

A Dream Child Protection Committee: Some Possibilities



A Facilitators' Guide

based on
Lessons Learnt from Young People

Presented by:



With Support from



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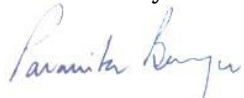
Heartfelt thanks from my end to Dr Subhrangsu Aditya and Ms Sahana Nag for mentoring us, and me in particular, towards deeper understanding of the components of a young person's wellbeing. It is through their mentoring that I have learnt how important it is for adults to take time off from the normative world and traverse the world of fairytales and fantasy in order to be competent in ensuring such wellbeing for young people. That learning informs many of the techniques used here.

But most of all, we would like to thank the young people and the adults we work with, for it is through our continuous learning from them that we are today able to put together something like this. They have been the source of our inspiration in thinking up approaches and techniques for enabling young people. Their feedback has helped us refine our methodologies. The enthusiastic engagement of the adults has given us the conviction that young people and the adults around them can usher incredible transformations in their life situations if only the adults learn to listen to children with seriousness and commitment and treat the young as equal partners in changemaking.

Finally, we would like to dedicate this publication to Ms Nargis Khatun, rechristened Diya Mandal later in her life, in acknowledgement of the role she had played as one of the founding members of DIKSHA. We've lost this young courageous soul to bone marrow cancer recently, but her spirit of challenging various forms of injustice against young people remains alive in everything that DIKSHA does.

Our efforts will be meaningful if this Facilitators' Guide finds use among activists and organisations working with young people at the grassroots level. This is under Community Collective Copyright, implying that it may be used by anyone – except for commercial purposes. We acknowledge our need for greater use of this guidebook, with or without involving us.

In solidarity,



Paramita Banerjee

For and on behalf of DIKSHA

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Setting the Context

The Integrated Child Protection Scheme (ICPS)

The Integrated Child Protection Scheme (henceforth ICPS) is a central government scheme proposed in 2006 and in force since 2009. It aims at providing a protective and safe environment for children to develop and flourish in. With special focus on Children in Need of Care and Protection (henceforth CNCP) as described in the Juvenile Justice (Care and Protection) Act – enacted in 2000; amended in 2006 and again in 2015, the purpose of ICPS is to reduce risks and vulnerabilities of children to all forms of abuse, neglect, exploitation, abandonment and separation of children.

The specific objectives of the scheme are:

- a. To institutionalise essential services and strengthen structures, which includes –
 - i. Establishing and strengthening a continuum of services for emergency outreach, institutional care, family and community based care, counselling and support services
 - ii. Putting in place and strengthening necessary structures and mechanisms for effective implementation of the scheme at the national, regional, state and district levels
 - iii. Defining and setting standards of all services including operational manuals for the functioning of statutory bodies
- b. To augment the capacity of all systems and persons involved in service delivery, by –
 - i. Building capacities of all ICPS functionaries inclusive of administrators and service providers at all levels
 - ii. Sensitising and training members of allied systems such as local bodies, police, judiciary and other concerned departments of State Governments to undertake responsibilities under the ICPS
- c. To develop data and knowledge bases for child protection services by –
 - i. Creating mechanisms for a child protection data management system including MIS and child tracking system in the country for effective implementation and monitoring of child protection services;
 - ii. Undertaking research and documentation
- d. To strengthen child protection at family and community levels, by –
 - i. Building capacities of families and community to strengthen care, protection and response to children;
 - ii. Creating and promoting preventive measures to protect children from situations of vulnerability, risk and abuse
- e. To ensure appropriate inter-sectoral response at all levels through coordination and networking among all relevant Government departments and Non-Government agencies providing services for children
- f. To raise public awareness about child rights, child vulnerability and child protection services through information dissemination

Child Protection Societies at national, state, and district levels have been set up for the effective implementation of this scheme. The structures at the community level under the ICPS are Village (in Panchayat areas) and Ward (in municipal areas) level Child Protection Committees (VLCPC/WLCPC). **This is a Facilitators' Guide aimed at unlocking the immense possibilities of creating a community-based safety net for the protection of children from all forms of neglect,**

harassment and abuse/violence through strengthening VLCPCs and WLCPCs. It is an attempt on our part to put together a Workshop Module that the Government Bodies connected with Village and Ward level Child Protection Committees, as also the Member NGOs of these outfits, can use to build the capacity of the young members of CPCs – so that they evolve as Changemakers enabled to lead the process of transforming their respective areas into safe zones for children. Also, some exercises to involve the young and adults together to facilitate the process of adults learning to listen to young people with the willingness to learn from the young.

About DIKSHA

The Genesis

The genesis of DIKSHA lies in a programme enabled by a Fellowship for Leadership Development from the MacArthur Foundation, awarded to Paramita Banerjee (1999 – 2001). Started in the Kalighat red light area in Kolkata, West Bengal, this project aimed at creating a non-intrusive space for 10-19 year old adolescents for them to voice, debate, discuss and resolve issues around gender and sexuality, without infringing upon their right to privacy and silence. This pilot programme proved to be a learning process for both the participants and the interveners – a wall that broke down as the youth took leadership roles. DIKSHA is the concretisation of that learning.

At the start of the initiative, forced second/ third generation entry into the sex-trade for girls and sucking-in of boys into bootlegging, drug-peddling and pimping were inevitable. Child Sexual Abuse was viewed as 'normal' and 'inevitable' for girls, 'non-existent' for boys. More than 90% children dropped out from school between classes VI and IX, with 70% children engaged in labour, and underage marriage for girls was rampant – with these marriages more often than not being the route to the backdoor entry of girls from this area into the sex trade.

A sea change has been achieved since those early years. Forced intergenerational entry of girls into the sex-trade has been entirely eliminated in Kalighat. Not a single male youth from the generation with whom the initiative was started is into pimping. As a result, there is no intra-trafficking of underage girls into the sex trade in Kalighat. It does not even work as a first-contact place where an adult woman is introduced to the sex trade. There is 100% reporting and community-level prevention of every attempted child sexual abuse incident for both girls and boys. More than 90% children today are passing the tenth standard exam at least, with many enrolling for higher studies. Children engaged in labour has been reduced from more than 70% in 1999 to 23.18% now, with some of them in family run businesses. There hasn't been a single case of underage marriage since 2009.

How this Change has been Achieved

DIKSHA works as a Rights Skills Building organisation where marginalised youth help other peers to know their rights; identify violations; and prevent, challenge, protest, resist and prosecute violations and violators. Guided by the vision of a world where all young people can access and exercise their rights – DIKSHA's mission is to create safe spaces for children and adolescents through building up their inner strength and integrating individual development with community needs.

We work with the following objectives:

- Addressing internalised sites of disempowerment that become invisible means of control and prevent disadvantaged communities from accessing positive inputs and claiming entitlements
- Developing the changemaking abilities of disadvantaged adolescents to help them evolve as interveners and community leaders

- Creating an enabling environment for the protection and implementation of child rights through direct and pro-active participation of children, adolescents and community adults as stakeholders

DIKSHA informs children about their rights through regular sessions and helps build up their skills and confidence for identifying, questioning and challenging situations of rights violations. Session participants elect their own representatives as Community-based Resource Team (CBRT) members, who act as 24X7 watchdogs and change agents for protection through participation against any kind of violation of child rights. CBRT members receive additional skills building support towards changemaking skills development, focused on:

1. The ability to identify situations of violations and violence
2. The capacity to work out strategies for resistance, prevention, protection and redress in cases of violations or violence
3. Networking and alliance building capabilities
4. Advocacy skills
5. Peer counselling and team building abilities

In addition to information sharing and changemaking skills development, psychosocial support is offered through a number of regular and alternative therapeutic inputs such as peer counselling, professional counselling support, play therapy, art, narrative and drama therapy. Confidence building and advocacy skills are further supported through nurturing the creative expressions of young people engaged with DIKSHA in the form of stories, poems, songs, comics, posters, drawings and theatre. DIKSHA has always worked with girls and boys together to promote gender justice through real-life involvement as equal partners in change.

While the central focus of all our work is to ensure child protection through their direct participation, other rights such as the right to survival and development also come within the orbit of our work as per community needs identified by the young community based leaders. To cite some examples, DIKSHA CBRT and Work Group members ensure through regular home visits that every child has a Birth Certificate and facilitates the process of securing one as and when necessary. School enrolment is no longer a need in Kalighat, but dropout prevention is very much in our focus. Absenteeism, almost inevitably the stage preceding dropping out, is reported both by peers and teachers, and sometimes by guardians also. Peer counselling/ professional counselling support is offered as per the need on case to case basis to get such children back to school.

Finally, we offer some nutritional support to children participating in the DIKSHA information sharing and skills building sessions. Such support is either consumed then and there as children are hungry by the time our sessions get over. Some of the children also save this limited refreshments to have as breakfast before attending school the next day. Incidentally, the same refreshment support is used to organise cake cutting for everyone's birthday at DIKSHA, which the children absolutely love – as most of them do not have the privilege of having their birthdays remembered and celebrated at home. For some, it is worse since the brother's birthday is celebrated, but not the girl's.

DIKSHA also works with community adults to develop support groups for the young people's work against all forms of child abuse (including sexual abuse), and with bodies of power (local councillors, police, school teachers, employers of child labour) to link them directly with CBRT members to facilitate administrative intervention where necessary to prevent and protect children from different forms of abuse. One major source of support from community adults is the Rakhi Team – a collective of women in our working areas who act as backup support in all crisis interventions by CBRT members. This community rooting helps DIKSHA address the

situation of rights violations of children – especially with reference to various forms of violence faced by them, including sexual abuse – through changing the power equations between children (the abused) and the abusers (community adults, police, school teachers, employers of child labour).

DIKSHA is guided by a group of six adult trustees (four females, including an adult community leader from the Kalighat red light area, and two males). The vision, mission, and programme focus were initially developed jointly by a team of 16 young people from the Kalighat red light area under the guidance of Paramita Banerjee, who has been awarded the prestigious Ashoka Fellowship to replicate her proven model of developing safe spaces for children through enabling their own changemaking abilities to blossom. All decisions at the operational level are taken by the Work Group that always has members from the communities we work with.

Operational in three project areas – Kalighat, Khidirpur and Munsiganj – DIKSHA works with:

1. Adolescent girls and boys living in red light areas – most of whose mothers are / have been in the sex trade.
2. Youth living in red light areas – females often married underage, back with the mother due to desertion by husband and/or domestic violence issues – forming the most vulnerable group for forced second generation entry into the sex trade and males variously dependent on the red light area economy for livelihoods.
3. Community adults – to collectivise them into backup support teams for the young people's initiatives, which has led to the formation of two women's groups known as the Rakhi Team in Kalighat and Khidirpur areas.
4. Local bodies of power such as the local police station, councillor, school teachers and club members – to build direct linkage with the CBRT members to ensure access and support.

Some Achievements

In addition to the exemplary change we have been able to bring in the Kalighat red light area, some of our other achievements have been:

1. In recognition of our strong community presence, DIKSHA has been selected as the Member NGO for three Ward Level Child Protection Committees (Wards 82, 83 and 92) in the Kolkata Municipal Corporation area and as a supporting organisation in a fourth (Ward 75).
2. DIKSHA has been invited to work inside another red light area (Munsiganj) by a local youth club. We have just started working there and the situation is even more dire than it was in Kalighat in 1999. There were many organisations offering different kinds of services in Kalighat back then, but there is no support for the children in Munsiganj.
3. One 'Communitiy Fellow' and one 'Changeloomer' among the youth leaders of DIKSHA – both are prestigious youth fellowships that mostly remain inaccessible to underprivileged young people with no English education to back them. A third DIKSHA Work Group member has been selected as an Ashoka Youth Venturist – showcasing how DIKSHA's investment in developing marginalised youth as leaders is reaping benefits for them in many different ways at both the individual and community levels. Many DIKSHA members are now working with other civil society organisations as skilled workers.
4. One of our CBRT Members has been selected for a Veerangana (literally, a brave female) Award by the West Bengal State Commission for the Protection of Child Rights for her exemplary courage in preventing attempted sexual abuse, without giving up till the perpetrator was prosecuted. Another living proof of how our investment to develop marginalised young people as changemakers facilitate protection for self and peers.

Future Dreams

What had once started as an experiment to facilitate the process of marginalised adolescents in red light areas is now a proven model of ensuring community-based mechanisms of child protection through the direct participation of community youth and adults. We are ready for replication through three different channels therefore:

1. Direct Action:

- a. Additional skills building support for DIKSHA Work Group and Rakhi Team members for support to our newly started work in Munsiganj.
- b. Strengthen our work in the Munsiganj red light area to enable the young people there to emerge as changemakers and establish community-based mechanisms of protection through their direct participation – as in Kalighat.

2. Influencing:

- a. Working with schools accessed by children from red light areas through our Education PLUS (Positive Learning to Upgrade Self Esteem) programme to generate peer support for red light area children and make the schools safe and discrimination-free spaces to prevent dropouts.
- b. Strengthening Child Protection Committees in Wards 82, 83 (Kalighat and adjacent), 92 (where the DIKSHA administrative office is located) and 75 (Munsiganj) to make statutory protection mechanisms available and accessible to red light area children, as also to children facing other vulnerabilities.
- c. Working with relevant government bodies towards highlighting of special needs of children from red light areas and strengthening the Child Protection Committees in all such Wards in Kolkata and adjacent districts.

What Prompted Us to Develop this Facilitators' Guide

Nominated as the Member NGO in three WLCPCs and a supporting organisation at a fourth, we have spent about a year (2017 – 18) trying to make the CPCs in Wards 82, 83 and 92 thriving safety nets for children. Lessons learnt through this process are encapsulated below:

1. As of now, not only is the number of child members limited to two in a body that has 16 members – there is no provision to build the leadership qualities of these young people. We have been voicing this concern at every meeting we have attended in connection with WLCPCs in Kolkata. Our work experience convinces us that the active participation of enabled young people in leading the process of ensuring safety and security for all children is not just desirable, but indispensable. For CPCs to be thriving, they must have enabled young members who can be real representatives of the vulnerable children in their respective areas to voice their issues and concerns. Also, articulate approaches and measures that would be most acceptable to children. This is a guide to facilitate that process of enabling.
2. Our culture does not encourage children to engage as equal partners in change with adults; on the contrary. This results in making young people feel unsure about voicing their thoughts and opinions freely in adult company. The more marginalised a child is, the higher is her/his degree of uncertainty and hesitation. Also, the approaches and forms of expression used by children may (and does) differ from the average adult modes, which makes it even more difficult for young people to get their views across to a predominantly adult body – unless they have been enabled to lead with confidence and acquired the skills of negotiating and networking. We have made an attempt to address these needs in this Facilitators' Guide, with special focus on the capacity building needs of vulnerable children.

3. Just as young people feel hesitant to speak freely in front of adults, the same cultural barriers create a resistance, often subconscious, in adults to listening to children seriously, with the willingness to learn from them. There are exercises in the guidebook, therefore, for children and adults to participate together as equals.
4. In the only capacity building initiative for the CPC Members of Wards 82 and 83 (along with those from Wards 81 & 89) organised so far under the aegis of the Kolkata District Child Protection Unit – DIKSHA was entrusted with the session on abuse and violence. The time allotted was just half an hour for an area so vast both conceptually and in significance. All we could do, therefore, was to make a PowerPoint presentation. But two things happened:
 - a. Many of the participants not only appreciated the presentation, but openly mentioned that they needed deeper understanding
 - b. DIKSHA has since been called to other WLCPC trainings for making this same presentation

We have learnt a lesson from this – one that agrees completely with our work experience for so many years. Both the adults connected with CPCs and the child members need to go through sustained capacity building to fully understand the types, shades and nuances of the various forms of abuse and violence that children face, and the harm these life experiences may cause in a child's wellbeing. Such capacity building has to happen through workshops using non-classroom techniques. We have tried to cover that in this guidebook.

Who Can Use It

This guidebook relates directly to the aim of CPCs to enable families and communities to deal effectively with risks and vulnerabilities of children. However, our conviction – further strengthened through our work experience – is that the process needs to start with the enabling of children themselves. Our expectation, therefore, is that this Facilitators' Guide will become a handy tool for all Member NGOs attached with VLCPCs and WLCPCs – to make these spaces safe for children to voice their issues and concerns. There is immense scope for these outfits to become effective safety nets for children at the community level – with that safety being led by enabled young members in collaboration with the adults. DIKSHA would be happy to conduct Training of Trainers using this guidebook to help develop a pool of young master facilitators, who could then conduct workshops in their respective VLCPCs and WLCPCs.

However, this Facilitators' Guide may well be used by any organisation working with children – to conduct workshops for developing leadership skills among young adults. This may freely be used for non-commercial purposes. But to ensure minimisation of loss in transmission – an initial Training of Trainers is strongly recommended.

A Dream Child Protection Committee: Some Possibilities

A Facilitators' Guide to Conduct Workshops

Workshop for Young People

Number of Days: 3

Number of Participants: Not Less than 10, Not More than 25

It is strongly recommended that these workshops be conducted by Two Facilitators – one adult and one young person.

Workshop Objectives

1. Building the knowledge base of young people about the nuances of the rights to protection and participation
2. Information sharing on the role VLCPCs/ WLCPCs can play in making neighbourhoods safe for children
3. Enable young people to evolve as changemakers in their own neighbourhoods with the skills necessary to influence VLCPCs/ WLCPCs

Proposed Workshop Schedule

Note: This time allotment is for 25 participants and will vary if the number of participants is less.

Topic	Time Needed	Materials Needed	Methodology	Learning Objectives
Day 1				
Ice Breaking & Introduction	10.00 – 11.30	Toilet paper rolls, a soft ball	Interactive fun and games, with both facilitators participating Sum up	Relaxing the participants & creating an atmosphere of active, participatory learning
Tea Break	11.30 – 11.45			
Matching Expectations & Objectives	11.45 – 12.00	Post-its & a PowerPoint presentation on the objectives of the workshop	Individual responses & technical presentation	Making it clear to the participants what the workshop is about
Codes of Cooperation	12.00 – 12.10	Chart paper & Markers	Open house & Sum up	Setting the ground rules
Setting the Context	12.10 – 12.20	A PowerPoint presentation & projection facility	Interactive technical presentation and open house	Technical input on children's right to protection and the role VLCPCs/WLCPCs can play in ensuring that
Circles of Safety & Unsafety	12.20 – 13.30	Chart papers, markers, sketch pens, coloured paper, crayons/ pastels, water colours, glitter colours, scissors, glue,	Group Exercise Presentation Questions & Clarifications Sum up	Young people map their own understanding of vulnerabilities

Topic	Time Needed	Materials Needed	Methodology	Learning Objectives
		double sided tapes		and protection needs
Lunch Break	13.30 – 14.15			
Energiser	14.15 – 14.30			
Flowers & Thorns	14.30 – 15.45	Chart papers, markers, sketch pens, coloured paper, crayons/ pastels, water colours, glitter colours, scissors, glue, double sided tapes	Group Exercise Presentation Questions & Clarifications Sum up	Young people map potential sources of harm & abuse and potential protectors
Tea Break	15.45 – 16.00			
Engaging our Protectors	16.00 – 17.30	Chart papers, markers, sketch pens, coloured paper, crayons/ pastels, water colours, glitter colours, scissors, glue, double sided tapes	Brainstorming Group Exercise Presentation Questions & Clarifications Sum up	Getting young people prepare their own stakeholder engagement matrix
Day's Feedback	17.30 – 17.45		Open House	Marking lessons learnt
Day's Sum up	17.45 – 18.00		Oral presentation	Marking objectives met & outlining the ones yet to be covered
Day 2				
Recap	10.00 – 10.15	Pre-made newspaper ball with questions & music	Game & Sum up	Reinforcing lessons learnt and setting the agenda for the day
What can I do by Myself and Where I Need Help	10.15 – 11.15	Chart papers, markers, sketch pens, coloured paper, crayons/ pastels, water colours, glitter colours, scissors, glue, double sided tapes	Individual & Group Exercise, Sharing & Sum up	Mapping individual skill-sets and capacity building requirements
Tea Break	11.15 – 11.30			
Addressing Capacity Building Needs	11.30 – 13.30	Chart papers, markers, sketch pens, coloured paper, crayons/ pastels, water colours, glitter colours, scissors, glue, double sided tapes	Group exercise, sharing & sum up	Young people formulate their own strategies for addressing capacity gaps
Lunch Break	13.30 – 14.15			
Together Each Achieves More	14.15 – 15.45	Ribbons, bricks, big handkerchiefs (one for each participant) Note: this should preferably happen outdoors	Team Building game – instructions, preparations, game, debrief, sum up	Lessons learnt in planning, coordination & communication
Tea Break	15.45 – 16.00			
Active Listening & Effective Speaking	16.00 – 17.30		Exercise in pairs Sharing in large group	Strengthening communication & negotiating

Topic	Time Needed	Materials Needed	Methodology	Learning Objectives
			Sum up	skills
Day's Feedback	17.30 – 17.45		Open House	Marking lessons learnt
Day's Sum up	17.45 – 18.00		Oral presentation	Marking objectives met & outlining the ones yet to be covered
Day 3				
Recap	10.00 – 10.15	A bowl with question chits & a soft ball	Responses & Sum up	Reinforcing lessons learnt and setting the agenda for the day
Gender Benders	10.15 – 11.15	Three signs pinned to three different corners of the room and some pre-decided statements	Value voting – debates & sum up	Enabling young people to question gender stereotypes & learn to work together towards gender justice
Tea Break	11.15 – 11.30			
The Giant, the Baby and the Ant	11.30 – 13.30	Coloured cards marked Giant, Baby and Ant Note: There must be enough for every participant – proportionally divided into the three categories	Rotational individual exercise and sharing	Young people map their own tendencies to dominate, feeling helpless and being small but enabled
Lunch Break	13.30 – 14.15			
We Can – Yes We Can	14.15 – 15.15	As above	Team building game – instructions, game, debrief and sum up	Young people learn to deal with peer pressure/ bullying, loving and caring for each other and saving each other from crisis
Our Dream CPC	15.15 – 16.00	Chart papers and markers/ sketch pens	Group exercise, sharing & reaching a collective decision	Young people develop their own idea of an ideal CPC
Tea Break	16.15 – 16.30			
Roadmap to a Dream CPC	16.00 – 17.00	Chart papers and markers/ sketch pens	Group exercise, sharing & reaching a collective decision	Young people prepare their own work plan to make their Dream CPC a reality
Final Feedback	17.00 – 17.30	Written feedback forms	Individual exercise	Getting the participants' assessment of

Topic	Time Needed	Materials Needed	Methodology	Learning Objectives
				the workshop
Positive Strokes	17.30 – 18.00	Sheets of paper	Individual exercise	Closure on a high note

Workshop with Adults

Number of Days: 1

Number of Participants: 10 – 15

Workshop Objectives

1. Engage adults to function as equal partners with young people
2. Getting the adults to adapt/ modify their own ideas to match with what the young people have voiced
3. Generating a roadmap towards a Dream CPC to be followed collectively by the adults and children

Note: The participants should ideally be members of the existing VLCPC/WLCPC. If that is impossible, then at least representatives of Member NGOs and Supporting NGOs of VLCPCs/WLCPCs – who can then carry the process forward with the members

Proposed Workshop Schedule

Topic	Time Needed	Materials Needed	Methodology	Learning Objectives
Day 1				
Ice Breaking & Introduction	10.00 – 10.45	Toilet paper rolls, a soft ball	Interactive fun and games, with both facilitators participating Sum up	Relaxing the participants & creating an atmosphere of active, participatory learning
Matching Expectations & Objectives	10.45 – 11.00	A PowerPoint presentation on the objectives of the workshop	Open house & technical presentation	Making it clear to the participants what the workshop is about
Codes of Cooperation	11.00 – 11.10	Chart paper & Markers	Open house & Sum up	Setting the ground rules
Setting the Context	11.10 – 11.20	A PowerPoint presentation & projection facility	Interactive technical presentation and open house	Technical input on children's right to protection and the role VLCPCs/WLCPCs can play in ensuring that
Tea Break	11.20 – 11.35			
Circles of Safety & Unsafety	11.35 – 12.15	Chart papers, markers, sketch pens, coloured paper, crayons/ pastels, water colours, glitter colours, scissors, glue, double sided tapes	Group Exercise Presentation Questions & Clarifications Sum up	Adults map their own understanding of vulnerabilities and protection

Topic	Time Needed	Materials Needed	Methodology	Learning Objectives
				needs of children
Flowers & Thorns	12.20 – 12.50	Chart papers, markers, sketch pens, coloured paper, crayons/ pastels, water colours, glitter colours, scissors, glue, double sided tapes	Group Exercise Presentation Questions & Clarifications Sum up	Participants map potential sources of harm & abuse and potential protectors of children
Active Listening & Effective Speaking	12.50 – 13.30		Exercise in pairs Sharing in large group Sum up	Strengthening communication & negotiating skills
Lunch Break	13.30 – 14.15			
Together Each Achieves More	14.15 – 15.45	Ribbons, bricks, big handkerchiefs (one for each participant) Note: this should preferably happen outdoors	Team Building game – instructions, preparations, game, debrief, sum up	Lessons learnt in planning, coordination & communication
Gender Benders	15.45 – 16.30	Three signs pinned to three different corners of the room and some pre-decided statements	Value voting – debates & sum up	Enabling people to question gender stereotypes & learn to work together towards gender justice
Tea Break	16.30 – 16.45			
The Giant, the Baby and the Ant – We Can, Yes We Can	16.45 – 17.15	Coloured cards marked Giant, Baby and Ant Note: There must be enough for every participant – proportionally divided into the three categories	Team building game – instructions, game, debrief and sum up	Participants learn what it means to deal with peer pressure/ bullying, being helpless, being small but enabled, loving and caring for each other and saving each other from crisis
Our Dream CPC	17.15 – 17.45	Chart papers and markers/ sketch pens	Collective exercise, discussions & sum up	Participants develop their own idea of an ideal CPC
Roadmap to a Dream CPC	17.45 – 18.10	Chart papers and markers/ sketch pens	Collective exercise & sharing with facilitators	Participants prepare their own work plan to make their Dream CPC a reality
Final Feedback	18.10 – 18.20	Written feedback forms	Individual exercise	Getting the participants' assessment of

Topic	Time Needed	Materials Needed	Methodology	Learning Objectives
				the workshop
Positive Strokes	18.20 – 18.30	Sheets of paper	Individual exercise	Closure on a high note

Workshop Exercises: Process Descriptions

Icebreaking & Introduction (common for both groups): One of the facilitators will start with the soft ball in hand by introducing self – just name, where s/he is from and a sentence about the kind of behaviour s/he likes and dislikes in people. The other facilitator will then bring the toilet paper to her/him instructing that s/he can take as much as s/he wants to. Once the toilet paper has been taken, the second facilitator will instruct the first facilitator to throw the ball at someone. The second facilitator will also instruct everyone that this process will be repeated till everyone has been introduced. The round of introductions will end with the second facilitator.

Once it is over, the first facilitator will instruct everyone to fold the toilet paper each one has collected along the perforations. Then, s/he will instruct everyone that each one has to say as many things about self as the number of folds s/he has. A piece will be torn off as one thing is said. This will also continue till everyone has finished all the folded pieces. It will start with the second facilitator and end with the first.

The facilitators will then ask the participants what lessons they are taking from this session and conclude with a sum up.

Note for the Facilitators:

Time division: 5 minutes for self introduction by facilitator and instructions; 40 minutes for the young participants (assuming there are 25 participants) and 20 minutes for the adult participants (assuming there are 15 participants) for the round of introductions; 40 minutes for the young and 15 minutes for the adults for the second round of sharing characteristics; 5 minutes for sum up.

The primary aim of this session is to relax the participants and encourage the spirit of active participation in them. It is crucial, therefore, to allow some questions about why toilet paper rolls – answering it only with 'you'll soon find out' – and also some jokes and laughter maybe about some people taking too much. But it is equally important to ensure that there are no sarcastic personal attacks in the course of such jokes and laughter.

The other point to highlight from this session is that 'more' is not always advantageous – more resources also means more responsibilities. These two points need to be emphasised in the sum up:

- The workshop will happen in a similarly participatory manner where each participant will have to open up and join.
- It is always important to think before one acts – just grabbing more may not be the most intelligent thing to do, as in the case of the toilet paper – those with more had to reveal more things about themselves.

Matching Expectations & Objectives (common for both groups): For the young participants, post-its should be laid out on a table from where participants can easily pick those up. They are to be instructed to write down their expectations from the workshop – one on each post-it and

paste them on a designated chart paper. Once everyone has written and pasted their expectations, one of the facilitators is to sum up the expectations reflected. The other facilitator is to then present the PowerPoint already prepared on the objectives of the workshop – explaining which of the expectations will be addressed and which will remain beyond the scope of the workshop.

For the adult participants, post-its are not needed – they are to be invited to share their expectations verbally. One of the facilitators will have to write them on a flip chart. This list needs to be referred to during the presentation on the objectives.

Note for the Facilitators:

- a. Young participants may need a minute or two of brainstorming on their expectations before starting to write on their own.
- b. It will be useful to keep making one's own notes as the post-its are being pasted so that the compilation is already over by the time the participants have finished writing their expectations. This is important for efficient time management.
- c. If there are expectations that will remain beyond the scope of the workshop, participants – especially the young ones – should be invited to access the facilitators during breaks for any questions related to those. Facilitators should spend time responding to the extent possible.
- d. If any expectation is such that it needs a lot of technical inputs and is beyond the scope of the workshop – facilitators may help the participants with possible sources of information on the same.

Codes of Cooperation (common for both groups): Participants are to be invited to brainstorm on some of the norms that need to be maintained to maximise the learning opportunities from the workshop. These need to be noted on a chart paper which should remain prominently displayed throughout the workshop.

Note for the Facilitators:

- a. One facilitator to conduct and the other needs to write down the codes.
- b. Mention that these are some codes of behaviour for mutual cooperation between the facilitators and the participants for the workshop to be optimally effective.
- c. Start this session by mentioning something obvious, but necessary – like putting mobile phones on silent and not using them inside the workshop space.
- d. Encourage participants for suggestions – but ensure that the basic minimums like punctuality, attentive and active participation, taking turns in speaking, mutual respect, confidentiality and open questioning for clarifications are included.
- e. Read out all the codes once they are listed and ask for unanimous agreement.
- f. Ask the participants what needs to happen if someone breaks any of the norms; settle for something funny – but obvious, like clapping if one comes late.

Setting the Context (common for both groups): This is a technical session to highlight the key points of children's right to protection and participation, and the significance of

VLPCs/WLCPCs in ensuring that. A PowerPoint presentation prepared before should be used. The key points to be highlighted are:

1. The right to protection implies that every child is entitled to remain free from neglect, harassment and abuse/violence.
2. Unless children know about their right to protection – they will be unable to identify situations where this right is violated.
3. It is especially important since many forms of neglect, harassment and abuse/violence is treated as 'normal'.
4. Not having a clear idea about the right to protection may also lead to children violating this right amongst each other.
5. This is why the right to protection is intimately connected with the right to participation.
6. The specifics of the right to protection:
 - a. Freedom from Neglect: Neglect consists of not paying enough attention to the needs and concerns of a child – which often leads to a feeling of not being loved. That is a serious impediment to a child's psychosocial wellbeing, which adversely affects the rights to survival and development also.
 - b. Freedom from Harassment: When someone's action harms another person physically or psychologically – even if there is no intent to harm, that is called harassment. Beating up children with the intention of disciplining them is a form of harassment. Teasing someone regularly as 'dark-skinned' or 'stammerer' is also a form of harassment.
 - c. Freedom from abuse/ violence: When someone does something deliberately with the intent to harm another person physically/ psychologically/ sexually – that is called abuse/ violence. The difference with harassment is that these actions are prompted by the intent to harm.
 - d. All three forms of violating a child's right to protection actually cause both physical and psychosocial harm, which also adversely affects other rights.
 - e. Sexual abuse of children is a particularly serious violation of the right to protection since it is both physical and psychosocial and may harm a child for life unless it is addressed properly.
7. VLPCs/WLCPCs has the potential to become instruments for creating safety nets for all children at the community level, provided they have effective community representation – including the presence of enabled young leaders as members.

Note for the Facilitators:

- a. Keep the presentation interactive. Ask someone to volunteer to read out. Ask others to give examples.
- b. Be sensitive and alert to reactions during this presentation – as these explanations and examples may trigger strong emotional reactions in a young participant if s/he has faced any of these.
- c. Even adult participants may be strongly reactive – especially to ideas like thrashing a child to discipline her/him is a violation of his/her right to protection.
- d. Calm down participants with the response that these are explanations that have been codified by international agencies and accepted by our country – you are not sharing your personal view points.
- e. Be especially careful with discussing sexual abuse of children and don't feel overwhelmed if any participant needs special attention or time off because of the emotional reactions produced.
- f. Having someone with some counselling/ therapeutic skills to ask for help if necessary would be an added advantage.

Circles of Safety and Unsafety (common for both groups): Participants are to be divided into groups of 5/6 members. The young participants are to be asked to decide through discussions spaces where they feel safe and represent them through concentric circles. The innermost circle would designate the space where they feel safest and the outermost circle would designate where they feel least safe. The reasons behind these feelings of safety and unsafety are also to be mentioned in their charts. Adult participants are to do the same exercise – but not for themselves; they need to designate their ideas of children’s spaces of safety and unsafety and the reasons thereof.

Each group (of both young people and adults) should present their charts to the other groups and respond to questions. The facilitators need to sum up with the major findings from this exercise.

Note for the Facilitators:

- a. Group division: for young people, divide them into 5 groups of 5 each (assuming there are 25 participants) and adults into 3 groups of 5 each (assuming there are 15 participants). Adjust numbers of groups as per the number of participants – but ideally there shouldn't be more than 7 members in a group.
- b. When dividing, ensure mixing up participants in terms of age and gender. Also, try to keep 'friends' (as noted during breaks) in different groups.
- c. Time division:
 - i. 20 minutes for preparing their presentations for young people and 15 minutes for adults.
 - ii. 7/8 minutes/ group for presentation & discussions for young people (i.e. up to 40 minutes, assuming there are 5 groups and 6/7 minutes for adults up to 20 minutes, assuming there are 3 groups and up to).
 - iii. 5 – 10 minutes for sum up (10 minutes in the young group and 5 minutes in the adult group).
- d. Both facilitators have to keep supervising groups while they are preparing their presentations to ensure active and equal participation of all group members.
- e. Encourage participants to make their presentations as colourful and decorated as they can – asking them to match colours and designs with their feelings of safety and unsafety.
- f. During the questioning time, ensure that questions are on the content and not on the visual appearance of the presentation.
- g. Also ensure that questions are for clarification – there may be differences of opinion based on the experiences of group members. Questioning experiences is to be discouraged immediately. Reaching unanimity is not important – diversity of experiences is to be respected, as long as the group members are able to justify why they have marked something as safe/unsafe.
- h. Make sure that the major points emerging from the presentations – along with the commonalities and differences are noted down – so that they can be referred to during the sum up.

Flowers & Thorns (common for both groups): This exercise is to be continued in the same groups as the previous one. Participants are to prepare a garden of flowers and thorns with reference to their circles of safety and unsafety. Flowers would designate people who make a space safe while thorns would be those who make a space unsafe. Reasons are to be mentioned. Once all the groups have finished preparing their presentations, these are to be shared with the others, followed by questions for clarification. Facilitators are to sum up the major findings – underscoring commonalities and differences and stressing that all experiences are equally valid. Young people will work on flowers and thorns for themselves while adults will work on their perceptions of flowers and thorns for children.

Note for the Facilitators:

- a. Time division:
 - i. 20 minutes for preparing their presentations for young people and 10 minutes for adults.
 - ii. 8 - 10 minutes/ group for presentation & discussions for children and 5 minutes for adults (i.e. up to 50 minutes for young people, assuming there are 5 groups and up to 15 minutes for adults, assuming there are 3 groups).
 - iii. 5 minutes for sum up.
- b. Both facilitators have to keep supervising groups while they are preparing their presentations to ensure active and equal participation of all group members.
- c. Encourage participants to make their presentations as colourful and decorated as they can.
- d. During the questioning time, ensure that questions are on the content and not on the visual appearance of the presentation.
- e. Also ensure that questions are for clarification – there may be differences of opinion based on the experiences of group members. Questioning experiences is to be discouraged immediately. Reaching unanimity is not important – diversity of experiences is to be respected, as long as the group members are able to justify why they have marked some as a source of safety/harm.
- f. Make sure that the major points emerging from the presentations – along with the commonalities and differences are noted down – so that they can be referred to during the sum up.

Engaging our Protectors (only for young participants): A quick round of brainstorming is to be conducted on whether all the flowers are equally attentive to ensuring the safety of children. Also, on why some potential protectors (e.g. police) have been placed in the zone of thorns (in case that has happened). Facilitators to point out that it is possible to make some of the flowers brighter by increasing their engagement in ascertaining the safety and security of young people. Also, maybe some thorns can be changed into flowers if we learn how to make them understand how important their support is to us.

On that note, participants are to work in the same groups – working out strategies of how to make the flowers brighter and how to change some thorns into flowers. Two forms of presentation are to be allowed: chart papers or role play.

Once all the groups have finished their preparations, presentations are to be shared in the larger group, with questions for clarification after each presentation. Sum up by pointing out the common strategies for collective action.

Note for the Facilitators:

- a. Time division:
 - i. 30 minutes for preparing their presentations
 - ii. 10 minutes/ group for presentation & discussions (i.e. 50 minutes, assuming there are 5 groups)
 - iii. 10 minutes for sum up
- b. Supervise groups to ensure active and equal participation of all group members.
- c. Ensure that questions are on the content and not on the visual appearance of the presentation or on acting quality in case of a role play and that questions are for clarification – rather than for challenging, as in case of the previous exercises.
- g. Make sure to note down the major commonalities emerging from the presentations, so that

What can I do by Myself and Where I Need Help (only for young people): This is an exercise aimed at increasing the confidence level of young people at one level and at facilitating the process of mapping their capacity building needs at another. The session needs to begin by asking each participant to say something that s/he is good at. Then, ask everyone to individually prepare a presentation on things they think they are good at and connect that up with the strategies identified for engaging protectors. Once that is done, divide them into groups and ask each group to prepare a new chart detailing the total set of skills they have as a collective and the areas where they need help. Each group is to share their presentations once they are done. During sum up, the facilitators need to emphasise the importance of the collective strength in terms of skill-sets and conclude by pointing out the need to identify sources for addressing the gap areas – which will be done in the next session.

Note for the Facilitators:

- a. Time division:
 - i. 10 minutes for initial responses
 - ii. 10 minutes for individual chart preparations
 - iii. 10 minutes for group chart presentations
 - iv. 5 minutes/ group for presentation (i.e. 25 minutes, assuming there are 5 groups)
 - v. 5 minutes for sum up
- b. Instruct groups clearly that they have to present their collective skill-sets on the basis of matching individual ones. Explain that one person's gap may well be addressed by someone else's capacity, which means that one no longer remains a gap. Only gaps that remain after matching all the skills are to be presented in the group chart.
- c. Supervise groups to ensure active and equal participation of all group members.
- d. No need for question and clarifications after these presentations, but facilitators should quickly point out if a gap marked out by one group is addressed by the capacity of another.
- e. During the sum up, it will be important to emphasise how everyone has something to contribute and how collective skill-sets can help overcome individual capacity gaps.

Addressing Capacity Building Needs (only for young participants): This exercise is for the young participants to generate their own plan for addressing the gaps they have identified in the previous session. Depending on the number of gaps identified – each group is to be given two or more capacity gaps to address. The group members need to remain the same as in the previous session. It is important to explain during the initial instructions that strategies for addressing the gaps may be varied: some might imply additional trainings and workshops for the youngsters while others might need advocacy with other stakeholders for increased engagement.

Once the groups work out their strategies, each group will make a presentation to the others and respond to questions for clarification. Once all the presentations are over, participants are to be invited quickly to mark strategies that everyone agrees to. The session will be concluded with a sum up by the facilitators.

Note for the Facilitators:

- a. Time division:
 - i. 10 minutes for initial explanation and instructions
 - ii. 30 minutes for preparing the strategies
 - iii. 12 - 15 minutes per group for presentation & discussions (i.e. up to 70 minutes if there are 5 groups)
 - iv. 10 minutes for sum up
- b. Supervise groups to ensure active and equal participation of all group members.
- c. Ensure that questions are for clarification only.
- d. During the sum up, point out the agreed strategies that emerge from the session.

Together Each Achieves More (only for both groups of participants): Also known as the Island Game, this is a team building game as the name suggests (**T**ogether **E**ach **A**chieves **M**ore) that should ideally be played outdoors. If it is possible to get a slightly undulating surface or an area that has minor barriers here and there, that would be really good. However, in case it has to be played inside, a largish area will be necessary. It would be good to create some barriers with chairs etc.

The Game: Three areas, at a fair distance from each other need to be marked out with ribbons. These are the islands: Island of Despair, Island of Hope and Island of Celebration. The Islands of Despair and Expectation need to be just about enough to allow 8 – 9 participants to stand within the area, but the Island of Celebration needs to be big enough to allow all the participants to stand there together – slightly larger than double the size of the other two islands. The entire area, other than the islands, is the River of Failure. The 12 bricks, which should be placed in three piles of four bricks each on one corner of the Island of Despair, are the resources with which a bridge can be built on the river.

The participants are to be divided into three groups first, using the simple '1-2-3' counting method. The groups need to have an equal number of members to the extent possible. E.g. if there are 25 participants, then the division would be 9+8+8. Then, each participant is to be given one big handkerchief. Facilitators then need to ask each group to pick up one folded cloth, each one of which would have the name of one island written. Groups are to take their positions on those islands. Facilitators would then explain that the residents of each island have one handicap: those on the Island of Despair cannot see. So, they will all be blindfolded with

the big handkerchiefs given to them. Those on the Island of Hope have no voice. So, they will have their handkerchiefs tied over their mouth. Those on the Island of Celebration cannot move. So, their legs will be tied together with the handkerchiefs.

Once all the tying up is complete, facilitators have to then explain that the three groups together are one team with the facilitators as their rival. The aim is for all the participants to be on the Island of Celebration – but if anyone falls into or touches the River of Failure, then the whole team loses and the facilitators win. It is to be mentioned that they will have 45 minutes to achieve their mission – unless they lose earlier due to someone falling into/ touching the River of Failure. Also mention that there is a whirlpool between the Island of Despair and the Island of Celebration, which makes it impossible to go straight from one to the other – the only route from the Island of Despair is via the Island of Hope. The participants lose also if someone on the Island of Hope speaks out or uses one's voice to make a sound. Once the instructions are over, the participants on the Island of Despair are to be turned around a few times so that they are all facing different directions. The time count starts then. The session would finish with a thorough debrief by the participants and a sum up by the facilitators.

Note for the Facilitators

- a. Time division: 10 minutes for instructions and tying up the handkerchiefs; 45 minutes for the game; 35 minutes for the debriefing and sum up.
- b. Prepare the game area during lunch by marking out the islands and keeping the bricks on one corner of the Island of Despair at such a distance that the participants would have to stretch to get them – but not too far. The distance between the islands should be such that 12 bricks are just about sufficient to build a bridge from one island to the other – but large strides have to be taken and two bridges cannot be built at the same time. I.e. a bridge is to be built between the Islands of Despair and Hope first and then they have to be collected – without stepping into the River of Failure – to build a bridge between the Islands of Hope and Celebration.
- c. Keep the three chips with the names of the islands ready also.
- d. Give the instructions carefully and clearly and double check with the participants that they have understood the rules of the game.
- e. Do the blindfolding and turning them around last – just before starting the time count.
- f. The aim of the game is to make the participants win, but not easily – so overlook minor mistakes like someone's foot touching the River of Failure or someone not supposed to have a voice making a sound with her/his voice. Allow these once or twice, but with a warning. Also, allow up to 10 minutes of extra time for the participants to achieve their goal. In such a situation, debrief and sum up will have to be limited to 25 minutes.
- g. Initially, there will be a lot of confusion among the participants with everyone other than those supposed not to have a voice trying to suggest something or give instructions. This is to be allowed. The game is designed in a way that the three groups will have to coordinate in order to achieve their goal. Those on the Island of Celebration cannot move; so they cannot bring the blindfolded participants. Only those on the Island of Hope can help the blindfolded move – but they cannot use their voice; they can only communicate through gestures which the blindfolded ones cannot see. So, eventually – coordinated communication is bound to emerge. But to minimise the loss of time in chaos and confusion, the facilitators need to keep reminding the time every five minutes for 35 minutes and then start a countdown of ten to one.
- h. Start the debriefing by asking the participants to share their feelings first and then share their learnings. Allow detailed sharing.
- i. Sum up by pointing out the following:
 - i. The result was really a win-win for all, because if the participants had failed to achieve their goal, then the facilitators would technically win, but the purpose of the game would be defeated – which was not what the facilitators would want.
 - ii. Real life is very similar to this game – resources are limited (like the bricks) and there are handicaps/ difficulties to be dealt with. But planning, coordination, cooperation and clear communication makes it possible to overcome most problems – even the ones that initially seem too difficult to solve.
 - iii. Only for the adults – connect the lessons learnt with the previous session of active listening and effective speaking, because they would have already done that session.

Active Listening & Effective Speaking (common for both groups): Participants are to be divided into pairs. In case any of the participants is left without a pair (if there are 25 young participants and 15 adult participants) – one of the facilitators is to pair up with her/him. Each pair needs to stand apart from the others so that what is being spoken in one pair is not readily available to others. One member of the pair will tell something of her/his own choice to the other for one minute, with the other listening attentively. Then the speaker/ listener role will be reversed. After two minutes are over, everyone has to come back into the larger group. Each member of a pair is to be invited to say to everyone what her/his partner had said. Once one member has spoken, the other one is to be asked how accurate s/he has been. After some of the pairs have spoken – participants are to be asked what they think could be the reason behind not everyone being able to reproduce accurately. The principles of active listening are to be introduced in that context.

After that, participants are to be asked to imagine s/he is to give a speech on her/his 75th Birthday because people have gathered to felicitate her/him. Volunteers are to be invited to deliver that speech. Before the speeches start, participants are to be instructed to stop the speaker if they don't like the speech and clap after a speech is completed if they like it. No speech can be longer than three minutes. After some speeches, participants are to be invited to brainstorm on why they liked/dislike some of the speeches. Principles of effective speaking are to be introduced in that context.

The session will end with a sum up of why active listening and effective speaking are intimately connected and how important both are for engaging different stakeholders.

Note for Facilitators:

- a. Time division:
 - i. 5 minutes for pairing up and instructions
 - ii. 2 minutes for the pair to speak to each other (this has to be maintained strictly – with an instruction to switch the speaker/listener roles after minute)
 - iii. Allow up to 10 minutes of sharing for the adult group including the brainstorm on what they think are the reasons behind accurate/inaccurate reporting
 - iv. Allow up to 20 minutes of sharing in the young group with an additional 10 minutes on what they think are the reasons behind accurate/inaccurate reporting
 - v. 5 minutes for introducing the principles of Active Listening
 - vi. Up to 10 minutes of 75th Birthday speech sharing for adults – no preparation time
 - vii. 10 minutes preparation time to young people for 75th Birthday speech
 - viii. Up to 30 minutes of sharing of speeches and comments
 - ix. 8 minutes in adult group for introducing the principles of Effective Speaking and sum up
- b. Introduce the principles of Active Listening as follows, and relate each point with what participants have said about accurate/inaccurate listening:
 - i. Listening with full attention without any other thoughts in one's head
 - ii. Listening with the belief that the other person's words are of importance
 - iii. Only for adults – invite them to reflect on whether they really listen actively to young people
- c. Introduce the principles of Effective Speaking as follows, relating it to observations made by participants on the speeches:
 - i. Speaking with conviction – saying only what one believes in
 - ii. Speaking with the belief that the other person is a friend, not an enemy
 - iii. Only for the young group – invite them to reflect on how often they speak to adults reluctantly as they don't believe that the adults will take them seriously
- d. In the sum up, mention that active listening habits help effective speaking, for one learns through listening – what works and what doesn't. On the other side, effective speaking induces active listening and these are both vital elements of meaningful communication.

Gender Benders (for both groups of participants): This is a very important session for both bringing to the surface hidden/subconscious gender biases, and for exposing the intimate connection between power dynamics and gender bias – which is exactly the same as the power dynamics between children and adults, resulting in children not getting enough space to voice their concerns and opinions in matters that concern them.

For this exercise, three signs – ‘Agree’, ‘Disagree’ and ‘Partially Agree’ – need to be placed in three corners of the workshop room. Participants are to be instructed to take their positions accordingly after every statement the facilitators read out. Once positions have been taken after a statement, participants are to be invited to put forward their arguments as a group to try and win the others. It is also to be mentioned that changing a group position is not a defeat, but being willing to accept what seems reasonable – even if that had not struck one before. Debates on each statement are to be allowed for sometime before the facilitators come in with their own specific arguments and then move to the next statement.

The session needs to be concluded by pointing out that there are many biases that we unconsciously hold inside. The truth is that certain characteristics believed to be positive are always attached to a group believed to have more power, with the exact opposite characteristics being attributed to those believed to be less powerful – which is why the binary ‘male/female’ can easily be replaced by ‘adult/child’ without the perceived characteristics being altered.

Suggested statements:

1. Men are stronger than women
2. Girls get teased because of the way they dress and behave
3. It is natural that the woman will change her name and move to the husband’s house after marriage
4. It is fine to tease a boy who is soft-spoken and shy and does not like outdoor games much
5. Women and men have very different roles in society and changing those would be harmful for everyone
6. Rape is the worst thing that can happen to a girl or woman
7. Boys are naturally better than girls in mathematics and other science subjects
8. Boys’ education needs to be given more attention as they will have to become the breadwinners of their families

Note for Facilitators:

- a. Time division: 5 minutes for instructions; up to 10 minutes of debate per statement – including intervention by facilitators; 10 minutes for sum up.
- b. The number of statements will vary for the young and adult groups as the adults have 45 minutes for this session while the young group has an hour. That is not a problem, but reducing the sum up time would adversely affect the quality of the session.
- c. Facilitators’ points for each statement:
 - i. Strength is not only physical, but psychological also and labour pain is medically recognised to be the ultimate level of pain that a human being can consciously withstand. Women willingly go through that – which does not indicate lack of strength. Also physically, men have more muscles – but women have the uterus and the capacity to bear a child for more than nine months. Both muscles and uterus are in the body, which means both strengths are physical. There is no reason to believe that only muscular strength is physical strength.
 - ii. Eve teasing to rape happens because men are made to believe that they can treat a girl/woman the way they please and that girls/women will never protest, because they actually enjoy it. These beliefs have nothing to do with how a girl/woman dresses or behave. To dress up as one pleases is for one’s own pleasure – that is not to invite whistles and catcalls.

- iii. There is nothing natural about it – this is entirely a human-made social system based on the need to privilege men over women, therefore attaching more importance to the husband's family and the father's lineage. There are still tribal societies where the matrilineal system is followed.
 - iv. It is a social myth that only girls and women are to be soft-spoken and shy and that boys cannot be like that. In reality, these are individual behaviour patterns that have nothing to do with one's biological sex. So, teasing in this case is as unjustified as eve teasing.
 - v. Again – a social myth, because certain biological features being different does not signify that roles have to be different also. This can be easily understood if we notice that the same activities that are supposed to be suited for a woman only when carried out as unpaid labour for the family become fine for men when a profession. E.g. cooking for the family is a woman's job, but chefs are mostly men. So, the role division is artificial, created by the need to keep women confined to the home with little or no access to economic activities.
 - vi. Rape is believed to be the worst thing that can happen to a girl/woman because of the burden of chastity placed on girls/women. It is connected with the need to control women's bodies. Apart from the physical pain of rape and the helplessness one feels for being violated – there is a huge psychosocial dimension of rape because of the belief that a sexually exploited woman is no longer 'pure', and therefore not fit for marriage and motherhood. And without these two, a woman's life is believed to be incomplete.
 - vii. Another myth that has been totally disproved by simply girls outshining boys in exam results.
 - viii. There is nothing to stop the responsibility of breadwinning being shared between women and men, other than the social system of keeping women away from income-earning work so that she can be kept at home.
- d. For the sum up, participants are to be invited to quickly state some attributes that society believes to be masculine and feminine. Make a list of these on a white board or flip chart where two columns marked Male/Female are marked. There is a high probability that the list will look something like this:

Male	Female
Independent	Dependent
Dominating	Submissive
Strong	Weak
Logical	Emotional

If these attributes do not naturally come from the participants (unlikely) – then these have to be prompted.

Once this list is prepared, change the words from Male & Female to Adult & Child, and ask the participants whether they think the attributes still match. The answer will obviously be in the affirmative. Now ask them who has more power – adults or children. The response will naturally be 'adults'.

For the young group, conclude the session here by pointing out that, these attributes actually have nothing to do with any particular kind of human beings – they are ascribed to whoever is socially more powerful. So, if we want equality, if young people want to be treated as equals by adults – then the myths about girls and boys, women and men will also have to be challenged.

For the adult group, go another step further and change column labels from Adult and Child to Rich and Poor to demonstrate that the same characteristics would still fit. Explain the relationship between these characteristics after that and conclude by stressing the need to listen to children – because many or most of these perceived attributes of children might just be assumptions that stop us from learning from young people.

The Giant, the Baby and the Ant (for young people only): There needs to be cards of different colours marked 'Giant', 'Baby' and 'Ant' – as many as there are participants, equal numbers in each category to the extent possible. E.g. assuming there are 25 participants, there needs to be 25 cards – 8 cards each in two categories and nine in another. Cards should be laid on the table

with the writing hidden. Participants can only see what is written on the card after each one has selected one. They are then to form groups as per the category – giants in one group, babies in another group and ants in a third. Each group needs to be instructed separately so that the other two groups do not hear the instructions.

Instructions for Giants: They have to threaten the babies and stop them from what they are trying to do. But no touching is allowed. However, if anyone bites them, they have to chase that one also. All the giants will 'die' – implying they will be out of the game – if a baby can reach another or an ant can bite and not be chased. A giant will also 'die' if s/he threatens another giant by mistake. So, the members of the group have to remember each other.

Instructions for Babies: They are little babies who want to play with each other. They will have to try to move towards one another. So, the group has to remember all members carefully. They have to stop and cry if any one bites them and then start again. They also have to stop and cry if someone threatens them. They will be out of the game if anyone keeps them static at one place for more than a minute.

Instruction to Ants: They have to bite both the giants and the babies if any of them comes near them. Biting will be signified by saying 'I bite you'. If they cannot bite, then they 'die' – meaning they will be out of the game. They also 'die' if they remain static or bite one another – which means they have to be on the move and remember every member of the group.

Once the instructions are over, everyone has to mix up and spread across the room. No two members of the same group are to be near one another. Then they have to start doing what they are supposed to do. This process of babies trying to go towards each other, giants blocking them and threatening them and ants biting everyone – that has to happen for some time for the participants to start being in the role. If all the giants die, the game can continue with just babies and ants till the stipulated time. The game is to be stopped once some participants are out of the game and there is enough chaos and the stipulated time is over – even if some/all the giants are still alive. Participants are to be called back to sit in a circle. Each one has to start by saying what s/he is feeling. Then each one explains what s/he was and what s/he was trying to do. Those who were out of the game need to explain why they had to 'die'. Discussions then need to be channelised towards what one thought the others were doing and what feelings those behaviours produced. Also, about what each group could do better. Lunch break is to be declared with a sum up.

Note for Facilitators:

- a. Time division: 5 minutes for picking up the cards & grouping; 10 minutes for instructions to each group; 20 minutes for the game; 75 minutes for the debriefing (@ of an average of 2 minutes per participant, assuming there are 25 participants); 10 minutes for sum up.
- b. Both facilitators have to be very alert during the game to spot anyone doing something that implies being out of the game.
- c. The main aim of the game is to get the participants to respond to what each of the roles meant to them – what they felt, what they enjoyed and what was frustrating. So, the debriefing is the most important part of the game. More time may be allowed if there are less participants, but not less, for everyone has to say something.
- d. In the sum up, the following have to be pointed out:
 - i. Being big and powerful (e.g. giants who can threaten and block the babies) does not mean being able to do what one pleases.
 - ii. Being small (like the ants) does not mean being helpless.
 - iii. Collective efforts are always more helpful – e.g. babies moving towards each other would lessen the time they take to meet, despite the giants and the ants.

We Can – Yes We Can (only for the young group): For this session, participants are to be asked to return to their groups of giants, ants and babies. But this time, one facilitator will instruct the giants separately and the other facilitator will instruct the ants and the babies together. There will be no change in what the giants have to do and the conditions under which they have to be out of the game. But the ants in this round will protect the babies from the giants – not biting the babies, but biting any giant who comes near a baby. One ant will stick to one baby so that the babies can move towards each other while the giants chase the ants. Giants will not know about this – they will have to find out through the game.

Once instructions are over, the same process as before has to be followed with everyone spread across the room, but the ants will actually be near the babies. The challenge for the ants this time is to ensure that they keep the giants busy chasing them so that the babies can move towards each other. The game will be over once a baby has met another.

After the game, everyone has to sit in a circle and do a debriefing in the style of the previous debrief and the session will end with a sum up.

Note for Facilitators:

- a. Time division: 10 minutes for instructions; 20 minutes for the game; 25 minutes for debrief; 5 minutes for sum up.
- b. This time, the debriefing will have to be focused on the differences each one has felt from the previous game.
- c. The main point of the sum up has to be: if enabled children (symbolised here by the ants) are willing to work with other more vulnerable children (symbolised here by the babies) – they can protect the second group and also gain esteem from doing that.
- d. For the Adults: do only the second session, with the following time division: 5 minutes for picking up the cards; 5 minutes for the instructions; 10 minutes for the game; 10 minutes for debrief and sum up. The only thing to point out in the sum up is that being small does not necessarily mean being helpless and adults (symbolised here by the giants) also have vulnerabilities. The giants could have just joined the other two groups and play together, without threatening and blocking the babies or by trying to win over the ants. So, it makes sense to take young people seriously and learn from them.

Our Dream CPC (common to both groups): Young participants will do this as a group exercise while the adults will do it all together as a collective exercise. The session for the young group needs to start with a brief recap of what they had learnt about VLCPCs/WLCPCs on the first day; the strategies they had devised for engaging their protectors and the things they have learnt about their own skills and capacities. Keeping all of those in mind, they have to decide what should be the members of an ideal VLCPC/WLCPC and why.

Once each group has finished, there will be presentations, discussions and a final structure agreed by all.

For the adult group, the session will start with a brief recap of everything that has been done so far and the lessons learnt from those exercises. On that basis, the participants will together work out the membership pattern of an ideal VLCPC/WLCPC and share it with the facilitators.

Note to Facilitators:

- a. Three fresh groups are to be made for this session
- b. Time division: for the young group – 10 minutes for recap; 10 minutes for preparing the presentations; 5 minutes per group for sharing (i.e. a total of 15 minutes) and 10 minutes for finding a unanimously agreed structure. For the adults, 10 minutes for a recap; 10 minutes for preparing the structure and 10 minutes for explaining it to the facilitators.
- c. The initial recap should happen through brainstorming with the participants, with the facilitators only addressing any gaps that might remain
- d. The aim of this session is to get the young and adult participants to come up with their own ideas of what an ideal VLCPC/WLCPC should look like – so there is no need for a sum up. But the young participants need to reach unanimity about the ideal structure.

Roadmap to a Dream CPC (common for both groups): This session is for the participants to work out how an ideal VLCPC/WLCPC should function and what could be the strategies to get to that kind of functionality. Young participants will do this in the same groups as the previous session and the adults will do this as a collective exercise. No sum up is necessary, but the young participants need to share their presentations and reach a unanimous collective strategy about the functions and the strategies to get a VLCPC/WLCPC to that kind of functionality.

Note to Facilitators:

- e. Time division: for the young group – 10 minutes for instructions; 15 minutes for preparing the roadmaps; 7-8 minutes per group for sharing (i.e. a maximum of 25 minutes) and 10 minutes for finding a unanimously agreed structure. For the adults, 5 minutes for instructions; 15 minutes for preparing the roadmap and 5 minutes for explaining it to the facilitators.
- f. The aim of this session is to get the young and adult participants to come up with their own ideas of what should be the functions of an ideal VLCPC/WLCPC and what strategies should be used, which stakeholders are to be engaged to make that a reality – so there is no need for a sum up. But the young participants need to reach unanimity about the roadmap.

Suggestions for Recaps and Energisers

1. Day 2 Recap for the young participants: prepare a layered ball by crumpling old newspapers. In each layer, put a chit with a question relating to some session/ some issue discussed the previous day. There should be as many layers as there are participants. Conduct the game as in Passing-the-Parcel: one facilitator will play some music with her/his back to the participants while the other one will conduct the game. The ball will be passed from hand to hand as long as the music is playing. Whoever has the ball when the music stops will have to open a layer and respond to the question on that chit. If the ball is in the hand of someone who has already answered, the next one will take the ball and answer.

2. Day 3 Recap for young participants: questions related to sessions and issues discussed the previous day are to be written on chits, folded and placed in a bowl. There must be as many chits as there are participants. One facilitator will start the game by throwing the soft ball to one participant who will have to pick up a chit and respond to what is written there. S/he has to then throw the ball to another participant and this process will continue till all the chits are finished. The role of the other facilitator is to take the bowl to whoever has the ball.
3. Day 2 post lunch energiser: Invite any of the participants to volunteer to do an energiser. If no one does, then any of the following energisers can be used:
 - a. Everyone including the facilitators stand in a circle. One of the facilitators will invite everyone to write their names in air with their right hand – demonstrating it first and then repeating it with everyone. Then, writing with both hands. Then, writing with both hands and the hips. Finally, with both hands, the hips and the head.
 - b. Everyone including the facilitators will stand in a circle. One of the facilitators will say something like, 'Everyone who enjoys watching movies – change places with the person on your right'. The other facilitator can then say something like, 'Everyone who likes music – shift two places on your left.' Repeat with similar instructions three four times before saying, 'Everyone wearing clothes – jump up and down'.
4. If energy level seems to be sagging in between sessions, the use of one-minute energisers is a good option. Like, asking participants to respond to your question in the tone you're using. Ask something as innocuous as: 'Are we at a workshop?' in a normal voice. Then the same question very softly. Then very loudly. Another good one minute energiser is: saying in a panic-stricken voice – 'The chairs are burning – get up – everyone – quickly!' Repeat 'get up – get up' in the same voice till people react – some will actually get up, some will laugh out – the energy level will change.

Day's Sum Up and Feedback Suggestions

For the young people on Days 1 and 2, the day's feedback should be through participants responding to two new things they have learnt that day. It is not necessary for everyone to respond – but do invite participants that even if one feels that s/he hasn't learnt anything new – that needs to be mentioned.

For the day's sum up, refer to the expectations that are supposed to be addressed and ask the participants which ones they feel have been addressed already and which are left. Match them with the objectives and close for the day.

Positive Strokes for Closure

Each participant and the two facilitators are to write their names on the top of a sheet of paper and pass it on to the next one in a pre-decided order – clockwise or anti clockwise. Everyone else has to write something positive about the person whose name is written on top. The papers move in a circle till the designated person gets her/his back.

Final Written Feedback Form: A Sample

1. Please rate the following on a rate of 0 – 5, with 0 being the lowest and 5 being the highest value:
 - a. The relevance of the content of the workshop
 - b. The appropriateness of the methods and techniques used
 - c. The facilitators' skills
2. Please share what you liked best and why

3. Please share what you thought was completely useless/ irrelevant and why.
4. Please share three new things you have learnt and how you will apply them.
5. Please tell us how the facilitators can improve.
6. Any other suggestions:

It is important to tell participants that writing their names on the evaluation forms is optional, but they must respond honestly.

Important Point to Remember:

Since the suggestion is that there be two facilitators, one young and the other an adult – it is crucial that the facilitators plan their division of responsibilities in a manner that reflects complete equality of status between them. Any kind of hierarchy between them will be counter-productive to the overall aim of the workshop: that of making young people believe in themselves and motivating adults to accept young people as equal partners in change.

A Brainwave:

Keep pointing out to the adult participants behave like unruly children whenever such an occasion arises – an indicator that the child inside is always present – needing a safe space to come out.

A Suggestion:

If possible, organise an interface of the adults and the young participants to point out the similarities and differences in the outputs of their common exercises – inviting them to a common understanding about those.