselves with support from the teachers and assistance of a filled in form displayed on the notice board”*

The process of handing over of the Acknowledgement Receipt and the Kanyashree ID is not uniform. In most cases, the applicants as well as the parents could not recall receipt of the same. As a result, the process of checking status or follow-up is not present among the applicants. Some pro-active schools maintain the record of form issued and uploaded and the corresponding ID. Whereas others do not share the ID or acknowledgement slip with the applicants.

There is lack of clarity with regard to **renewal, upgradation, and transfer** among the beneficiaries and as a result, many deserving candidates miss the opportunity to avail the K2 grant. There was very low recall about the transfer procedure among K1 girls. Among K2 applicants there were several instances where the applicant had to face problems regarding transfer due to her ignorance.

Lack of sufficient support for institutions to facilitate functioning of the application process: teachers across districts have expressed their helplessness during application submission. There is also no clear standard procedure for each step of the application.

There is lack of clarity with regard to the place or person from whom to seek help at the time of any problem. As stated by a teacher, they could not find any helpline number on the e-portal to lodge complaints.

Teachers across districts have also reported pressure of administrative procedural work of multiple schemes, thus affecting their time and involvement in teaching - *“We are working as administrative officials managing multiple schemes...do not get the time to think about ways for imparting education better...don't get time to plan youth activities for BCC”*

- ✦ *There is need for support in filling the forms with full involvement by the adolescent girls in order to increase their awareness about the entire process of application.*
- ✦ *Use of more adolescent friendly forms, banners and posters conveying the information*
- ✦ *The adolescent girls need to be educated about the entire process and deliverables at each stage i.e. information about acknowledgement number, its use, turnaround time etc.*
- ✦ *There is need for a two-way communication - helpline or some interface for interaction and more prompt support in the process of application*
- ✦ *Need to make the process more self-sustaining without much involvement of teachers - develop, strengthen and engage groups within the girls*
- ✦ *Need to develop "Training of Trainer module"*
- ✦ *In-built mechanism to track discontinuity or delays in application - warnings can be sent to schools or institutions on occurrence of non-renewal or non-upgradation - timely action can be initiated to raise alarm in case of dropout and incidences of early marriage*

Role of banks in the process of application - Bank account opening is a crucial step in the process of application. Financial inclusion is a positive outcome of the scheme. Though a large number of girls already have bank accounts (many schemes start providing scholarships from class V), some of the challenges faced by the beneficiaries in the process of handling bank accounts which hinder availing benefits of the scheme are,

- Some of them visit the nearest co-operative banks to open accounts
- The mobile numbers provided are incorrect and hence they do not receive SMS confirmations
- Passbooks are not received by beneficiaries sometimes as the school teachers are receiving them from the banks
- Being a minor, the beneficiary is not entertained by the bank officials at times

“ *Schools do not communicate properly to the girls and thus they open accounts in not enlisted cooperative banks and this leads to rejection* -UBI Branch Manager, Chinsurah block, Hooghly district

Passbooks are collected by the teachers and given to girls on account opening. Those who do not give mobile numbers are not informed by the bank -UCO Branch Manager, Chanditala 1 block, Hooghly district

Scope for more communication by banks to the community: Currently the banks do not have any specific communication directed to the KP beneficiary. The observations by the bankers are that the beneficiaries must have exposure to financial literacy. The fund received by the beneficiary is many times withdrawn instantly on receipt or lying idle. The beneficiary needs information on benefits of savings and investment, importance of debit card, passbook, and mobile banking. There are also issues of account turning dormant due to no transactions for more than six months.

“ *It would be good to make the girls aware on banking habits and loans and other facilities available for students* - UCO Branch Manager, Chanditala 1 block, Hooghly district

The beneficiary should be educated on the ways to invest the money in Fixed Deposit and Mutual Funds for proper growth of the money. This money can be kept as a margin money for educational loans if they are going for higher studies.

The districts administration and RBI are trying to focus on financial literacy through camps and websites-Lead Banker at North 24 Parganas district

Need for channelizing the available CSR funds with the banks: currently the CSR funds are used by the banks to fund projects at rural areas. The bankers observed that the CSR funds can be better utilised for financial literacy of the community

“*The district authorities must communicate to the banks on the requirement of the type of communication material. We can give the CSR funds to develop communication material on financial literacy -Lead Banker at North 24 Parganas district*

- + *Need to create stronger linkage between the beneficiaries and the banking sector*
- + *Services offered by the bank must be communicated - withdrawal of money from ATM using debit cards, converting to general account, Aadhar seeding, educational loans, fixed deposits*
- + *Need for more engagement to educate the beneficiaries or parents of beneficiaries on financial literacy*
- + *Need to sensitize banks on handling KP beneficiaries*
- + *Channelizing CSR funds*

Communication on grievance handling mechanisms: There is lack of awareness about the process of handling of grievances among beneficiaries: there is no recall about the process that beneficiaries should follow in case of any problem. As a result, this is creating a lot of dissonance and frustration among the community.

Along with the above, there is very low recall of the helpline number and a lack of awareness or orientation about the e-portal. Access to the e-portal is also limited considering the conditions and capacity of the girls as well as availability of infrastructure. Many times, visits to bank for problem resolution has been futile adding to the frustration and disorientation.

Due to lack of adequate support and problem resolution at the school or institution level, beneficiaries become impatient and approach the block office or state office for resolution. Banks also communicate to beneficiaries that problem resolution will be done at the department level.

“*My application got rejected twice, the first time it was the school's mistake as they took it without proper checking and the second time they could not cite any reason...then I went to the BDO office and applied by submitting fresh application - students from Berhampore Girls College, Murshidabad district*

We need a guideline about where to contact and whom to contact in case of any problem...the school sends us to the BDO office and they send us back saying that the action needs to be taken at the school level only - parents across Murshidabad and Hooghly district

Do not get proper support from the banks...a girl's passbook got damaged but she could not get a replacement of the same...not much co-operation from the banks in nearby localities - Teachers, Berhampore block, Murshidabad district

Currently grievance handling by the implementers, namely teachers at schools or educational institutions and block or district officials, is impromptu and lacks systematic handling.

“ We are more bogged down with grievance handling...do not get much time to think about behavior change communication or planning activities...sometimes we are not able to answer the queries...there is no question bank of problems faced - District official, Hooghly

We handle grievances thrice a week but we have people queuing up every day...many times the grievances are not resolved properly at block level - DSW Hooghly district

Large numbers of beneficiaries with their family or friends visit the district, block or state offices for resolution of fund transfer queries. They queue up in huge numbers almost every day even though grievances are handled on specific days of the week. However, there is no standardized procedure of handling grievances. Not much collation of issues, action taken and status of the grievance raised is done.

- ✚ There is need to create a more user-friendly means of communication about the entire process of application and the deliverables for applicants at each stage. This will enable timely correction and reduce grievances due to non-receipt among applicants
- ✚ Need to analyze regularly occurring grievances and take administrative and other steps to reduce grievances Need for a structured protocol for grievance redressal - the routes to solution, escalation hierarchy, proper documentation, follow up and action taken, turnaround time from opening of a case to its closure

Communication to frontline workers and community influencers: The district and block officials are interacting with community influencers such as are doctors, purohit, imams, marriage registrar and police officials as and when needed. Influencers are involved during emergency situations. The frontline workers like ASHA, Anwesha Clinic Counsellor, Shikha Bondhu get involved in occasional awareness programmes. There are instances where Self-help groups have given training on skill development to home inmates under provisions of JJ Act, 2015. However, the communication is not regular or uniform.

“ Police are involved during programmes held on Kanyashree day- BDO Chinsurah Mogra block, Hooghly district

They wanted to change the age of the girl to 18 years, when we got the information, we conveyed to all marriage registrars. They caught them on that night -BDO Berhampore block, Murshidabad district

We will now talk to Imam, Doctors regularly - BDO Baharampur, Murshidabad district

District initiatives: districts have rolled public advocacy and awareness initiatives such as melas, events and camps, street theatre, folk media using LPP artistes. Trainings were conducted on skill development and income generation among girls such as, “training on fruit processing, mushroom production, candle making, beautician course and soft toy making to 208 Kanyashree girls in Coochbehar”, Computer training, Martial art training for self-defence to name few.

Some innovative communication strategies highlighting KP beneficiaries such as the Sabuj Mala, Kanyashree football Team in Purulia and Midnapore, Kanyashree Joddha are few instances. Few blocks have also set up Kanyashree cell consisting of DIO, BDO and Joint BDO to resolve grievance of KP beneficiaries.

- ✚ *There is no uniformity and regularity in activities or initiatives across districts*
- ✚ *Limited documentation and sharing about experiences, impact of the initiatives - need for collation and regular sharing across districts*
- ✚ *There is need to have a plan which can be replicated across districts*

Key messages for public advocacy campaign and behaviour change communication initiatives

- ⊙ In a natural progression, it is recommended that the strategy now incorporates ‘learning/higher education as an asset’, perhaps the most significant asset in establishing a socio-economic safety net for girls and increasing self-efficacy
- ⊙ Focus on girl achievers - campaign may use testimonials from successful Kanyashree girls as role models
- ⊙ Link the message of ‘education - an asset’ to career options and further opportunities for vocational, technical and entrepreneurial training for girls. This would be in sync with the next phase of the scheme’s plan to expand the programme by reaching out to educated women in order to help them build their career and livelihood. Also, analysis of girls’ testimonials in videos and discussions during field visit reveals a lack of directions for the future related to both higher education and career
- ⊙ Continue reinforcement of core messages and progress towards a dialogue - negotiation and persuasion rather than confrontation with the existing norms
- ⊙ Continue awareness on education targeting dropouts from school
- ⊙ Focus on mid-media channels to be increased using regional folk media of theatre, music using the expertise of DICO and local talent
- ⊙ Using the collective groups of Kanyashree Sanghas, SABLA youth groups and Meena Manch to spread the messages across target groups
- ⊙ More IEC tools to be developed at the district level to help the groups to spread their messages



REVISED COMMUNICATION STRATEGY

Communication Objectives

The revised communication strategy focuses on,

Changing the social norm of marriage as the only given for girls

- So far, the social norm has been that girls are brought up with view to marriage as the only or the best option
- Boys are brought up with a view to economic productivity through education leading to career/livelihood/other economic pursuits

The overall goal is to change this social norm so that both girls and boys are brought up to pursue education leading to career or higher studies or livelihood options.

Change in individual practice along with change in the social norm can bring about a positive change for everyone.

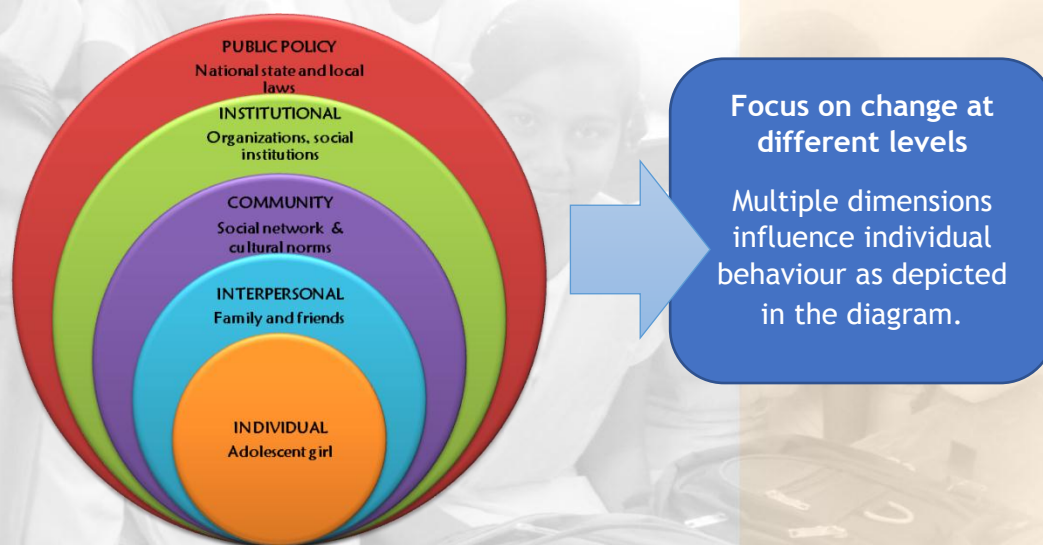


Diagram - Socio-Ecological Model

Behaviour change of individuals is contingent upon changing the thoughts, attitude and behaviour among different groups within the community who act as barriers to communication about preventing early marriage. Their close social networks and the socio-cultural and physical environment also determine human behaviour. To bring about effective behaviour change there is need for a combination of efforts at all levels - individual, interpersonal network, community and societal. For effective communication, different levels of audiences are reached with different communication approaches and activities.

Evidence shows that the most effective approach leading to behaviour change is a combination of efforts at all levels - individual, interpersonal network, community and societal. For effective communication, different levels are reached with different communication approaches.

Based on the findings, following are the communication objectives to bring about change in the practice of early marriage especially among adolescent girls,

- ❖ **Objective one:** Increase awareness among girls and their families about the importance of continuing education and delaying marriage until 18 years of age
- ❖ **Objective two:** Increase in number of girls who can choose and plan for their future apart from marriage
- ❖ **Objective three:** Increase in number of girls who have knowledge of future options (pursuing higher education or income generation or a career)

- ❖ **Objective four:** Increase in number of girls who are using or plan to use K2 money to pursue goals other than marriage after 18 years of age
- ❖ **Objective five:** Parents and community influencers are committed to support the girl in pursuing their goal of higher education, income generation or a career (rather than marriage)
- ❖ **Objective six:** Ensure smooth access and availability of the scheme and its benefits among beneficiaries

In the diagram below, the logical framework has been elaborated to achieve the following outcomes,

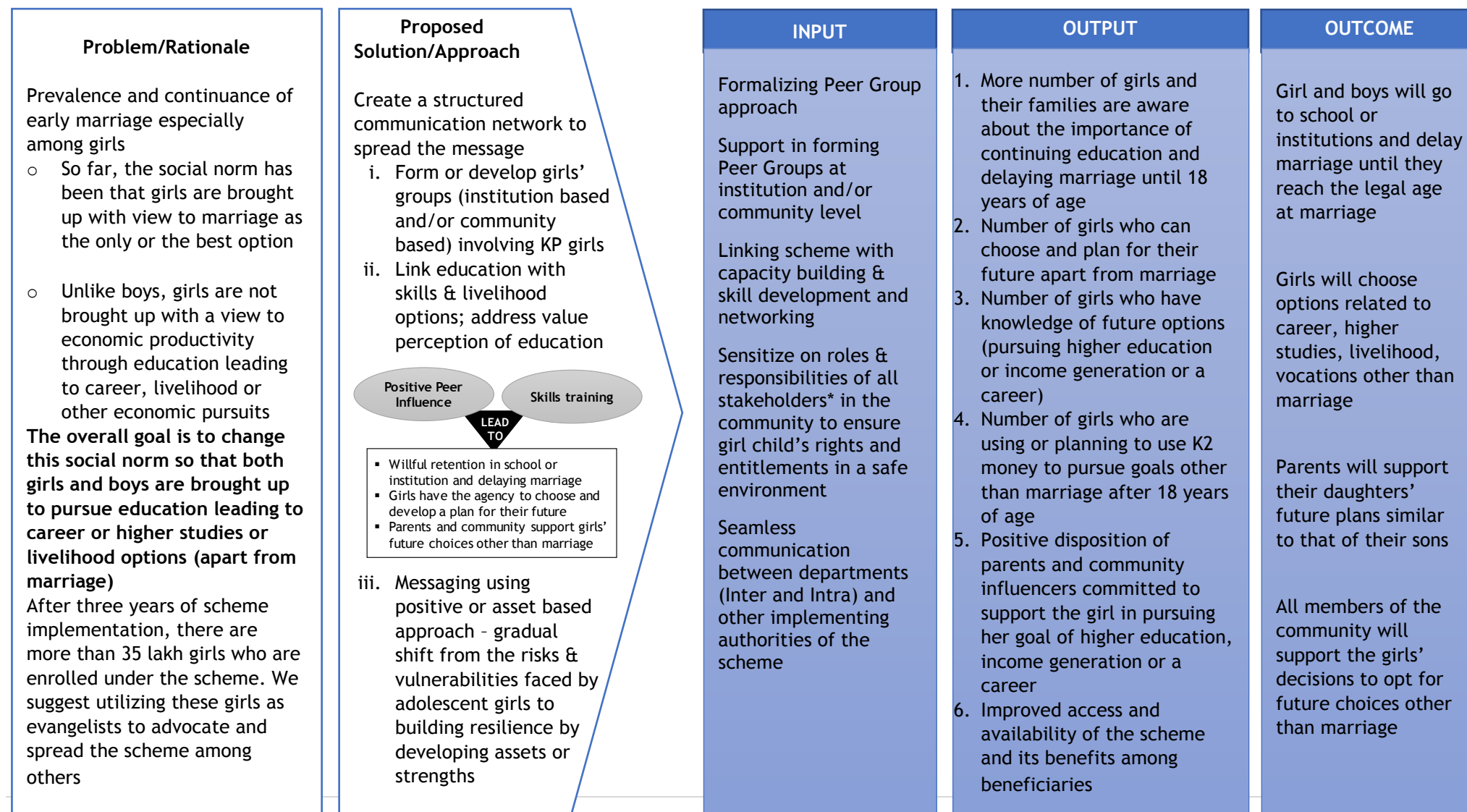
- ⊙ Girls and boys will go to school or institutions and delay marriage until they reach the legal age at marriage
- ⊙ Girls will choose options related to career, higher studies, livelihood, vocations other than marriage
- ⊙ Parents will support their daughters' future plans similar to that of their sons
- ⊙ All members of the community will support the girls' decisions to opt for future choices other than marriage

Diagram: Risk and resilience at different levels

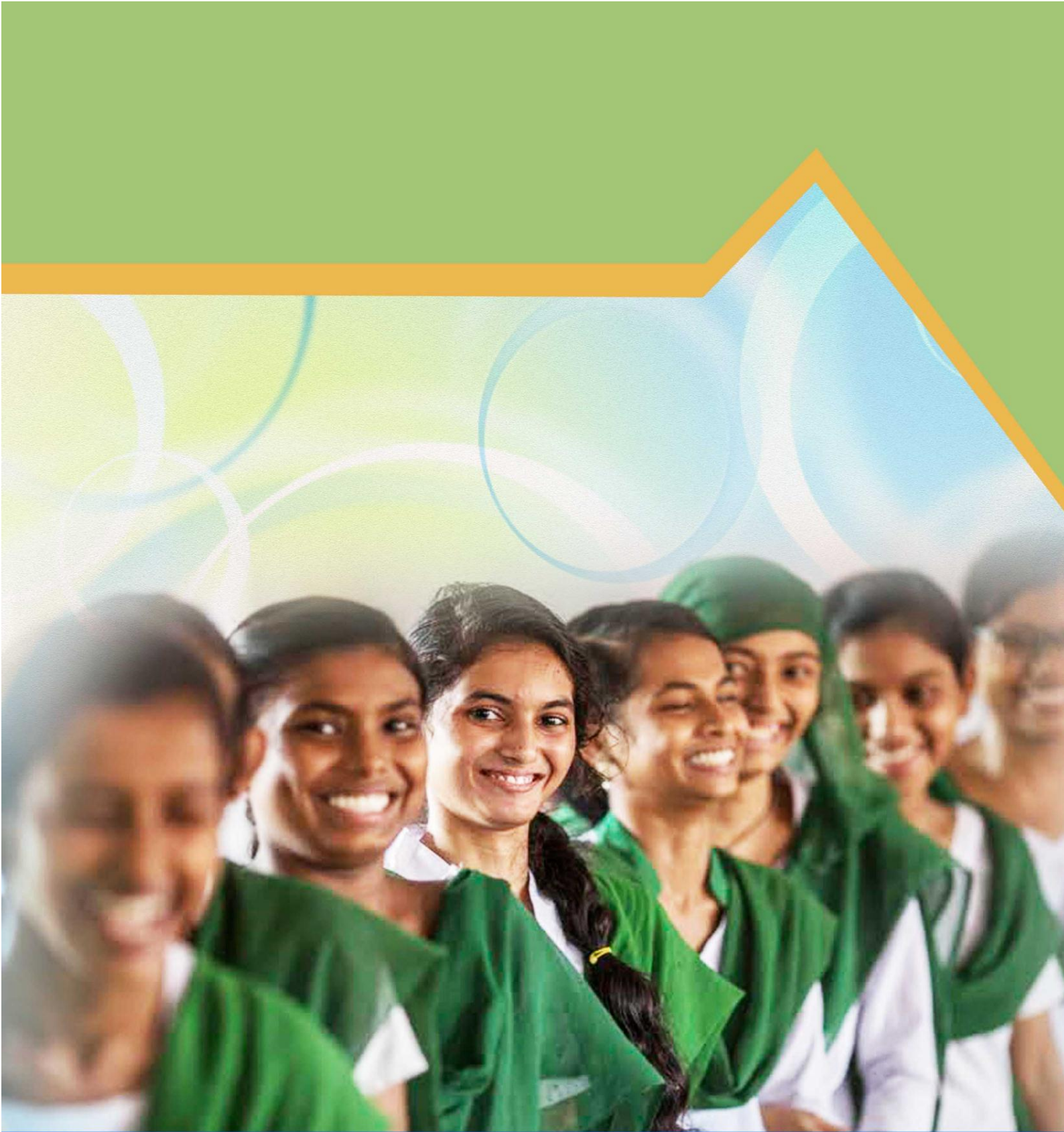
Level	Risk factors	Strategy to build resilience
Individual	Lack goals related to own future, powerlessness, lack of enough knowledge or skill to become self-reliant	Positive development and empowerment of the young person, knowledge and skills for income generation, linkage with available resources and opportunities that institutions (educational, financial, administrative) can provide
Interpersonal and Community	Perceived notion of girls seen as burden or liabilities, gender discrimination, marriage is the most viable option for a girl	Girls are valued as assets to the family as well as community, stronger bond and relationship with adults (all within the ecosystem of the girl), create support towards girls' future choices other than marriage

Revised Communication Strategy for Kanyashree Prakalpa (Logical framework)

The overall communication goal for the revised strategy is that the Kanyashree girl is confident to make the right choice about her future apart from marriage. Education or staying in school/educational institution and delaying marriage gives her the confidence, the vision and the opportunity to choose and plan a better future for herself and her family.

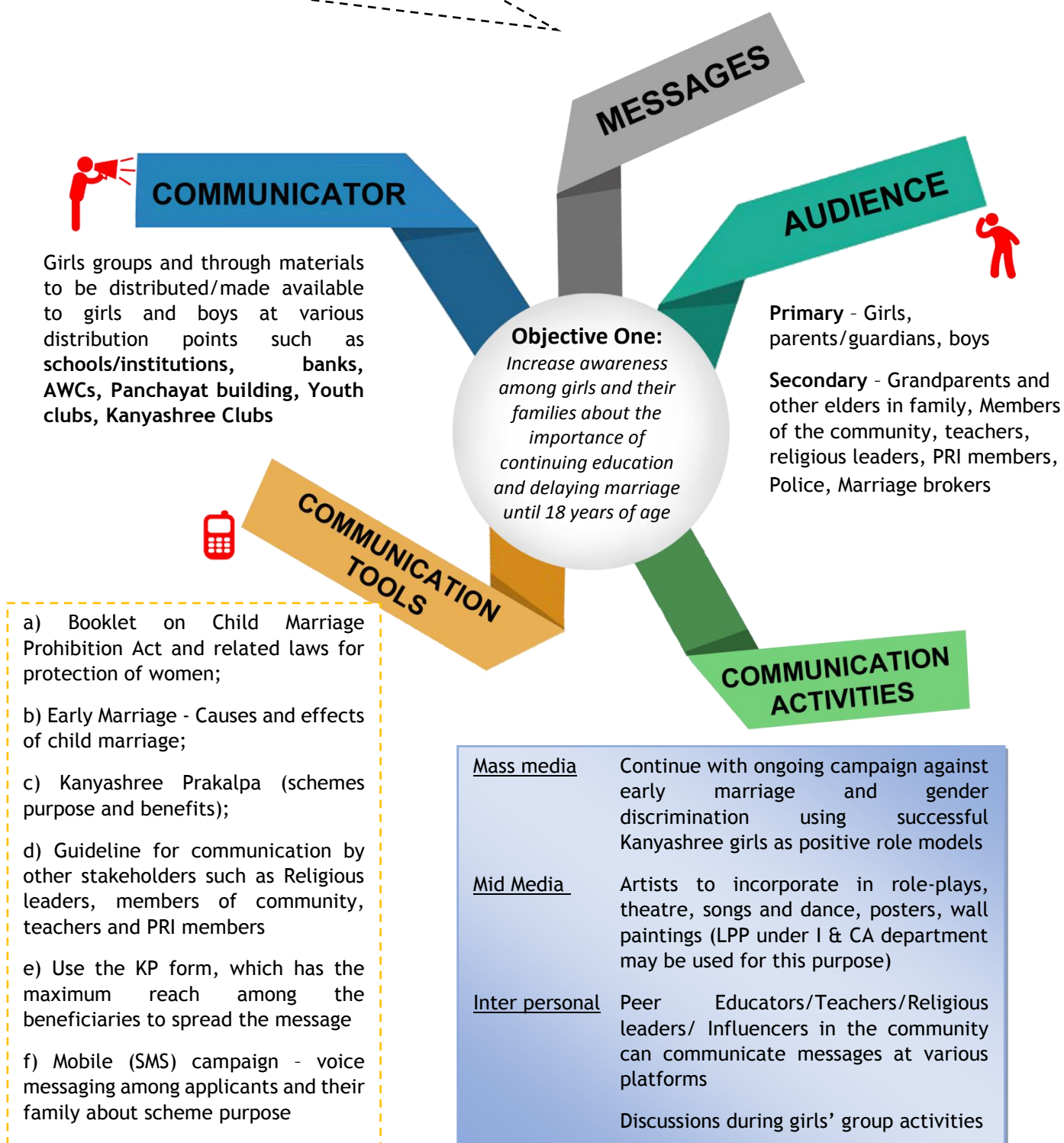


*Family, community members, key influencers such as grandparents, religious leaders, Panchayat Pradhans, Police officials, Bank officials, NGO staff, SHGs, Frontline workers, Implementing officials (district & department), teachers and institutional staff

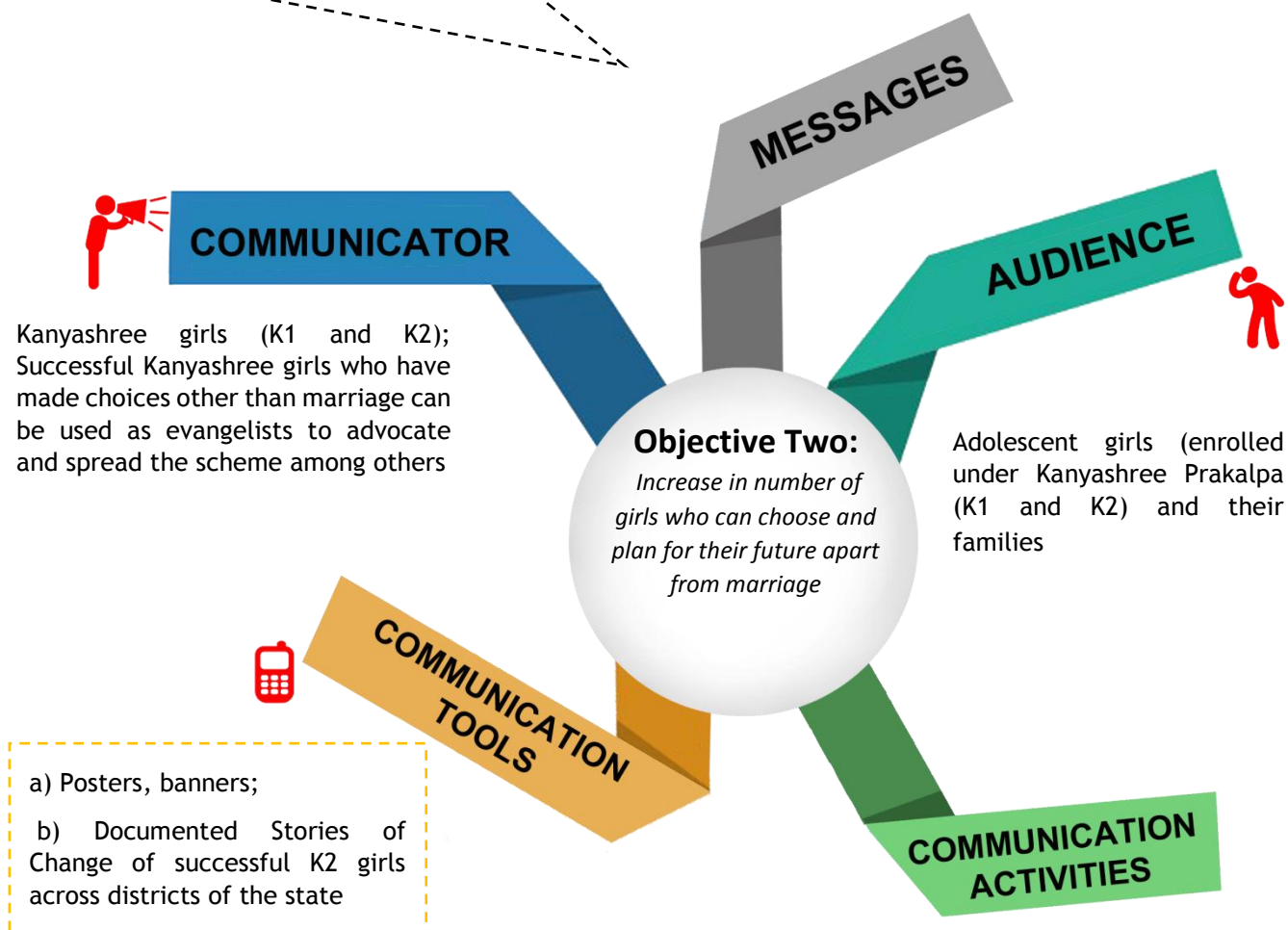


MESSAGE - MEDIA - AUDIENCE MIX

- Kanyashree is a benefit for girls to pursue education and delay early marriage
- Education is an asset for personal development and empowerment
- Early marriage is a loss of resources/productivity/ assets (health, education)
- Early Marriage is a social and legal offence; Negative consequences of early marriage
- Information on prevention of early marriage; Anti-dowry laws, registration of marriage for solemnization
- Pledge for eradicating early marriage

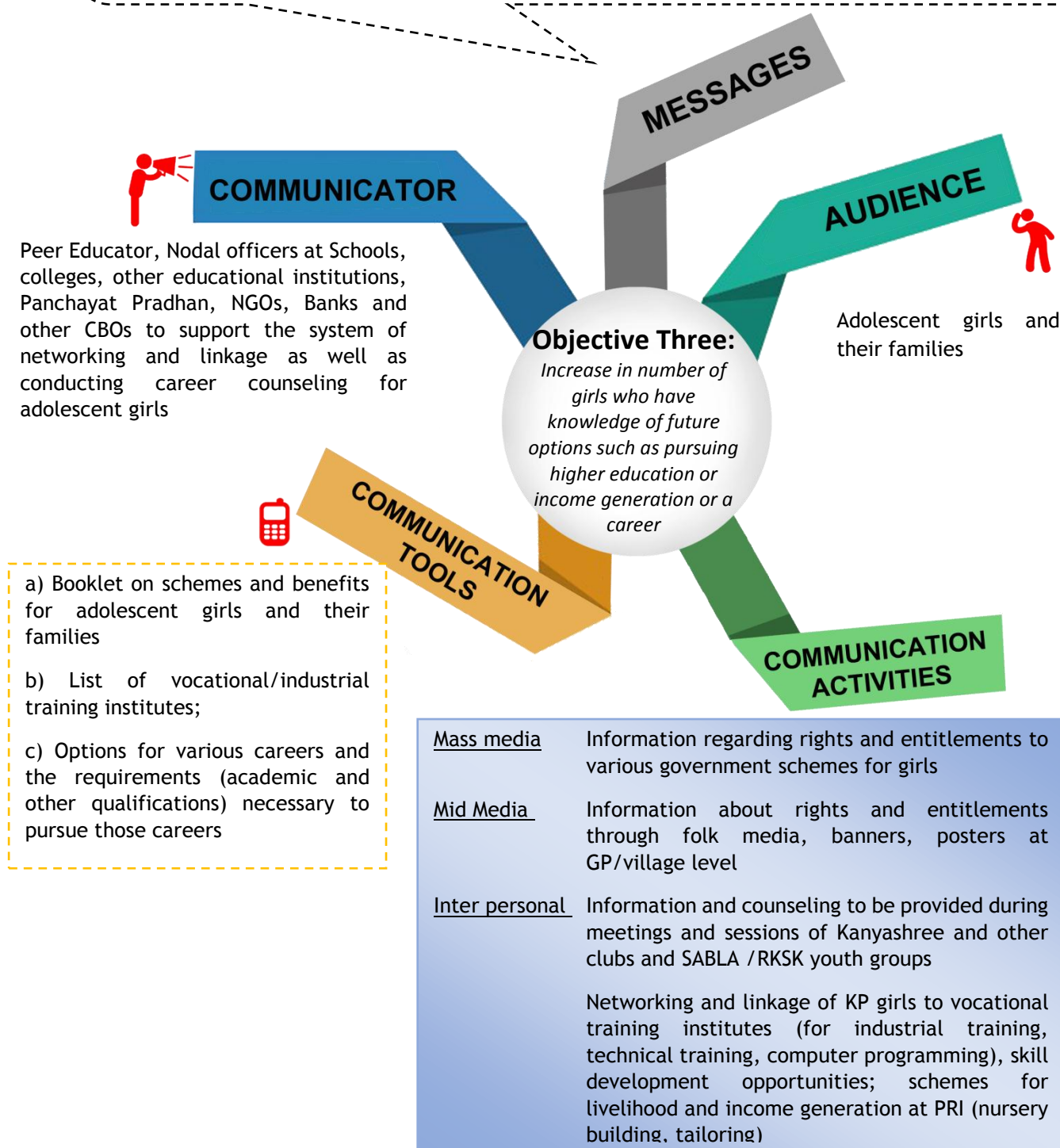


- Choices available for the future; decision making and career planning processes
- Marriage is only one option among many for the future and importance of being self-reliant prior to marriage
- Messages of family /community support endorsing the girls' decisions and planning for her future

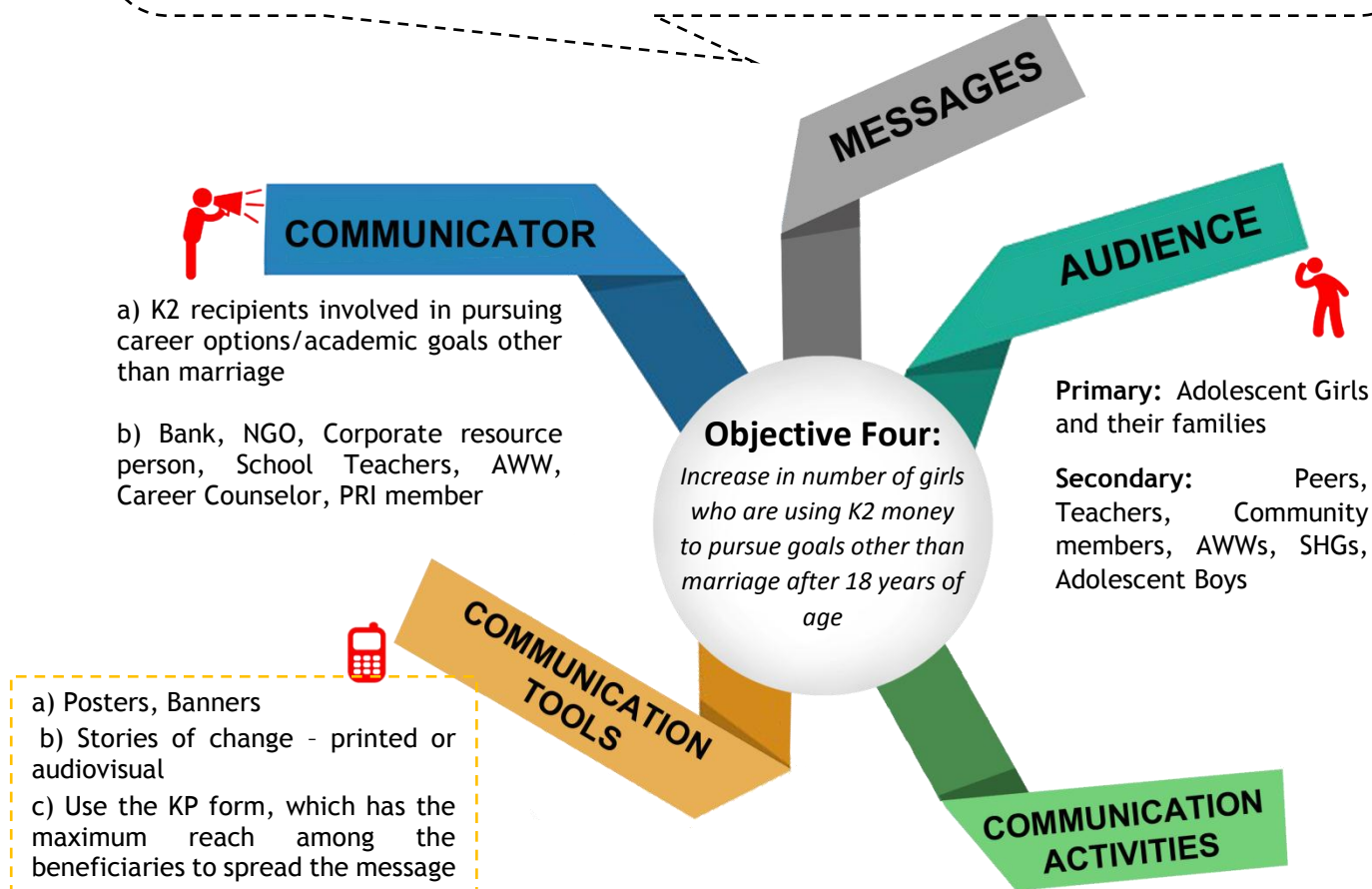


<u>Mass media</u>	a) Radio and TV spots with endorsements by successful Kanyashree role models b) Flex, banners, posters giving the same messages displayed at the GP/village level at prominent spots c) Using videos of Stories of Change to generate community dialogues in the community
<u>Mid Media</u>	Using Folk artists, theatre groups, music to spread the messages in the community
<u>Inter personal</u>	Using KP girls as Peer Educators to communicate to Adolescent Girls at Kanyashree clubs/sanghas, SABLA groups, Adolescent groups in RKSK districts; they are supported in this by the School teacher or AWW, Sakhi/Sahelis Teachers and AWW can lead the process and use both schools and community platforms for this

- Rights and entitlements of adolescent girls to various government schemes and scholarships
- Options available to girls for growth as per aptitude and skill; Marriage is not the only option for girls
- Skill mapping; Avenues for skill development and vocational training
- Relevance of benefits of Kanyashree Prakalpa in future planning
- Scheme aspirants should be able to apply herself online using the infrastructure available at the school or institution

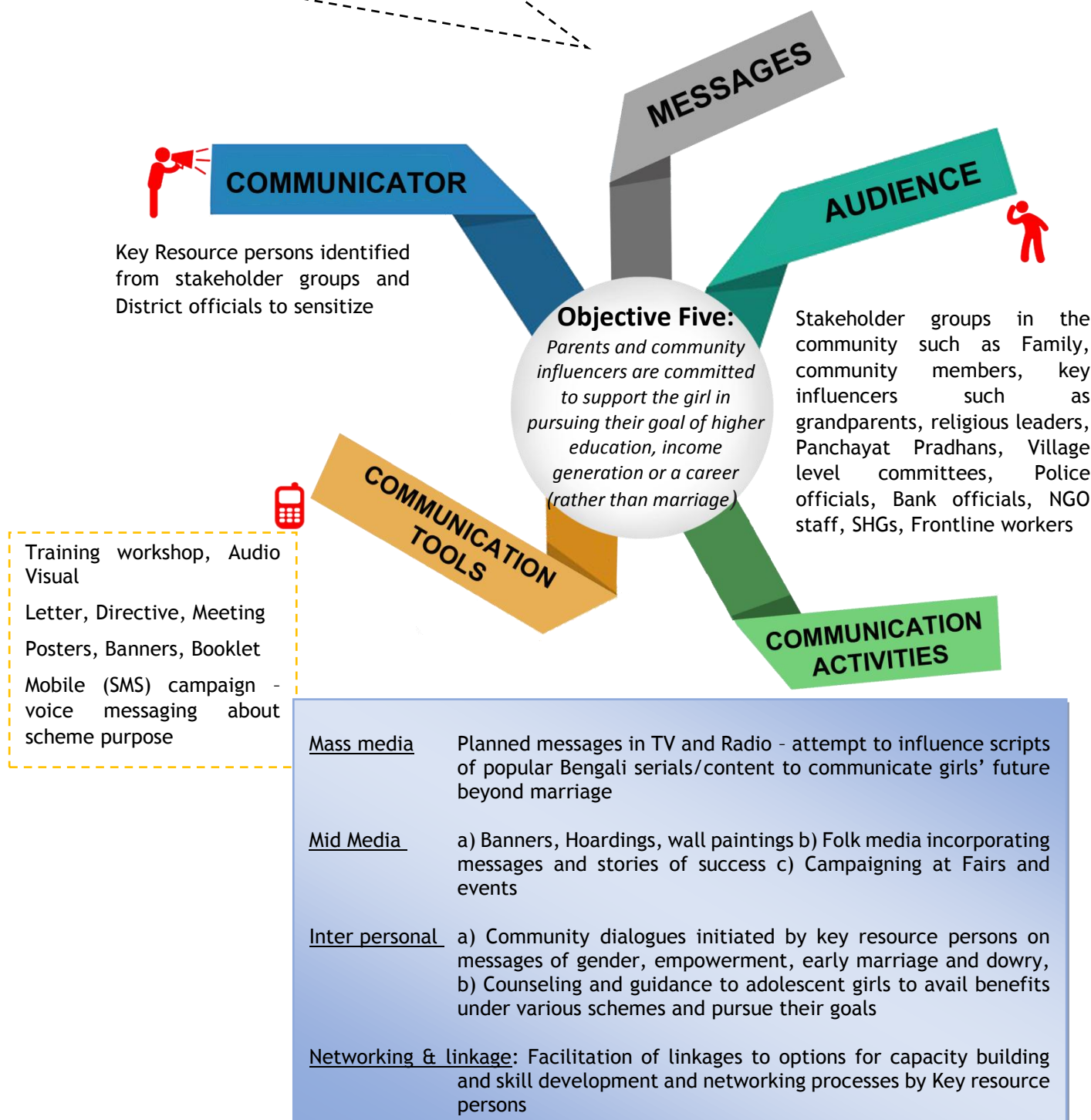


- Kanyashree as a CCT scheme is an investment by the state in the development of girls - not alms or grant for marriage
- Process of empowerment of Kanyashree begins with pursuing of goals other than marriage
- Becoming Kanyashree - personal development and empowerment is a goal; Marriage is not
- Scheme aspirants should be able to apply herself online using the infrastructure available at the school or institution
- Education is an asset that can be used as to build other assets (Asset Development Approach)
- Financial literacy of basic knowledge and skills related to money management is essential to plan a future

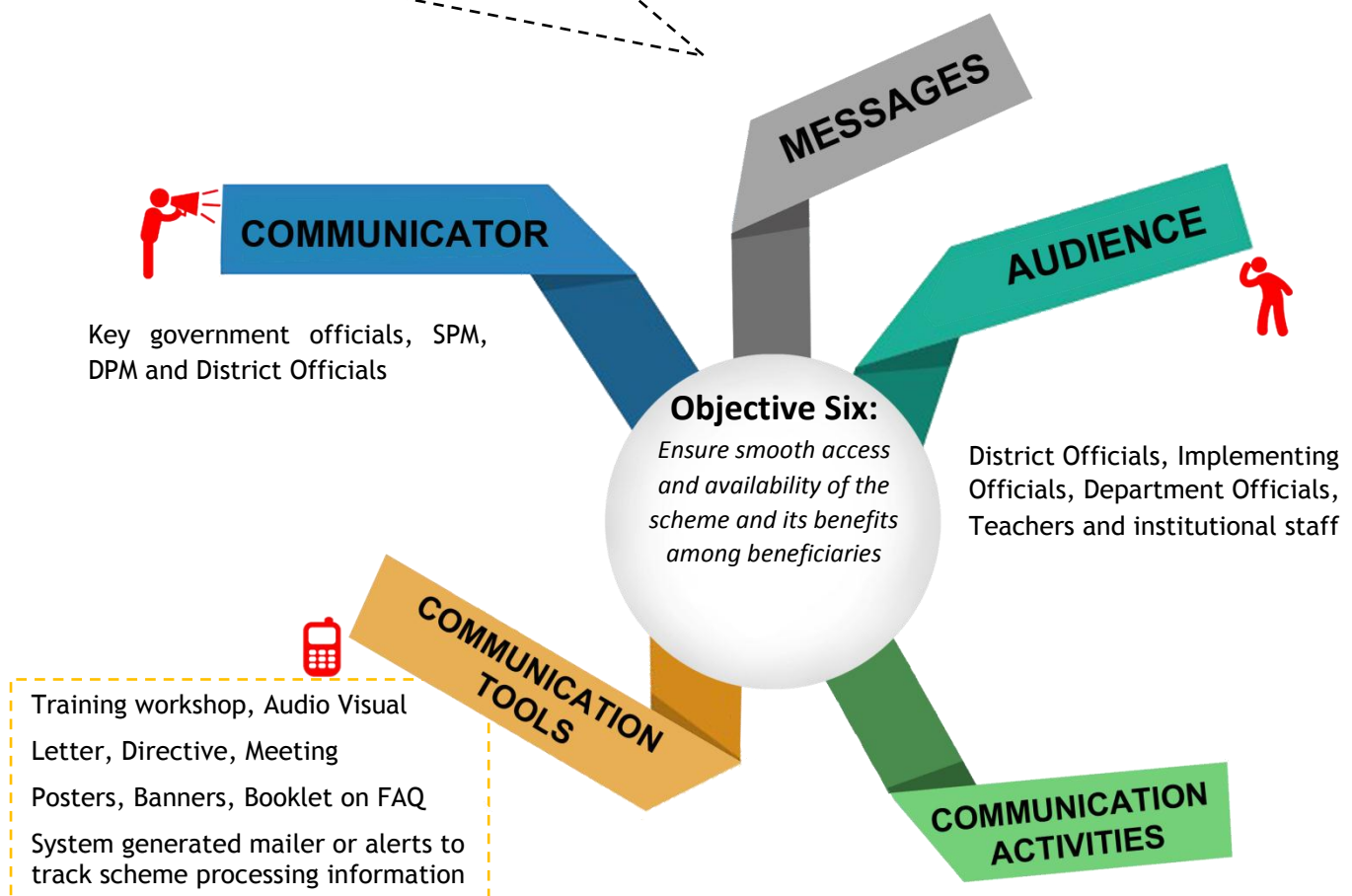


<u>Mass media</u>	Mass media campaigns to use endorsement of these K2 girls to motivate other girls to act and change the existing norms
<u>Mid Media</u>	Group awareness sessions - Exposure visits to banks, post office, corporate and other important institutions; Felicitation and recognition of K2 girls during Kanyashree Diwas
<u>Inter personal</u>	This will be a two-way process at this stage: Information sharing and counseling support will be provided by these K2 Girls as Peer Educators and mentors to other peers Banks and corporate to conduct awareness sessions on financial literacy, money management, asset building Other stakeholders and key persons to provide Counseling, technical and financial support to these K2 girls for their future prospects

- Girls are assets, not liabilities that families need to give away at the earliest - Role of family and community
- Roles and responsibilities of all stakeholders in the community to ensure their rights and entitlements in a safe environment
- Role of PRI in enabling girls to achieve benefits under schemes and flagships -free and fair access
- Role of Banks, NGOs and corporate in development of Kanyashree girls
- Need for enabling environment for overall development and empowerment of girls



- Purpose of the scheme to be understood in a standardized manner
- Detailed information about KP eligibility criteria and process of application
- Grievance redressal system, FAQ
- Roles and responsibilities of persons at each department on preventing early marriage
- Pledge for eradicating early marriage



Inter personal

- Workshops using presentation, audio-visuals for training and capacity building of district and block officials on KP and convergence
- Official social media community page
- Formal communication and sharing of innovative activities via group SMS or bulk emails or chat groups
- Rollout of KP communication strategy at all levels through workshops
- Initiating planned and systematic implementation of communication activities through a yearly calendar of events
- Meetings for directive and review at District and Block Level Steering and Management Committees (DLSMC and BLSMC)



MONITORING AND EVALUATION

A system for monitoring and evaluation of the revised communication strategy is critical so that the development can be tracked and necessary modifications can be made on timely manner.

The indicators are determined to assess the effectiveness of the strategy in meeting its stated objectives.

Results	Indicators	Means of Verification
OUTCOME RELATED		
Girl and boys will go to school or institutions and delay marriage until they reach the legal age at marriage	- Reduction in school dropout	- Baseline, midline and endline reports - School or institution based monitoring reports - Large scale household surveys such as DLHS
	- Increase in enrolment in higher education or technical institutes	
	- Increase in school attendance	
Girls will choose options related to career, higher studies, livelihood, vocations other than marriage	- Higher number of girls opting for higher education	- Baseline, midline, endline reports - Large scale household surveys such as DLHS - Reports on skill building, PMKVY data on girl enrolment - CHILDLINE data - Local administration reports - Monitoring reports of local groups/NGOs
	- Higher number of girls getting enrolled in skill building programmes	
	- Using KP benefit (K2 money) towards positive asset development	
	- Reduction in number of early marriages among girls	
	- Increase in awareness about various schemes and programmes for girls	
	- Increase in participation in group or collective activities	
	Increase in reporting of cases of early marriage	
Parents will support their daughters' future plans similar to that of their sons	- Intention to send girls to school or other educational institutes	- Baseline, midline, endline reports - Minutes of village/ward level committee meetings - Monitoring reports of local groups/NGOs
	- Increase in dialogue between parent and girl child on future plans	
	- Increase in awareness about various schemes and programmes for girls	
	- Increase in awareness about skill building programmes and income generation	
	- Increase in awareness about ill-effects of early marriage	
	- Increase in awareness about girl child rights	
	- Increase in awareness about Dowry Act, PCMA and other acts	
	- Increase in reporting of cases of early marriage	
	- Increase in number of families discussing with peers or community influencers on delaying early marriage in village/ward level committees, meetings	

Results	Indicators	Means of Verification
OUTCOME RELATED		
All members of the community will support the girls' decisions to opt for future choices other than marriage	-Increase in discussion among community influencers and stakeholders on delaying early marriage in village/ward level committees, meetings	- Baseline, midline, endline reports - Minutes of village/ward level committee meetings - Monitoring reports of local groups/NGO
	-Correct information about Kanyashree scheme and its benefits	
	-Increase in reporting of cases of early marriage	
	-Sharing of success stories of KP girls	
	-Increase in communication between district, block and GP level officials on prevention of early marriage and its effects, schemes and programmes	
Improved access and availability of the scheme and its benefits among beneficiaries	-Increased awareness about scheme purpose, benefits, eligibility and process among beneficiaries and their family	- Baseline, midline and endline reports - Reports on grievance management - Reports on scheme enrolment and processing
	-Increased awareness about scheme purpose, benefits, eligibility and process among teachers, frontline workers, PRI members, Community influencers and local NGO/CBO	
	- Increase in use of KP official website by the direct beneficiaries	
	-Scheme benefit receipt within the defined turn-around time (TAT)	
	-Proper grievance handling and documentation	
	-Information on scheme processing to beneficiaries	
	-Information on scheme processing to teachers and other implementing officials	

Results	Indicators	Means of Verification
PROCESS RELATED		
Formation of peer groups and its functioning	-Number of schools with functioning peer groups involving KP girls	-Monitoring reports - Baseline, midline and endline reports
	-Number of girls participating in the groups	
	-Meetings and discussions within groups	
	-Identification and documentation of success stories of KP girls	
	-Peer groups educating other girls on KP scheme and its processes	
	-Plan and execution on exposure visits, trainings or sessions	
Linking the scheme with capacity building & skill development and networking	-Number of training done with Peer Groups on importance of skill building	-Monitoring reports - Baseline, midline and endline reports
	-Teachers involved in identifying and facilitating skill development	
	-Identification of local institutes and opportunities for capacity building and skill development	
	-Involving different institutions (educational, financial and administrative) in awareness generation and linkage	
Sensitize on roles & responsibilities of all stakeholders	- Number of trainings and meetings with stakeholders on roles and responsibilities	-Monitoring reports - Minutes of meetings - Baseline, midline and endline reports
	- Discussions on issues related to girl child, rights and protection, future apart from marriage	
	- Number of people trained in use of communication techniques	
Elected representatives are engaged and motivated to spread messages and coordinate and monitor scheme related activities	-Number of meetings held in which issues related to girl child and KP scheme discussed	Local media reports Minutes of meetings of district administration
	-Aware and highlight success stories of KP girls in public forums	

Results	Indicators	Means of Verification
PROCESS RELATED		
Frontline workers, school teachers, self-help group members and influential volunteers equipped with the knowledge and skills to conduct interpersonal communication (IPC) and community mobilisation to promote girl child education, prevent early marriage, encouraging skill development and relevance of the scheme	-Number of frontline workers, school teachers and volunteers trained -Number of audio-visuals, IEC materials developed	-List of tools developed -Assessment reports -Training reports
Media sensitized and motivated to report	-Number of news stories and their prominence in State and Local media	-Media monitoring and analysis reports
Using standardized communication materials	-Communication strategy document reaching all districts and implementing authorities - District plans shared and documented - Availability of communication and materials - Distribution plan by SPMU and DPMU	-Monitoring reports



IMPLEMENTATION PLAN

Implementation plan:

To implement the communication strategy certain preparatory activities needs to be carried out. In the following section, we have given the activities in chronological order. Some of the activities needs to be initiated simultaneously or in close succession, however, attempt has been made to break the process of implementation into consecutive steps.

The broad steps being the following:

- 1) State level consultation to,
 - a) Share the findings from the needs assessment
 - b) Sharing of the revised communication strategy
 - c) Draft the plan of action
- 2) Issuing of directives and guidelines to relevant department functionaries and other stake-holding departments mentioning about the action plan
- 3) Development of training modules and communication materials as identified
- 4) Identification and development of partnerships for advocacy and community mobilization
- 5) Capacity building of partners, frontline workers and other Communicators to effectively engage with communities
- 6) Development and implementation of media plans, material dissemination plans and activities plan and its execution

Detailed activities and Inputs needed for implementation of the communication strategy:

Specific activities	Inputs
State level consultation for sharing and planning	- Revised communication strategy - Audio-visuals or whiteboard animation covering in details the scheme purpose, benefits, utilization of funds emphasizing asset development approach, roles and responsibilities of every stakeholder
Initiate collation of experiences, challenges, issues related to grievance handling, gaps for preparation of “Ready reckoner” or Booklet on FAQ	Workshops and meetings with stakeholders involved in implementation of the scheme
Form teachers’ forum	Virtual and real forum for regular updates, sharing and innovation with regard to broader issues like prevention of early marriage, continuation of school education, transition from elementary or school education to technical or career oriented education
Initiate process of sharing and collation of good practices and challenges among teachers’ forum	- Sharing platform - virtual and real - Documentation guideline or framework - Workshops for capacity building in effective documentation
Sharing with other stakeholders - PRI, Village committees, Banks, local technical educational institutes	- Schedule for formal sharing on regular intervals - Workshops, meetings with other stakeholders - Directives from administration to ensure involvement all relevant stakeholders - Audio-visuals or whiteboard animation covering in details the scheme purpose, benefits, utilization of funds emphasizing asset development approach, roles and responsibilities of every stakeholder
Initiate identification and linkage development with technical institutes or vocational training institutes	- List of schemes relevant for skill building - Enlistment of available options for livelihood generation
Initiate girls’ group formation involving KP girls	- Group formation guide or Training of trainer (TOT) module - Audio-visuals or whiteboard animation covering in details the scheme purpose, benefits, utilization of

	funds emphasizing asset development approach, roles and responsibilities of every stakeholder
Identify and involve local NGO/CBO for group formation and keeping the girls' groups active	• Enlistment of key organizations • Directives from administration to ensure proper engagement
School level planning and execution of activities for girls' groups	• Directives on exposure visits to important financial, educational and administrative offices • Module on life skill development • Module on career guidance • Audio visuals on successful role models among KP girls • Videos on stories of change • Books on stories of change • Booklet on early marriage related laws for protection of women • Leaflets, posters, banners on KP scheme information • Access to the KP website - orientation with the website and ways to use it
Documentation of activities, achievements, stories of change at school or community level	• Documentation guideline or framework • Workshops for capacity building in effective documentation
Community mobilization	• Letters and directives for meetings with parents' groups • LPP artiste performance schedule and guideline • Guideline for information sharing by other community influencers such as religious leaders, Qazi, Purohit, PRI members,
Digital and social media campaign	• Create official Facebook page • Involve agency to promote by developing appropriate advertisement for social network pages e.g. Facebook, YouTube
Mobile campaign through bulk messaging	• Develop SMS with a defined call to action • Mobile voice message
Advocacy through community radio	• Audio appeals • Sharing success stories • Discussion on challenges and grievances
Media sensitization for advocacy	• Workshops and one on one meeting with editors and journalist to discuss KP Benefits and promote "Education as an Asset for future" for both boys and girls and skill • Module for workshops • Video Films • Highlight the success stories of KP girls for media reporting, scheme benefits • Ready to use material in print and audio-visual form • Organize press meet and conferences

List of Abbreviations

ANM - Auxiliary Nurse and Midwife
ARSH - Adolescent Reproductive and Sexual Health
ASHA - Accredited Social Health Activist
AWW - Anganwadi Worker
CBO - Community Based Organisation
CCT - Conditional Cash Transfer
CM - Chief Minister
DICO - District Information & Cultural Affairs
DLHS - District Level Household Survey
DM - District Magistrate
DPMU - District Project Management Units
DWCD - Department of Women and Child Development
GP - Gram Panchayat
HIV/AIDS - Human Immuno Deficiency Virus \Acquired Immuno Deficiency Syndrome
ICDS - Integrated Child Development Scheme
IEC - Information, Education and Communication
IPC - Inter-Personal Communication
KP - Kanyashree Prakalpa
NFHS - National Family Health Survey
NGO - Non-Government Organisation
PCMA - Prohibition of Child Marriage Act
PRI - Panchayati Raj Institution
RTE - Rights of every child to Education
SBCC - Social and Behaviour Change Communication
SMS - Short Message Service
SPMU - State Project Management Units
TV - Television
UN - United Nations
UNICEF - United Nations Children's Fund
VIC - Village Information Centre
WHO - World Health Organization



জানবো শিখবো
আর নিজের স্বপ্ন পূরন করবো



Marriage?

Not now.
I want more
education
I want to know
everything



unicef 
for every child

United Nations Children's Fund

Office for West Bengal
L&T Chambers, Fourth Floor
16, Camac Street, Kolkata 700017.

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