



# Never Again

WORKING WITH ADOLESCENTS  
ON VIOLENCE

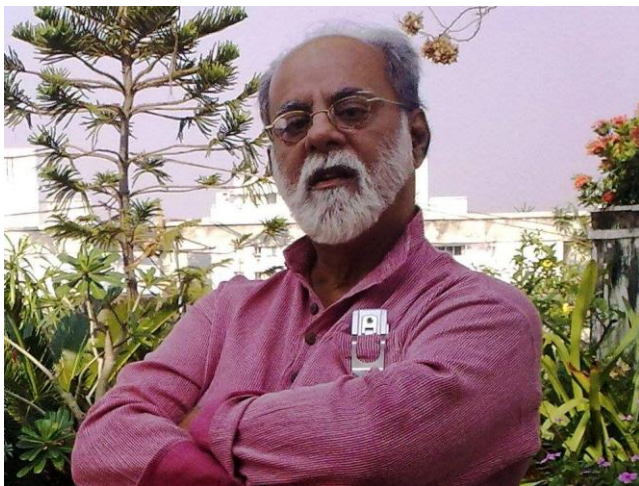
A PARTICIPATORY APPROACH

by



with support from





This publication is dedicated to the indelible memory of Dr Somnath Zutshi, one of the founding trustees of DIKSHA, whose sad demise on 15<sup>th</sup> February, 2014, has left us without one of our major sources of strength and guidance. We will continue to miss his caring presence; his in-depth understanding of our difficulties as also the suggestions towards overcoming them; and his willingness to take responsibilities without assuming a position of power and prominence. He

never said anything negative, forever encouraging us to surmount all hurdles. Our trust in him was so complete that we never thought he might not be there. But, from him we have also learnt to trust ourselves and we will continue striving to overcome every challenge that we face.

Developed & Designed by: the DIKSHA Work Group – Avi Saha, Bicky Pradhan, Deepa Das, Lopamudra Pal, Paramita Banerjee, Prity Saha, Raja Rao, Roshni Rout, Sanchita Sardar, Saptami Pal, Tumpa Adhikary

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- ❖ All the children and adults of our work areas in Kalighat, Khidirpur and Munsiganj, without whom DIKSHA would cease to exist

Note: Cover photographs are from short plays developed and performed by the young members of DIKSHA in different community programmes, focused on the theme of violence. These photos have been used with the permission of those who feature in them.

Kolkata, India, September 2014



# About Us

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. DIKSHA creates Community Based Resource Teams (CBRT) of adolescents and youth (both boys and girls) who act as change agents for protection through participation.

## We dream of a world

- Where all children have the privilege of living with all their rights
- Are Cared for, Protected and Safe
- Where their Right to Participation is respected
- Where they live, grow and develop to evolve as efficient citizens of the world

## To Achieve Our Dream

- We work with children, adolescents and youth of marginalised communities
- With community adults
- With bodies of power so that we can change the imbalance in power relationships

## We engage with young people

- To make them aware of their rights
- To help them create safe spaces for themselves
- To enable them to evolve as change agents protesting the violation of their rights

## We work

- Against any kind of violation of child rights through creating community based mechanisms of protection
- Against second generation prostitution (in Red Light areas)
- To motivate boys not to depend on the red light area economy for their livelihood (in Red Light areas and adjacent slums)
- Against underage prostitution (in Red Light areas)
- Towards prevention of school dropout
- Against underage marriage
- To prevent boys from getting involved in substance abuse and petty crimes
- To ensure that all children have birth certificates
- To keep an eye on every infant having the full course of immunisation

## We currently work in

- Kalighat Red Light Area, Kolkata, West Bengal
- Munsiganj Red Light Area, Kolkata, West Bengal
- Five slum areas in Khidirpur, Kolkata, West Bengal

## We have also worked in

- Suri Red Light Area, Birbhum, West Bengal
- Baruiapur and Sonarpur, South 24 Parganas, West Bengal

## How We Do Our Work

- We collectivise adolescent girls and boys and inform them about their rights through regular sessions
- Some of them are elected by participants as Community-based Resource Team (CBRT) members
- CBRT members act as 24 X 7 watchdogs against any kind of violation of child rights
- Any child facing any risk/ hazard/ violation can access one or more CBRT member/s for immediate intervention

- Some CBRT members evolve to be Work Group members, who have direct linkage with the bodies of power like the police, local councillors, school teachers so that follow-up action can be taken as and when necessary
- We create our own posters, poems, songs, dances and plays to voice our concerns and garner support, as also to showcase our talents

## Our partners

- DIKSHA evolved from a programme supported by MacArthur Foundation Fellowship for Leadership Development
- Sir Elton John AIDS Foundation supported us for an HIV Awareness Programme with adolescents
- Save the Children, UK-India, West Bengal office involved the young leaders of DIKSHA in participatory evaluation; as peer trainers; and supported a school programme on child rights awareness in some government schools
- DFID, UK, supported us through its Kolkata Urban Services Project (KUSP) for our work in Baruipur and Sonarpur
- Global Greengrants Fund, USA, supported us for an environmental project
- **Our partnership with CRY: Child Rights and You has entered its 11<sup>th</sup> year**

## Saying no to marital violence: captured in a poem by a DIKSHA Work Group Member

### A Bad Girl

খারাপ মেয়ে

It is 3.26 a.m. now.

এখন ভোর ৩.২৬।

The whole night has been far too dark; suffocating.

আরটা রাত --ই ভীষণ অন্ধকার, দম আটকানো,

Like a bottle with a lid too tight!

ঢাকনা বন্ধ একটা বোতলের মতো!

Maybe I'd accept that oppressive night as my fate —

হয়তো দম আটকানো রাতটাকেই নিজের কদাল বলে মেনে নিতাম --

My husband's daily drunken brawls,

স্বামীর বোজ মদ খেয়ে মাতলামি,

His rage smashing this body after losing a gambling game;

জুয়ায় হারার পর এই শরীরের ওপর আচুড়ে পড়া তাঁর রাগ;

His being without income for months on end,

মাসের পর মাস তাঁর বিনা বোজগারে

Depending happily on my earnings alone

আমার আয়ের ওপর নিশ্চিন্তে নির্ভর করা

And use my hard-earned money to make merry with other

আর আমার রক্ত জল ক রা টাকায় অন্য মেয়ের সাথে মত্তি

women

কিংবা উড়িয়ে দেওয়া জুয়ার বোর্ডে।

Or to squander in gambling.

Honestly, I might have accepted

অথিহে আমি মেনে নিতাম

My mother's repeated advice: 'Husband is God;

মায়ের বার বার বোঝানো: 'স্বামী ভগবান;

A woman leaving her husband's home would be branded as

স্বামীর ঘর ছাড়লে অবাই খারাপ মেয়ে বলবে।'

evil.'

ছোটবেলা থেকে আমি দেখেই এসেছি

Since childhood, I've only seen all women near and dear to me

কাছের মেয়েরা তো সব কদাল বলে মেনেই নিয়েছে।

Accept such life as fate.

But enough — not any longer.

কিছু ব্যাম -- আর নয়।

If this is what fate has in store for me — I challenge that

এই যদি আমার কদালের লেখা হয় -- সে কদালে ছাই।

destiny.

If that is how God treats me — I am an atheist.

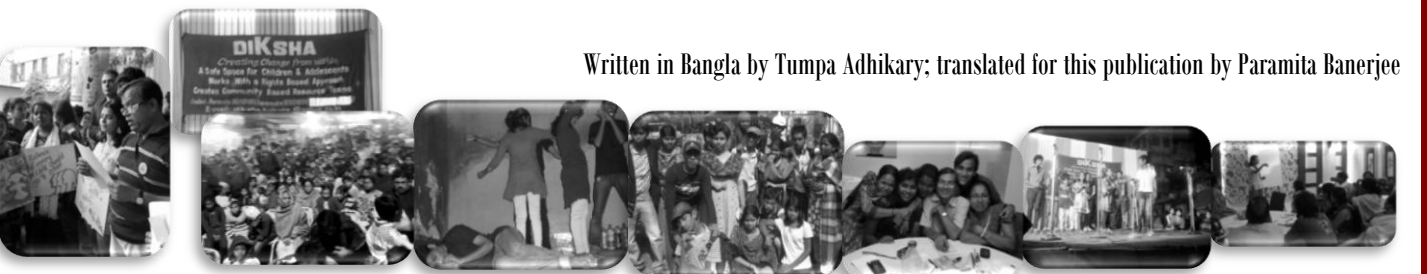
ভগবান যদি এই রকম হন -- তবে আমি নাস্তিক।

If fighting for honour and dignity makes one a bad girl —

নিজের সম্মান আর মর্যাদার জন্যে লড়াই করলে যদি খারাপ মেয়ে হতে হয়

I'm really proud to be one!

তা হলে আমি নিশ্চিত গর্বিত এক খারাপ মেয়ে!



Written in Bangla by Tumpa Adhikary; translated for this publication by Paramita Banerjee

## The Backdrop

Enabled by a Fellowship for Leadership Development from the MacArthur Foundation in 1999, a programme entitled **Adolescent Sexuality & Fertility: Reaching an Informed Choice** was started in three red light areas of Kolkata, West Bengal. The aim was to create a non-intrusive space for adolescents (10-19 year old girls and boys) living in these red light areas. A space that would allow adolescents to voice, debate, discuss and resolve issues around gender and sexuality, without infringing upon their right to privacy and silence. An attempt to experiment with an open-ended, unstructured intervention, depending on a wide range of non-classroom techniques that encourage and guarantee active participation, as opposed to passive reception. This pilot programme proved to be a learning process for all: the participants and the interveners.

DIKSHA (Discovering Inner Knowledge & Sexual Health Awareness) is the concretisation of that learning. Born in August 2001, at the end of the Fellowship period, DIKSHA is both a programme and a methodology. As a programme DIKSHA works with children, adolescents and young adults as partners in change. It focuses on the development of inner strength and emphasises the integration of individual leadership development with the needs of the community. Methodologically, DIKSHA has evolved its own experiential approach that specialises in offering safe spaces to adolescents to facilitate self-empowerment; make individualised non-intrusive development possible and engage girls and boys to work together as partners in change.

Working on the basis of the youth-adult partnership principle, DIKSHA is guided by a group of adult trustees and advisors whose time and skills come free to us. All decisions at the operational level are taken by the Work Group, which consists of only three adults (including the founding coordinator) who are outsiders to the areas of work, while the remaining members are all young people belonging to the communities we work with. Another 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.

## The Journey

The founder coordinator of DIKSHA used to offer voluntary services to an organisation working with children in red light areas and the pilot programme that led to the formation of DIKSHA was based on the experiences gained through such exposure. The hypotheses guiding the pilot programme were:

- ✦ Clear understanding of gender and sexuality allows questioning of prevalent gender and sexist norms, thereby facilitating a movement towards greater gender justice
- ✦ Gender and sexuality centric interventions need to engage with adolescents since that is the formative stage when gender values and sexual norms get entrenched
- ✦ It is important to involve girls and boys together for changes towards gender justice to be effective
- ✦ Adolescents in red light areas constitute a particularly marginalised segment of population with whom issues of gender and sexuality need to be addressed, since they live in a sexually overcharged situation; face social discrimination because of their mothers' engagement in the sex trade; and their exposure to forms of masculinity and femininity is guided by the most stereotypical of patriarchal norms. Boys learn very early that girls can be sold/used as resource; girls learn early that their bodies can be used for earning favours with adult males; and both internalise a sense of shame because of their mothers being so-called fallen women.

The lessons learnt through the pilot programme leading to the formation of DIKSHA testified to the validity of the initial hypotheses, and exposed a wide range of violations and violence faced by the children and women of red light areas — most of which are based on patriarchal notions of gender and sexuality. There are differences in the forms of manifestation in different geographical locations, but the structure of the violations and violence remain more or less unchanged.

In the Kalighat red light area of Kolkata, West Bengal, where DIKSHA was born, the following forms of violations and violence were widespread when the intervention was started there:

### ✦ Domestic Violence

- ✓ Most women engaged in sex trade have customers transformed into non-paying live-in partners, customarily referred to as 'babu'-s. These men are basically drones living on the women's earnings, squandering in a variety of addictions and gambling. Refusal to hand over cash to them would result in violence on the women and their children.



- ✓ Few women in the Kalighat red light area are not into the sex trade, earning their livelihood through working as domestic labour. But the characteristics of their husbands are not very different. They, too, live on their wives' income and would resort to domestic violence when refused cash.
- ✓ Both groups of men would also indulge in destroying furniture and utensils; deliberately tear up children's books and copies and important documents like birth certificates and immunisation cards.
- ✓ Some of the babus would even send money to their wives and children, extracting money from the women they live with, who face violence if they refuse to hand over cash.
- ✓ Babus would also at times steal money and gold from the women. If caught red-handed and questioned, they would inevitably unleash violence on the women.

#### ✦ **Violence by Youth Club members and in the Community**

- ✓ Youth club members, who are basically pimps and babus, would routinely force women for exorbitant donations towards any particular religious ceremony in the area and women would face violence if they refused or requested reduction in the amount asked for.
- ✓ In case of any trouble between a woman in the sex trade and her customer, youth club members would support customers without bothering to listen to the woman concerned and beat her up.
- ✓ In case of any major family conflict, youth club members would inevitably beat up the women involved, without bothering to find out what the trouble is about.
- ✓ Gambling, alcoholism and rowdiness throughout the night by youth club members was a routine affair, disturbing the children's sleep at night, preparations for exams and so on.

#### ✦ **Child-specific Violence** (apart from those already listed)

- ✓ Children (both girls and boys) were expected to take care of house chores while their mothers would be busy with customers and their babus (whom the children usually address as 'father') busy gambling and drinking as usual. If they neglected such responsibilities, the babus would beat them up and so would the mothers on return.
- ✓ Young boys would be used by babus to bring alcohol and other addictive substances, verbally abusing and thrashing them if the children refused. They would even force these boys to share alcohol or marijuana with them, with refusal leading to collective thrashing. This, in turn, would also create a peer pressure with reference to substance abuse. Boys not keen to drink or dope would be taunted as 'girlish' and would be shunned as a friend.
- ✓ Free mixing among adolescent girls and boys would be perceived as an indicator of their having an affair, which would lead to the girl being beaten up and at times be forcefully shifted to a shelter home.
- ✓ Corporal punishment in schools accessed by these children was rampant, comprising both physical and psychological abuse. Very often, such abuse would be the main reason behind dropping out, especially at adolescence when sarcastic reference to their being children from the red light area would lead to a great sense of shame and further lowering of self esteem. Such dropping out would then result in the adolescent being pushed to the labour market — generally, domestic labour for girls and a variety of wage-earning activities for boys. It is also important to mention in this context that guardians were fully in support of corporal punishment in schools, since they were firm believers in 'spare the rod and spoil the child' principle.

#### ✦ **Violence faced by Child Labourers**

- ✓ Children engaged in income earning would be beaten up by family adults if they ever refused to go to work for whatever reason.
- ✓ Violence in the name of punishment was rampant in work places engaging children.

#### ✦ **Sexual Abuse**

- ✓ Clients would routinely harass adolescent girls, often taking the liberty of groping.
- ✓ Even local men, when drunk, would regularly harass adolescent girls by issuing indecent proposals, as also groping.
- ✓ Sometimes, local vendors would subject adolescent girls to sexual abuse against small favours like some snacks free of cost.
- ✓ Such abuse could continue unabated since it was accepted as an inevitable part of growing up by adults and children alike.

Changes achieved in Kalighat in addressing these forms of violations and violence through continuous community-based work for over a decade may be encapsulated as follows:

- ✦ All forms of domestic violence have been reduced by 60%. With reference to the 40% incidents that still occur, DIKSHA CBRT and Work Group members have direct access to the Child Welfare Officer of the local police station, who inevitably arrives when called on his mobile.
- ✦ The dominance of youth club members have been significantly reduced because of the increased accessibility to police personnel, as also because of the support extended by the local councillor to the young brigade of DIKSHA. Monetary extortion for religious or other special occasions in the locality is no longer faced by the women and nightlong rowdiness has been restricted to a particular location, so that children are not disturbed in their studies or sleep.
- ✦ Young people facing violence from family adults have been reduced by 80%. In addition, because children are now aware of their rights — they scream and shout, so that in most cases DIKSHA CBRT and Work Group members, as also Rakhi Team members, intervene and stop the abuse.
- ✦ Corporal punishment and psychological humiliation in girls' schools have been entirely stopped. In boys' schools, few cases of corporal punishment still occur, but children report that and DIKSHA members along with guardians go to protest and ensure that the perpetrator is at least made to apologise. DIKSHA certainly cannot claim sole credit for this change, since the law against corporal punishment in schools has also been a significant facilitator. But the activities carried out with the guardians have contributed to a change in their mindset. Awareness raising of the children has also enabled them to report such incidents. Continuous intervention by DIKSHA members and guardians together has certainly been an important factor in this reduction.
- ✦ Children engaged in income-earning activities in the area are no longer subjected to so-called punishments. School-going children are now allowed to leave early to go to school, without any pay cut and other forms of child care have been introduced, like a first aid box in the
- ✦ Kalighat market which is where most children work. While eradication of child labour has not been possible, DIKSHA youth group members who are now important members of the Market Committee have been able to bring in these protective measures.
- ✦ There has been a 70% reduction in attempts at sexual abuse insofar as abuse by customers and local vendors have been entirely stopped. About 30% attempts by local men still happen, but children inevitably scream and shout and DIKSHA and Rakhi team members are able to intervene and prevent it. In addition, a one-eighty degree change in the attitude of the women in terms of accepting it as 'inevitable' has now led to a situation of regular reporting to the police with cases being lodged. Increased accessibility to the police has also contributed significantly to this aspect, which in turn, has a positive impact on the reduction in attempts to sexually abuse children.
- ✦ Sexual abuse of young boys was not even talked about when the pilot programme was initiated. In a remarkable turn-around achieved through years of painstaking work has not only brought that out in the open, but young boys are also enabled to protest and ask for help — leading to in-time intervention.<sup>1</sup>

Another important fact to be mentioned is that the prostitution of underage girls has been completely eradicated from Kalighat, along with second generation prostitution. Similarly, boys in their late teens and twenties are no longer dependent on the red light area economy through pimping and becoming babus; they have been motivated into choosing other occupations to earn their livelihoods. This is a major structural change achieved in Kalighat, which DIKSHA aims to replicate in its other fields of work also.

In five Khidirpur slums surrounding the Munsigunj red light area, DIKSHA has been working since 2006 and inside Munsigunj for the last two years only. It was important to work in the surrounding slums to gain entry into the actual red light area, since these slums act as the major supplier of pimps and babus. Forms of violence experienced by young people and women in these areas are marginally different from those in Kalighat, despite structural similarities. The milestones achieved are also more limited than in Kalighat, especially in Munsigunj, because of the limited time of our intervention there. In addition, the Khidirpur slums pose an entirely different challenge, since most families are migrants from Bihar and girl children in particular are sent off to their village homes for marriage as they reach the age of 14/15 — thereby making it extremely difficult to prevent that particular violation. Even then, it is important to capture the manifest forms of violations and violence and the changes achieved, if only to demonstrate how DIKSHA has gone ahead to apply the lessons learnt in Kalighat with suitable adaptations, thereby further sharpening the tools and techniques of working with young people on issues of violence. Hence the following highlights:

- ✦ Corporal punishment at home by family adults for minor faults in performing house chores — which were not even voiced by children since this was accepted as 'normal' and inevitable. This has now been reduced in Khidirpur through constant engagement with guardians. In Munsigunj,

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<sup>1</sup> All these changes are chronicled as a number of case studies that can be shared for verification as and when needed.

children have just started reporting such incidents, following awareness raising sessions about their rights, and engagement with mothers on the ill effects of such punishment has been initiated.

- ✦ Alcoholism by fathers/ mothers' babus, followed by domestic violence — which remains a major area of challenge in Munsigunj, though on-the-spot intervention in Khidirpur by DIKSHA CBRT and Rakhi team members has started showing results.
- ✦ Engaging children, especially boys, to bring alcohol and other addictive substances — which facilitated their being involved in substance abuse at a very early age. Again, in Khidirpur — continued engagement with guardians and on-the-spot intervention by DIKSHA CBRT and Rakhi team members has started showing results in terms of reduction, but any such change in Munsigunj is yet to be achieved.
- ✦ Corporal punishment in schools, leading to dropouts — which continues to be a challenge in both areas since DIKSHA is yet to gain entry into the schools of these areas.
- ✦ In both areas, most children from 10 years onwards would be engaged in part-time or full-time income earning, with some children being engaged at an even earlier age. They face pay-cut and thrashing on a regular basis for the most minor of offences. Sustained engagement with guardians in Khidirpur has now pushed the age up to 12, but child labour is still very much prevalent. However, in both areas — child workers now report incidents of corporal punishment to DIKSHA CBRT and Work Group members and continued engagement with the employers has significantly reduced such punishment in Khidirpur; Munsigunj has just started showing some results.
- ✦ Sexual abuse by family and locality adults was a completely hushed up affair in Khidirpur, which gradually started being reported by children after a series of sessions and workshops with them. Today, such cases are reported and a section of community adults apart from the Rakhi team members offer support to DIKSHA CBRT members in intervening and preventing such attempts. Members of some youth clubs in Khidirpur have also become active in preventing whistling, catcalls and groping of local girls — which has been achieved through sustained engagement with these clubs.
- ✦ In Munsigunj, trafficking of under-18 girls into the sex trade is still very much present and it remains a challenge for DIKSHA to usher the change that has been able to achieve in Kalighat.<sup>2</sup>

## The Importance of Working on Violence with Young People

India is a signatory to the United Nations Child Rights Convention (UNCRC), which guides child rights discourse and interventions across the globe, and has also ratified it. One of the most important principles of the UNCRC is that of child protection, codified in the document as follows:

States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

Article 19, UNCRC

In accordance with the UNCRC, India has enacted laws towards protecting the rights of children, including the right to protection. The over-arching law pertaining to the rights of the child in the country is the Juvenile Justice Act, legislated in 2000 and revised in 2006. While all children have the right to care and protection, this law specifically mentions categories of children, whose families may be unable to provide care and protection to them, needing State and/or non-State agencies to step in. The J J Act enlists the following groups under the section 'Children in Need of Care and Protection' (CNCPP):

- Street children
- Orphaned, abandoned or destitute children
- Working children
- Abused children
- Child victims of commercial sexual exploitation and trafficking
- Children engaging in substance abuse
- Children in conflict and disaster situations
- Children in families 'at risk'
- Differently abled children

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<sup>2</sup> As in Kalighat, all such changes in Khidirpur and Munsigunj also are documented as verifiable case studies.



- Mentally ill children
- HIV/AIDS infected / affected children

(Source: Child Protection and Juvenile Justice System for Children in Need of Care and Protection, Dr Nilima Mehta, Childline Foundation India, April 2008)

The list itself makes it clear that every category of children listed above is subjected to a number of violations and violence, which is why they are in the CNCP list. Also, many among these groups of children are also prone to easily resorting to violence among themselves and with others. The need to address violence with young people is, therefore, necessary from manifold perspectives:

1. The right to protection being a fundamental one, it is important that young people are aware of that right, and the mechanisms available to them for seeking protection.
2. Without a clear understanding of different forms of violence, young people remain at perpetual risk of encountering them without even realising that such incidents are against their rights and they can seek protection. Domestic violence is a pertinent example in this context, since most children — especially marginalised groups — accept it as an inevitable part of their life situations. Corporal punishment by family adults, at work place and in schools is also routinely accepted as 'natural', by adults and young people alike — thereby leaving children perpetually vulnerable to such violence.
3. This acceptance of violence as 'natural' or 'normal' increases the overall acceptance of violence as a viable option to solve problems, thereby encouraging young people to easily resort to violence among themselves and with others. A clear understanding of different forms of violence, along with the knowledge of such manifestations being violations of the basic right to protection provide the only possible means to get young people to say no to violence — both in terms of facing it, and perpetrating it.

Among these groups, DIKSHA has been directly engaged with working children, abused children, children engaging in substance abuse, and children in families 'at risk' (all families in red light areas being volatile and vulnerable to disintegration) — addressing issues of violations and violence among other things. Initially, non-classroom participatory techniques involving group exercises, theatre, puppetry, songs etc were used experimentally to check out what works best. With the experience of more than a decade behind us, when we have not just been using these tools and techniques in just our work areas, but have also been acting as resource persons for different organisations working with children and adolescents — we have reached a level of articulation that allows us to develop a Manual for the Training of Trainers (ToT), usable by any organisation working with young people. This manual can be used best through one ToT being conducted by resource persons from DIKSHA, followed by a session with young people conducted by the trained personnel with DIKSHA representatives as observers. Critical feedback to further strengthen the facilitation skills of the trained personnel could then be offered before any organisation puts this module into use on their own.

This two-day ToT module uses participatory techniques that actively engage trainees, as opposed to subjecting them to passive listening. The training is designed to be conducted more in a workshop mode that disallows non-participation. Also, the training methodology has been carefully designed to ensure that illiterate/ barely literate young people can also participate fully. Case studies used have been developed out of real life experiences of children in DIKSHA, with suitable modifications to protect confidentiality, to ensure that marginalised young people find them related to their real life situations.



# Working with Adolescents on Violence – A Participatory Approach

## A Manual for the Training of Trainers

### Foreword

This is a Training of Trainers (ToT) Manual has been developed with three learning outcomes in mind:

1. Developing the ability of young people to identify different forms of violence and the spaces where such violations occur
2. Enabling young people to learn how to prevent, resist and protest against violations and violence of any form
3. Helping young people to understand why violence is not a viable solution to the problems they face, along with mapping other possible ways of addressing those difficulties
4. Developing facilitation skills for conducting participatory sessions with young people on different forms of violations and violence

One significant feature of this module is that it aims to facilitate marginalised young people themselves to develop as facilitators, conducting this training with others following a peer learning approach. Each session contains notes for the facilitator to help them with useful information, as also with tips to optimise the efficacy of every session. These tips have been provided in a manner that makes them accessible to marginalised young people also.

This training can be best conducted with 15 – 25 participants. Less than 15 participants would make the group exercises difficult, while more than 25 participants might adversely affect full participation of every individual. The time schedule provided here is a suggestive one, which may be modified as per need, but the overall time allotted for the entire training, as also for each session need to be maintained. Curtailing time would affect the quality of the sessions, thereby reducing effectivity.

It is important to have at least two facilitators to effectively conduct this ToT, preferably with an additional person to help with logistics and documentation — who may also be from the organisation for whom the ToT would be conducted.

### Day 1

#### Session 1: Ice-breaking, Introduction and Context Setting

**Time: 2 hours 45 minutes (10.00 – 12.45)**

##### Objectives:

1. Acquainting participants and facilitators with each other
2. Matching expectations and objectives
3. Setting the Codes of Cooperation

Welcome address to all by a representative of the organisation for whom the ToT is to be conducted 10.00 – 10.10

Brief introduction of DIKSHA by a member of the resource team 10.10 – 10.20

Exercise 1: Introduction 10.20 – 11.30

Materials needed: One soft ball of medium size

##### Activities:

1. All participants and facilitators will stand in a circle. If there is an additional person for logistical and documentation support, s/he should also be included in the circle.
2. One of the facilitators will explain that s/he will be throwing a ball to participants, who should catch it. The person who catches it has to mention her/his name; her/his favourite colour and the reason for that.
3. The same facilitator will start by introducing herself/himself, mentioning her/his favourite colour and the reason for her/his choice.

4. Then, s/he will keep throwing the ball to different participants, ensuring that each one is covered — including the person offering logistical and documentation support.
5. The other facilitator should be the last person to receive the ball. This second facilitator will self introduce, mention her/his favourite colour and the reason thereof.
6. S/he will then sum up this exercise by pointing out how some people like the same colour for different reasons, just as some people like different colours for the same reason. [For example, someone's favourite colour may be red because it signifies sunrise, while someone else might like red because it stands for joy. Again, for someone, green may be a symbol of peace while for someone else white may be the colour of peace.] The facilitator needs to point out that such differences only reflect different perspectives and no one is right or wrong. People do have different perspectives and experiences and it would be important to accept all of them within the space of the workshop, so that nobody feels left out.
7. S/he should conclude by pointing out that the aim of the workshop would be to respect and learn from each other to arrive at a common understanding.

#### **Note for the Facilitators:**

1. The time allotted for this exercise (1 hour 10 minutes) has been calculated with 25 participants, 2 facilitators and one additional person for logistical and documentation support. The basis of the calculation is: 4 minutes for instructions + 56 minutes for the responses (28 persons X 2 minutes per head) + 10 minutes for the sum up. In case number of participants is less, this time may be accordingly distributed or added to the time allotted for the tea break following this session. In case the number of participants is 25 and some of them take more than 2 minutes to respond, the spill over time may be curtailed from the tea break.
2. It would be important to use examples from the responses by participants during the sum up.
3. This exercise should familiarise participants with each other and the facilitators and the support person, as also relax them and make them feel safe. It would be important to conduct the session with that in mind – resisting attempts to unnecessarily hurry up some participants who might take a little longer than others.

#### **Tea Break**

**11.30 – 11.45**

#### Exercise 2: Expectations and Objectives

**11.45 – 12.15**

Materials needed: Flip chart and markers/ sketch pens

#### Activities:

1. One of the facilitators needs to invite the participants to mention their expectations from this workshop one by one. Each participant should speak out and no one should mention more than three expectations.
2. The support person needs to list the expectations on a flip chart — avoiding duplications.
3. After all participants have responded, the other facilitator needs to explain the objectives of the workshop and match the expectations with them — clearly pointing out which of the expectations are likely to be addressed in course of the workshop and which would not be covered within its scope.

#### Exercise 3: Codes of Conduct

**12.15 – 12.45**

Materials needed: Flip chart and markers/ sketch pens

#### Activities:

1. One of the facilitators will explain that some codes of cooperation need to be set for best utilisation of the time that the participants and facilitators will share together, which will be equally binding for all. S/he will then walk to the flip chart and draw the symbol of a mobile phone, putting a red cross on that.
2. Participants should then be asked what that means to them. Once the correct response has been received, participants should be asked whether they agree. If the response is affirmative, fine. If not, it needs to be explained why mobile phones need to be switched off – to ensure concentration and eliminate distractions.
3. Participants are then to be invited to walk to the flip chart and draw the symbol of a rule that s/he thinks would be important.
4. After each symbol is drawn – participants must be asked about the meaning and for their agreement.
5. Depending on the responses from participants – facilitators may need to add more symbols to cover all the relevant aspects.

#### **Note for the facilitators:**

1. The objectives are the same as the learning outcomes mentioned in the foreword and it would be important to clarify to participants which of their expectations would realistically be covered within this workshop and which would lie beyond its scope.
2. The objectives should not be simply read out – but explained and matched with the expectations voiced by the participants.
3. Codes of Conduct are a different expression for ground rules, which must cover the following:
  - a. Mobile phones in power off mode
  - b. Maintaining time
  - c. Talking in turns and not together
  - d. Attention to instructions and other inputs
  - e. No cross talking and no side talks
  - f. Asking questions if something is unclear – all questions are important; there are no foolish questions
  - g. All participants are equal – no hierarchy within the workshop space
  - h. Active participation
4. It is important to capture the codes through symbols so that they remain accessible to participants who may be illiterate or barely literate.
5. The chart/s containing these symbols should remain prominently displayed in the workshop space for the entire duration, so that ready reference to that is possible whenever necessary.
6. Some measures should be decided in case of anyone breaking any code of conduct – but not in the punishment mode. E.g. if someone walks in late, everyone else would be clapping or such measures.
7. The documentation person should also write down the rules, so that both the symbols and their verbal significance may remain displayed.

#### **Session 2: Rights of Children and Violations**

**Time: 4 hours 5 minutes (12.45 – 13.30; 14.30 – 17.50)**

#### **Objectives:**

1. Sharing the basic idea of child rights with participants
2. Opening up the discourse on violations of rights and its connection with violence
3. Deepening the idea violence and of spaces where violence may occur

#### **Exercise 1: Understanding Rights**

**12.45 – 13.30**

**Materials needed:** Flip charts and markers

#### Activities:

1. Conduct a quick brainstorm on what the participants understand to be the rights of children and list the responses on a flip chart
2. Then offer the following technical input: *The guiding document for children globally is the United Nations Child Rights Convention (UNCRC). As per that document – children have four basic rights: survival, development, protection and participation. Safe childbirth options, immunisation, proper treatment options, balanced nutrition – all of these fall under the right to survival. Education, skills development trainings, co-curricular activities – these relate to the right to development. Safety and security from all kinds of neglect, abuse and torture come under the right to protection. The right to participation refers to an approach where the voice and opinions of children are to be listened to and taken seriously – but within the contours of adult guidance.*
3. Refer to the rights on the flip chart and ask participants which of the rights mentioned by them would fall under which of the broad four rights. Correct them where necessary.
4. Conclude the discussion with the following technical input: *India has signed this document and has also ratified it. That means the Indian State is obligated to grant all these rights to all children in the country. Situations that lead to any violations of any of these rights, and the impact of that on the young people's lives is what we will be discussing during this workshop – along with knowing the provisions available to young people in case of such violations.*

#### **Lunch Break**

**13.30 – 14.30**

#### **Note for the facilitators:**

1. During the initial brainstorming, it is not important for every participant to speak – though efforts must be towards that. Preferably, this section should be completed in 10 minutes.
2. Only the basic point of the technical input is given here. Facilitators need to read up the UNCRC carefully to effectively transmit the suggested technical input. This should be done within 15 minutes. At this stage, examples should not be given for the rights. Only the concepts need to be explained briefly.
3. Effort at the third step should be to encourage and guide participants towards categorising the rights by themselves. Facilitators should not immediately classify them. While this should ideally happen within 10 minutes – extra time may be allotted if necessary and that may be curtailed from the lunch break.
4. The final sum up should be done in 10 minutes or less.

#### Exercise 2: Value Voting on Cases of Rights Violations

**14.30 – 16.00**

#### Materials needed: Flip charts and markers

#### Activities:

1. This session is designed in a manner that no separate energiser is necessary. Get all participants to crowd together in front of the facilitators.
2. Tell them that some statements will be said and they have to take positions in the room as per their agreement or disagreement with those statements.
3. Point out three different corners of the room to them – one for agreement, one for disagreement and a third one for partial agreement.
4. Then say the statements listed below one by one. After each statement, participants have to take positions.
5. Then invite each group to discuss among themselves and give three reasons for their position of agreement / disagreement/ partial agreement.
6. Allow them to debate for sometime – approximately 15 minutes per statement.
7. Also inform that people can change positions if they want to while the debate is going on.
8. Note the main arguments put forward by each group on a flip chart.
9. Write on a flip chart the number of persons in each group after 15 minutes and ask participants to collect back in the middle of the room.
10. Read out the next statement.
11. Continue this process till all 5 statements have been debated.

12. Sum up the session by pointing out that each of the statements violates one or more rights of children. Mention the right/s violated by each statement, so that none of them is acceptable. Conclude with: *Violation of rights lead to situations of violence, many different forms of which have to be faced by young people. Also, violence may be faced in different spaces, including those that are usually believed to be safe for children. In the next sessions, we will deepen our understanding about different forms of violence, as also about spaces where young people may face violence.*

Statements for value voting:

- a) Little girls don't need as much nutrition as little boys do.
- b) A child who is not good in studies should be sent to work and earn an income.
- c) A naughty child needs to be spanked occasionally by teachers and guardians in order to be disciplined.
- d) It is natural to tease a child who stammers.
- e) It isn't necessary to listen to children since adults always know better.

**Note for the facilitators:**

1. It will be important during this session to ensure that each participant takes a position.
2. Intervention may be needed to ensure that debates do not degenerate into heated fights.
3. Statement 1 violates a girl child's right to survival, since medically – both girls and boys need similar nutrition. Depriving a girl child of necessary nutrition would adversely affect her health.
4. Statement 2 violates a child's right to development, as the right to education is part of that larger right. To assume that a child needs to be good in studies to exercise her/his right to education is discriminatory towards all children who may not be good in studies. But such children also have the right to development. In addition, if the work situation is hazardous and or abusive, then a child's right to protection is also violated.
5. Statement 3 violates a child's right to protection. We now have a law against corporal punishment in schools and there are many countries in the world where corporal punishment by parents/guardians is also punishable by law. Spanking is a violent act that teaches violence to a child and only has temporary impact. For long-term impact, positive disciplining techniques are to be applied. Moreover, it is natural for children to be naughty and it is the responsibility of adults to find out ways and means to explain to a child the consequences of such naughtiness. Spanking is not the answer.
6. Statement 4 also violates a child's right to protection, since this is psychological abuse. Stammering is a form of disability and to tease a child about that is discriminatory behaviour, which hurts the child's emotions and has deep-seated and far-reaching negative impact on her/his psychological wellbeing.
7. Statement 5 violates a child's right to participation. While adult guidance is needed, it is equally important to listen to children's own opinions and voices. Adults do not necessarily always know better and not listening to children at times have severe adverse effects. To cite a simple example, a child may be refusing to go to school because s/he is being bullied by classmates or seniors. Simply forcing her/him to go to school without listening to the real reason behind the refusal – it will have far-reaching adverse effects on the child's life.

**Tea Break**

16.00 – 16.15

Exercise 3: Understanding Violence

16.15 – 16.45

Materials needed: Flip charts and markers



#### Activities:

1. Invite participants to think about the discussion in the previous session and share their thoughts on what violence means to them. Ensure that each one speaks — but briefly. Note the kinds of violence being mentioned.
2. If only physical violence is mentioned, then after each one has spoken — just mention that violence is not necessarily just physical. If examples of psychological violence have also been mentioned, then point out that violence can be both physical and psychological and just ask if there can be any other kind of violence. If examples of sexual violence have also come up, then mention that violence can be of three kinds: physical, psychological and sexual.
3. Conclude the session with the following technical input: *Violence occurs when some right is violated. Just as violence can be of different kinds, it can also occur in different spaces and be perpetrated by different people. These are topics that will be explored in the next sessions.*

#### **Note for the facilitators:**

1. Maintaining time for this exercise is necessary. So, get each participant to respond – but quickly and also stop anyone from speaking more than one point.
2. If only examples of physical violence come up, just point out that violence can be of different kinds, not just physical – but do not cite examples. Mention psychological and sexual violence only if such examples are cited by participants. Otherwise, do not mention these terms.
3. Also, if there are some examples that demonstrate physical violence along with other forms of violence, then encourage participants to identify those other types and point out only if they cannot identify it.

#### Exercise 3: Violent spaces

16.45 – 17.50

Materials needed: Flip charts and markers

#### Activities:

1. Divide participants into four groups.
2. Allot one of the following topics to each group and ask them to prepare a five-minute presentation on their own topic:
  - a. kinds of violence that a child can face at home and the rights that are violated because of such incidents
  - b. kinds of violence a child can face in school and the rights that are violated because of such incidents
  - c. kinds of violence a child can face in public places like a park or public transport and the rights that are violated because of such incidents
  - d. kinds of violence a child can face when with other children and the rights violated in such cases
3. Each group is to present to the larger group. No questions during presentations. Clarifications may be sought after the presentation is over.
4. Conclude the session as follows: *There is really no space where a child can be completely safe from violence, unless there are mechanisms to prevent such violence. Home or family — believed to be the safest space for children — may also not be really safe for a child. A child may similarly face violence in school, in public places or in public transport, and even from friends. All such possibilities of violence are detrimental to the child's right to protection. This is why, it is important to understand the kinds of violence that can happen in different spaces, so that appropriate mechanisms for prevention and on-spot intervention may be designed.*

#### **Note for the facilitators:**

1. Time management for this exercise is very important. Divide the time as follows: 5 minutes for group formation and instructions + 15 minutes for discussions and preparing the presentation + 5 minutes each for presentation per group + 5 minutes for clarifications/discussions after each presentation + 5 minutes for sum up.

Ask each participant to write 3 new things/ideas that s/he has learnt during the day, thank everyone, reconfirm that everyone will be in the workshop space by 10.00 the next day and close the workshop. In case there are participants who cannot write, please ask other participants to write for them – after they have finished their own writing. Also mention that if any participant feels that s/he has not learnt anything new, that also needs to be written. Please also tell participants that they may write their names if they want to, but that is not compulsory.

## **Day 2**

### **Note for the facilitators:**

Before the start of the workshop, facilitators need to make a layered ball with old newspaper pages. Layers must be the same as the number of participants. Each layer will contain a small chit of paper with a question related to some topic covered the day before. A list of 25 sample questions is provided here, which may be adjusted as per the actual number of participants in the workshop:

1. How did the workshop start?
2. Please mention one objective of the workshop.
3. Please mention another objective of the workshop. (Different from the one already mentioned)
4. Please mention another objective of the workshop. (Different from the two already mentioned)
5. Please mention the remaining objective of the workshop.
6. Please mention two codes of conduct.
7. Please mention two more codes of conduct.
8. What is UNCRC?
9. Has India signed and ratified UNCRC?
10. How many broad rights of children are mentioned in UNCRC?
11. Please name one of the broad rights of children mentioned in UNCRC. (Different from the one already mentioned)
12. Please name another of the broad rights of children mentioned in UNCRC. (Different from the two already mentioned)
13. Please name another of the broad rights of children mentioned in UNCRC. (Different from the three already mentioned)
14. Please name the remaining broad rights of children mentioned in UNCRC.
15. Is there any violation in giving less food to a girl in comparison to a boy of the same age? If so, what kind of violation?
16. Should parents spank children? If not, why not?
17. Should teachers spank children? If not, why not?
18. Which right is violated if a child is sent to work instead of to school?
19. Which right is violated if we tease a child for being dark-complexioned?
20. Should parents and other adults listen to what a child has to say with reference to anything that concerns her/him? Why?
21. Is there any violation in marrying a girl below the age of 18?
22. Can a child face any kind of violence at home?
23. Can a child experience violence in school?
24. Is a child completely safe when s/he is with friends?
25. Is there any lack of safety for a child in a park or in a public bus?

### **Session 1: Recap**

**Time: 1 hour (10.00 – 11.00)**

#### **Objective:**

1. Doing a recap of topics covered the previous day

**Materials needed:** The paper ball with the questions and a mobile phone to play music from. (If such a mobile phone is not available, music can be played even by moving a spoon inside a glass.)

**Activities:**

1. Ask all participants to stand in a circle.
2. One of the facilitators needs to be part of that circle while the other should be outside to play the music.
3. Facilitator in the circle should have the ball with her/him.
4. S/he needs to explain to the participants that she will pass the ball to whoever is standing on her right and then the ball will be passed from one to the other as long as the music is playing.
5. Whoever has the ball when the music stops has to unwrap one layer, find the chit of paper and answer the question written there.
6. This is how the game will be played till all the layers have been unwrapped and all the chits have been answered.
7. After starting the game, this facilitator should move to the centre of the circle to supervise and intervene where necessary.
8. The other facilitator will be in charge of playing the music and stopping it.

**Note for the facilitators:**

1. The facilitator conducting the game should prevent attempts of quickly passing the ball to the next one *after* the music has stopped.
2. S/he should also invite other participants to respond if the one with the ball cannot answer the question on her/his chit.
3. The facilitator in charge of the music has to cleverly play and stop the music in such a manner that no participant gets the ball twice.

**Session 2: Forms of Violence, Prevention, Protection**

**Time: 4 hours 45 minutes (11.00 – 12.00, 12.15 – 13.30, 14.30 – 17.00)**

**Objectives:**

1. Acquainting participants with different forms of violence faced by children
2. Familiarising participants with the impact of violence on young people
3. Informing participants about techniques of prevention
4. Informing participants about provisions available to young people needing protection from violence

**Exercise 1: Different forms of violence**

11.00 – 12.00

**Materials needed:** Flip charts and markers

**Activities:**

1. Divide participants into three groups.
2. Give one story each to the groups and ask them to read it and capture their responses to the questions as a poster / through a play/ through a song. Presentation time – 15 minutes per presentation.

**Story # 1**

A man named Ramen lives with his wife and two children. He returns drunk every night and often beats up his wife on some pretext or the other. If his son and daughter try to prevent him from hitting their mother, he beats them up also. One day, both children get determined to stop Ramen from beating their mother; they collect two strong and short bamboo sticks and hide them in the house. That night also, Ramen picks up a quarrel with his wife on a flimsy ground and starts slapping and kicking her. Both children rush in with their bamboo sticks and start hitting Ramen; he is forced to stop as a bamboo stick hits him on the forehead, which starts bleeding.

**Questions:**

- a) What name do we give to the kind of violence practised by Ramen?
- b) Was the impact of his violence only physical?

- c) Were the children right in their decision to hit Ramen back?
- d) What else could they have done?

### Story # 2

Raju is a 14 year old boy who is not very good in studies, but he never misses school and wants to complete his Class X exams. He comes from a very poor family and works in the local market to earn some money before he goes to school. He would like to get some tuition, but they are too poor to afford that. He is in Class VII now. Whenever he cannot answer a question in class, his teachers taunt him with comments like: 'Your intelligence is as good as a goat's. Studies are not for you. Why do you keep occupying a seat for nothing? Go to the fields and chew grass!' His classmates also burst out laughing at such comments.

#### Questions:

- a) The teachers' behaviour with Raju — is it violence? If so, what kind of violence is that?
- b) Are his classmates violent to him when they laugh at the teachers' comments?
- c) What kind of impact can the behaviour of teachers and classmates have on Raju?
- d) Could the teachers and classmates behave differently? How?

### Story # 3

Rama is a 15 year old girl, who works as domestic labour, takes care of her younger siblings when her mother is busy, and plays around with other girls and boys of her locality when she is free. In the same building where she lives, in a different room a man of about 30 also lives as a tenant. Rama calls her 'uncle', for he is very nice to her. He often brings candies for her when he returns from work; sometimes he also presents her with hairclips and earrings. One day, this man called Rama to his room and said that he had a bad headache. He requested Rama to massage his forehead. As Rama was doing so, the man started groping her and Rama screamed and scratched at him — so that other neighbours came running.

#### Questions:

- a) Would you say that Rama's uncle was violent with her? If so, what kind of violence was it?
- b) Was Rama right in her reactions? Could she have done anything else?
- c) What do you think the neighbours would do?
- d) What would you do if you were a neighbour?

### **Tea Break**

**12.00 – 12.15**

### Exercise 2: Sharing of thoughts

**12.15 – 13.30**

#### Activities:

1. Each group is to present to the larger group. No questions during presentations. Clarifications may be sought after the presentation is over.
2. Discussions on the responses of each group after the presentations — for additional points.
3. Conclude the session with the following sum up: *Violence can be of three major kinds — physical, psychological and sexual, as we have learnt from these presentations. Young people are vulnerable to all these forms of violence and very often, the same act actually is violent in more than one way. Also, violence very often leads to more violence, as in the case of Ramen and his children — which is why, it is important to find out other responses to situation of violence. We will work on the impact of violence and possible prevention mechanisms after lunch.*

### **Lunch Break**

**13.30 – 14.30**

#### **Note for the facilitators:**

1. Allow free discussions after every presentation – but ensure that the discussions are on the content, and not on the quality of the poster or the play or the song. If such comments are made, point out that the aim was not to develop a good poster or play or song – but to capture the responses in a form different from just writing on chart papers.
2. Point out that the first story deals with physical violence, the second with psychological violence and the third with sexual violence – whether the participants have been able to capture this

violence or not. Explain that violence is not merely physical – emotional torture and sexual abuse are also forms of violence.

3. If necessary for discussions, allow spill over and curtail that extra time from lunch.

### Exercise 3: Impact of violence

14.30 – 16.30

Materials needed: Flip charts and markers

#### Activities:

1. Ask participants to get back into their groups and return to their stories.
2. Each group has to list out the rights that are being violated in the situation, as also the impact of such violations on the young person/s involved and capture them on a chart for a 15-minute presentation
3. Each group is to present to the larger group. No questions during presentations. Clarifications may be sought after the presentation is over.
4. Discussions after each presentation.
5. Conclude the session with the following technical input: Just as violence has different forms of manifestation, similarly – *different rights are violated by a single episode of violence and the impact of such violations may be deep-seated and far-reaching. In the first story, for instance, Ramen may throw out his wife and children after the incident – which could ruin their future entirely.*

#### **Note for the facilitators:**

1. Preparation time for the presentations - 30 minutes
2. Presentation time should be limited to 15 minutes per presentation
3. Allow free discussions after every presentation for about 15 minutes per presentation.
4. Sum up time is 10 minutes, but brief sum ups may be done after every discussion.
5. The following points need to emerge from the presentation on the first story:
  - a. It deals primarily with physical violence within the domestic space, but also has other implications.
  - b. The children and their mother are likely to be depressed and unhappy because of the recurrent domestic violence by the father.
  - c. The boy may well get the idea that men are supposed to behave like that when they are adults.
  - d. The mother's unhappiness may lead to her being abusive with the children also – expressed through beating them or scolding them continuously.
  - e. The children's studies are likely to be affected under such situations, thereby adversely affecting their right to development.
  - f. They may even become dropouts if they are teased by classmates about the regular disturbances in their family, or because their father does not provide enough money to run the household, since he spends so much on alcohol.
  - g. The father's alcoholism may lead to inadequate food at home, which would make them malnourished, thereby violating their right to nutrition.
  - h. It is clear from the story that violence perpetrates violence.
6. The following points need to emerge from the presentation on the second story:
  - a. The behaviour of the teachers reflect their lack of engagement with Raju, since instead of helping him in his efforts to pursue his studies, they would continuously abuse him emotionally.
  - b. This would encourage Raju's classmates to taunt and tease him also, making him feel even more lonely and ashamed. Instead of learning to help a classmate, they would get the wrong message that discriminating against someone less intelligent.

- c. Violation of rights by adults, therefore, contributes to perpetrating peer violence.
  - d. The deep sense of shame might lead to Raju finally dropping out of school, so that his right to development would be violated.
  - e. Raju's sense of shame and sorrow might also affect his physical health, thereby violating his right to survival.
  - f. Raju might become extremely angry in his mind and find out different ways of harassing and insulting his teachers and classmates, or may resort to fights with his classmates.
7. The following points need to emerge from the presentation on the second story:
- a. Sexual violence has both physical and psychological impact
  - b. To be touched against one's will is a sexual violation, which is physical in nature
  - c. If Rama had felt ashamed and afraid and not shouted out, her sexual abuse could be extended up to rape – which has many far-reaching effects both on the body and the mind
  - d. Even after shouting and stopping the abuse – Rama may start feeling a deep sense of guilt and shame, thinking that it was somehow her fault – a very common impact of sexual abuse
  - e. Our culture does not encourage children to understand sexual abuse – which leaves them more at risk, because they may not be able to understand the violence at all – especially if there is no physical pain involved initially. One of the major problems associated with sexual abuse is the silence around it and it is very important to break this silence.
  - f. The risk of sexual violence may be more for girls, but boys also face sexual abuse and violence. Acts like pulling the pants down or clutching the penis and twisting it – quite common among adolescent boys – are also examples of sexual abuse.
8. If necessary for discussions, allow spill over and curtail that extra time from lunch.

#### Exercise 4: How to address violence

16.45 – 17.30

#### Activities:

1. Conduct a brainstorming session with participants on the following question: Is violence a solution to problems? If yes, how? If not, why not?
2. Note the responses on a chart paper.
3. Sum up the session with the following technical inputs:
  - a. *Violence perpetrates further violence and can never lead to any solution. E.g., in case of Ramen – his violence teaches his children to be violent, but does not really solve anything. Even among friendships, if disagreements lead to fights – friendships are destroyed, but no solution can be reached.*
  - b. *Rational dialogue is the best option to sort out differences. It is equally important to remember that people may differ in their opinions and it is not necessary that to be friends means there has to be agreement on everything. Readiness to accept differences is a positive quality, which needs to be nurtured.*
  - c. *Even for young people who may be naughty or rowdy – there are positive disciplining techniques, like explaining the consequences of such actions, of not talking/ interacting, of explaining how it upsets adults etc. Physical punishment or psychological abuse like shaming cannot bring any lasting changes.*
  - d. *It is important for adults to be disciplined for children to learn being disciplined. E.g. if adults regularly flout rules like not talking on the mobile phone when driving, or inside a bank ATM – young people get the message that breaking a rule is fine.*
4. Conduct a brainstorming session with participants on the following question: How can violence of different forms be prevented?
5. Note the responses on a chart paper.
6. Sum up the session with the following technical inputs:
  - a. *Informing young people about their right to protection enables them to question and resist violence*
  - b. *Sustained participatory workshops with young people on the ill effects of violence in their lives facilitates their understanding of it and encourages them to prevent it for themselves and for others*



- c. *Informing adults about the rights of young people, combined with sustained engagement with them to change mindsets*
  - d. *Posters, songs, plays developed by young people on the issues of violence and its impact on the lives of young people are good advocacy materials for bringing a change in adult mindsets*
7. Conduct a brainstorming session with participants on the following question: When a young person faced violence of any kind, what are her/his options for protection?
  8. Sum up the session with the following technical inputs:
    - a. *There are some mechanisms set up by the State to protect children from any kind of violence. Child Welfare Committees (CWCs) are there to report cases of violence.*
    - b. *In case of violence of any kind faced at home to an extent that home and family becomes unsafe for the child – there are shelter homes run by the government and by non-government agencies where the child may get shelter – but this has to happen through CWCs.*
    - c. *The non-government agency Childline has a toll-free number – 1098 – which can be accessed for protection of any kind to a child in distress.*
    - d. *Developing support groups of adolescents and adults in the neighbourhood and in schools helps in facilitating on-the-spot protection being available to young people.*
    - e. *Rapport building with the Child Welfare Officer of the local police station facilitates ready access to protection from any kind of violence faced by a child.*

**Note for the facilitators:**

1. Allot 15 minutes per question – 7/8 minutes for brainstorming and 7/8 minutes for sum up.

**Session 3: Evaluation and Closure**

**Time: 30 minutes (17.30 – 18.00)**

Materials needed: Chart paper and stick-on *bindis* of three colours

Activities:

1. One chart paper with three columns needs to be kept ready. One of the columns titled ‘Training Content’; one titled ‘Training Methodology’ and the third titled ‘Facilitation’.
2. Explain to the participants what each column means.
3. Also explain to them that there are *bindis* of three colours: one meaning ‘liked’; one meaning ‘disliked’ and the other meaning ‘no comments’.
4. Ask participants to come one by one to the chart and put *bindis* of their choice under each column.
5. Once this is over – thank the participants and the organisers, people who provided logistical support and close the workshop.

**Note for the facilitators:**

1. Do not stand near the chart paper while participants are evaluating – so that they feel free to mark as they want.
2. However, also be around in case any of them needs to be reminded of which column is for what and what colour of *bindi* signifies what.
3. During the vote of thanks, do not forget to thank people at the venue or any volunteer who might have been there.

# Be a DIKSHA DOST - help us grow

**Donor organisations and International NGOs – partner with us to spread the model of community-based protection mechanisms for children; to encourage child protection through direct participation of local adolescents and youth; to increase the number of safe spaces available to marginalised children; to promote values of gender justice among marginalised communities.**

**Fellow NGOs – partner with us as a resource organisation to learn the skills of promoting gender justice, child and community participation.**

**Corporates & Individuals – donate to us and make an underprivileged young person smile. If you are an Indian company / citizen – you will get tax relief; we have 80G certification.**

**Media Persons – capture our stories; highlight our issues; reach our voices to bodies of power.**

**All of you – use and popularise our products against donations – they are expressions of our creativity; help us with your skills; come and spend time with us to experience how we are growing. You will never regret it!**





*Creating safe spaces for marginalised young people*

*Empowering young marginalised children, adolescents & youth*

*Ensuring child protection through community youth participation*

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