Roles of Panchayats in Safeguarding the Rights of Children
Preface

Initially the notion of human rights was considered most important and child rights were assumed to be a part of these. It was over a period of time that the human rights agencies realised the need for separate rights for the child as they are a vulnerable group and require special focus. In spite of the 30 articles, UDHR did not cover many specific needs of the child as rights. Later during 1970’s-80’s child rights were given their due importance. United Nations Convention on the Rights of the Child drew its framework on two principal schools of thought that have contributed to the concept of child rights. The ‘Child Liberationist’ view which considers children as independent, free and individuals who should be treated with dignity and the ‘Child Protectionist’ view which concedes that children are immature, dependent and their care needs have to be looked after by adults and the society.

The various implements to ensure child rights in India are in place; but what is lacking is the critical knowledge of the various articles, legislations, policies, schemes and programmes. This knowledge once attained, would serve the purpose of a powerful empowerment tool for those involved deeply in the field of child rights. With this background, the training module has been prepared by PRIA (Participatory Research In Asia) for the sake of disseminating important and critical know-how on rights of the child in the international, national and local arena. The objective of the module is to deeply ingrain the knowledge on the rights of the child’s protection and promotion within the mind-sets of the agents of child rights; and to be used as a sourcebook for building capacity of PRI’s, urban local bodies and NGO’s to enable them to secure child rights, make informed choices and decisions. There was a need for a Trainer’s Guide as well that could streamline the process of imparting this know-how to the participants. Thus the training module is complemented with the following Trainer’s Guide. This guide has been prepared with the objective of easing out the trainer’s training process.

It is hoped that both the training manual for the participants and the trainer’s guide for the trainers would together, achieve the broader objective of empowering officials and workers involved in child rights work with more knowledge and practical ideas.
Introduction

Indian constitution recognizes that all children have the right to live in safety and dignity in a protective environment that ensures that children are in school, laws are in place to punish those who abuse and exploit children and communities are aware of the risks which children face and the government, the elected Panchayat members, grass root level functionaries and civil society address children’s ‘protection’ issues in an attempt to reduce their vulnerabilities. The Panchayat members’ commitment, in particular, to fully protect children’s rights and to create awareness in order to break the silence around children’s plight and to change attitudes, traditions, and practices that can be harmful to children, such as child marriages, female feticide, child labor, would be the best possible way to ensure that the children are protected from neglect, abuse and exploitation. In every community, the Panchayat members are looked upon with great respect as protectors, especially of women and children. The Panchayat members also play a vital role in not only ensuring the development of the community but also that every member, especially women and children, live in safe environment with dignity and respect.

Participatory Approach

Participatory approach in simpler terms is the approach which involves participation from the local governing bodies, local people and especially children in case of child rights promotion and protection. This approach is important from the perspective that central government cannot perceive and act on human rights issues at the local levels. Whereas the local governing bodies and the people at the village level are more hands on with day to day life issues. Thus the central government decides and in a well defined manner, with a restrictive set of powers, devolves authority to the local governing bodies like the Panchayati Raj Institutions, Gram Sabhas etc. This type of empowering of local authorities is called democratic decentralization, which basically helps the central government govern at local levels like villages and small towns. Democratic decentralization encourages the local population in adopting a participatory approach while dealing with rights issues.

Participatory approach involves participatory planning, participatory implementation, participatory monitoring and participatory evaluation. This type of approach is very helpful and useful when it comes to working on a child centered plan for a village or community. Assuming while planning for the village development, serious child rights issues are highlighted by the local population and by the children themselves. In this scenario who is the best set of people who can help address the issue and offer long term solutions; obviously it is the children themselves since they are affected directly by these issues. So the children’s involvement in this case will begin from the participatory planning phase where they would be able to help in collating data and opinions for analysis; they would be able to help in the implementation phase by participating in the implementation committee and ensuring that the plan is implemented as per the set objectives; and lastly children’s role in the monitoring and evaluation would be crucial as they were the ones who highlighted the issues and they are the best judge of monitoring and evaluating the progress of the plan.
Intended Users of the Trainer’s Guide

This training guide has been prepared by Participatory Research in Asia (PRIA) in collaboration with UNICEF to impart skills to the reader to conduct participatory training on the issue of Panchayati Raj Institutions and the ways in which they can secure child rights. The targeted users of the guide would be trainers who would be imparting training to elected members of Panchayat as well as government officials and NGO workers, actively involved in the field of child rights protection and promotion. The aim of the training guide is to ensure that trainers are able to train the people who are directly involved in the field of offering protection to rights of the child, reporting child rights violations or promoting child rights for the local areas, are well versed with the rights of the child in the international as well as the national and local context.

The objective of the trainer’s guide is to ensure that the trainer is able to impart knowledge on who is a child, what are child rights, what international as well as national agencies ensure child rights fulfilment, what are the laws protecting and promoting the rights of the child, what are the various child rights violations and most importantly how can the local governance body such as Panchayat Raj Institution, be actively and aggressively involved in ensuring that the rights of the child are protected, promoted and fulfilled in all its forms at the local levels. Although, firstly the trainer is expected to go through the source book to have a clear understanding of these issues, thereafter this training guide will facilitate her/him to impart training. Broadly, the trainer’s guide would cover the various aspects of training, the do’s and don’ts for a trainer, the preparation required before a training session, the step wise method of conducting sessions covering the content from the training manual, energising activities, feedbacks, logistics required for a training to be conducted and so on.

Intended Gain from the Training

By the end of the entire training module it is expected that the participant would have gained in-depth knowledge of child rights, issues and laws protecting these. The participant would also be able to roll out a practical participatory planning, implementation, monitoring and evaluation process with the help of other trained members. The more this information and training is disseminated, the more close we get to the objective of securing and promoting child rights at grass roots level. Also at the end of the each training batch, the trainer’s report and feedback are expected to constantly help revise and modify the training, in order to enhance the impact of the training. Thus it is imperative that more and more people involved with child rights attend this training and gain the knowledge and information to bring about a difference in a country as great as ours; a child rights sensitive country that would eventually become the envy of the world and set an example for the way children need to be cared for, protected, nurtured, given opportunities, fulfil their rights and develop into the responsible citizens of tomorrow.
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Part I: Theoretical Know-how

I. The Capacity Building Perspective

There is an urgent need to build up capacities of elected Panchayat Raj representatives in order to strengthen their role in protecting the rights of the child in local settings of India. Specific capacities pertaining to knowledge, skills and attitude need to be built. Adequate knowledge of child rights, laws protecting them, programmes and schemes promoting them, participatory planning with a child centered approach, participatory implementation of the plan and participatory monitoring and evaluation of the plan are vital ingredients required for developing a child friendly and child safe environment. Training forms an integral part of imparting the above knowledge and information to the panchayat members, government representatives and NGO workers involved in the field of child rights. This training ensures sensitive approach to children’s needs, requirements and respect for children’s knowledge and faith in their capacity. All these components of capacity building would help the trainees to become change agents with an enabling capacity to ensure child rights in their respective domains. These functional capacities are expected to facilitate coordination and convergence of efforts at village level, which is lacking in the present scenario.

II. Objectives of the Training

Objectives of the training are to build capacities of the local governing body officials, NGO workers and also of the participating children. The training would ensure that not only would the participants understand the concept of child rights and participatory approach well, they would also be able to practically use the tools and techniques of the participatory approach in child centered planning, implementation, monitoring and evaluation. Broadly the objectives of this training would cover the following:

- Build up a cadre of Panchayat representatives who would be aware and sensitized to issues and needs of children,
- Equip the representatives with knowledge, skills and attitudes to facilitate exercise of rights by children and for children,
- Enable the Panchayat representatives to become proactive in securing rights to all children in their locality,
- Develop shared roadmap for facilitating local level planning involving children and implementing the same.

Training is planned and conducted in stages for maximum impact. Each stage has its own significance in the broader agenda and must be given due time and diligence.

III. Who are to be Trained?

The participants of this training should essentially be persons who are either actively involved in the field of child rights or the ones who are affected by the issues which would mean children.
The people involved and working in child rights need to have a better understanding, good knowledge base and a clearer vision while trying to secure and promote child rights within their areas. In a participatory approach children form a vital part of plans and implementation of child rights programmes and thus it is important that they are encouraged to go through this type of training as well to understand what their rights and privileges as citizens and children of India are. Following people should use this child rights focussed training module.

1) PR Elected Representatives: Sarpanches and ward members of Gram Panchayats and other PR representatives.

2) Children in the age group of 12-16.

3) People or NGOs who are closely working with children in the villages and have gained some experience in understanding needs, concerns and issues of children’s. They should also have exposure to child rights and are ready to gain expertise in ensuring child rights.

IV. Content

The participatory training has three distinct features with different methodologies to help participants increase their knowledge and understanding of child rights. Firstly, it provides an opportunity to understand the perspective, concepts and rights based approach. The PR representatives will be sensitised about the concept of child rights through a historical and constitutional overview. They will also be sensitised on the Panchayats role in securing Child Rights, roles of Gram Panchayats, Gram Sabhas, Panchayat elected representatives, officials and children. It would also cover the potential challenges faced by them in the process of enabling exercise of child rights by children.

Secondly, Panchayats and Child Rights are explained through participatory training methods. Use of these methodologies help trainees/facilitators develop knowledge required for articulating and addressing children’s issues as these are key to child development. These methods provide an opportunity to understand the issues in-depth and find solutions from children’s point of view. For exposing the trainees to ground realities visits to village schools, anganwadi centres and health centres will also arranged. For stimulating thought process of trainees they will be asked to sketch the situation of children in their village and their vision for a child friendly environment. Case analysis, role plays and group discussions with children and mothers regarding call kinds of child rights-right to survival, protection, participation, development and other related issues may be used to explain the situation of the children in the village.

Third, participatory methods provide an opportunity to understand the perspective of participatory planning. Also, the participants are trained in participatory methods which they would use for better and in depth understanding of the issues and needs of children when they go back to the villages.
V. Methodology

Training is given through participatory and interactive methods ensuring involvement of all participants in the training process. The activities in the training program have been designed in a way as to promote participants active participation. Films on child rights, case studies, brainstorming and interactive lectures supported by training material are the inputs which will be used throughout the training. Another key component in the training is field training, during which focus group discussions and other participatory exercises are arranged for the participants during their visit to the village level institutions like schools, anganwadi centres, hospitals etc. followed by facilitating discussions at community level with children in order to better grasp ground realities though a group. This gives the participants the opportunity to physically experience the conditions that enable or constrain children in exercising their rights. At the same time the participants are trained in participatory methods and introduced to the tools for social mapping, resource mapping, situation analysis and vulnerability analysis as part of developing village plan.

VI. How to use the training guide?

This training guide has been prepared with the intention of giving the trainer a more hands on approach with the sessions he / she will be conducting. This guide will give you a step wise and module wise walk through your training sessions. The best way to use this guide would be in the following manner:

- Before you begin the training make sure you are logistically sound and have all that you need as a trainer and for your participants. Example: questionnaire copies, pens / pencils, chit pads, attendance chart paper and so on.
- All sections are important and must be covered in the given sequence only.
- Each module has a defined time table before the content. It is a good habit to familiarise yourself with the timetable before the particular session begins.
- Follow the timelines strictly, and use the grace period for any extensions.
- As you go through each training session, ensure you park all the pending questions or queries in a parking lot and address them at the end of the day. Use the notes section.
- Participant’s feedback or your observations during the sessions must be recorded at the end of this guide as ‘notes’ at the end of each day.
- While conducting ice breakers, energisers and learning games, you may refer the annexure III for ideas or use your own new ones. In case you use your own new game, you need to record the same in the notes section.
- At the beginning of the training during introductions, ensure that the participants have been explained the importance of signing their attendance on a sheet.
- At the beginning of the training, make sure the participants fill in the baseline questionnaire post their field visit. Refer annexure I.
- At the end of the training, make sure the participants fill in the end line questionnaire. Refer annexure II.
• Both sets of questionnaires once collected must be deposited at PRIA head office for impact assessment.
• At the end of the training make sure you record your own feedback in annexure IV as well.

VII. **Do’s & Don’ts for a Trainer**

a. Be impartial and don’t patronise any participant
b. Give all queries a fair hearing
c. Park a query if you don’t know the answer
d. In spite of the schedule mentioned in the guide, you may conduct energisers as and when you feel the attention levels are low
e. Always be on time for a session. Punctuality is the key to being an effective trainer.
f. Don’t check or question any participant directly on their performance or punctuality. It sets a bad example
g. Be sensitive to the differently abled participants

VIII. **Logistics**

This might not seem very important Logistics figure out as an important component. The following must be taken into consideration:

(i.) Venue of the training must be decided well in advance so as to avoid last moment disadvantage of non-availability of a suitable Venue. The mode of training we are discussing here is **residential** therefore, the following need to be ensured:

• Suitable accommodation for participants and trainers with availability of electricity, food, water etc.
• Sufficient number of projectors in case presentations, movie screenings etc... are a part of the training.
• Sufficient number of audio systems, mics.

(ii.) Ensuring participation from all the participants: This requires for inviting the participants by addressing the invites to the concerned head of the organisation in case the participants are representing a certain organisation and need prior permission to be a part of the training. A brief of the training may also be shared along with the invite which will help the participants prepare themselves for the training.

(iii.) If exposure visits are a part of training, necessary arrangements in the field have to be taken care of.

(iv.) Similarly resource persons need to be finalized and well informed of the training, agenda, schedule and venue of training.

(v.) A clear cut agenda needs to be prepared which contains the duties assigned to individuals for various sessions and activities. This will provide role clarity and avoid confusion while conducting the training.
Part II: Practical Application

Three Day Program: Securing Child Rights: PRI’s

Day 1: This day will be the first day of the training session and thus requires some preparatory work before you may conduct the sessions. It is also an important day as you will be introducing yourself and PRIA to the participants and explaining the reasons for this training course. Prepare your own short speech covering explanatory concepts so that the participants start feeling comfortable and more receptive towards the course. There may be many queries regarding the course, most of which you will be able to answer on the spot. For those queries which you may need some researching, you may politely promise to come back with an answer by the next day and park the query in your parking lot sheet.

Tip: Start the day with a lot of enthusiasm. Energised approach is infectious!

Day 1

<table>
<thead>
<tr>
<th>Day One</th>
<th>Session 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Duration</strong></td>
<td>4 Hours (9.00am – 1.00 pm)</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>Field Visit</td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td>Introduction to Training and Participants</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>To expose the participants to field settings with the already available knowledge and skills in child rights.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
<th>Content</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>Welcome and inaugural speech</td>
<td>Presentation / Oration</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Introduction</td>
<td>Activity</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Explain the objective of the field visit &amp; what each group needs to do</td>
<td>Two large groups: field visit</td>
</tr>
<tr>
<td>3 hours</td>
<td>Field Visit</td>
<td>Group Activity</td>
</tr>
</tbody>
</table>

1.00-2.30pm - Lunch Break and travel back to the training room

1. Welcome & Inaugural Speech: The speech will be prepared by the trainer. The main aspects that need to be covered during the speech:
   a. Welcome all participants. This may vary from trainer to trainer.
   b. Brief background on PRIA and its work.
   c. Brief background on child rights in India.
   d. The reason for a field visit.
   e. What are your expectations from the participants as a trainer like punctuality etc.
2. **Introduction**: You may choose any of the ice breakers from annexure III or devise your own interesting activity to ensure a good introduction.

3. **Objective of the Field Visit**: Explain to the participants the objectives of the field visit, what the groups need to do in the field, what are the expected results etc. This will be field specific as it depends which location you would choose for the visit. Accordingly it can be altered.

4. **Field Visit**: Form two large groups, and delegate each group with one of these tasks: (a) to gather feedback and walk around meeting people in order to understand what is the ground reality as far as child rights are concerned (b) work with the village elders and meet the panchayat members to understand how a village development planning is conducted.

5. **Lunch Break & Travel**: Make arrangements before hand, for lunch and travel back to the training room.

### Day 1

<table>
<thead>
<tr>
<th>Day One</th>
<th>Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Duration</td>
<td>1 hour 30 minutes (2.30-4.00pm)</td>
</tr>
<tr>
<td>Location</td>
<td>Training room</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
<th>Content</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 min</td>
<td>Sharing field visit experiences and group wise discussion on the information gathered</td>
<td>Interactive; group activity; discussions; presentations</td>
</tr>
</tbody>
</table>

**4.00-4.15 pm: Tea / Coffee Break**

1. **Discussion Time**: You may make this session as interactive and as interesting by involving all participants in a debate, asking them to give presentations from their experience, hosting a talk show kind of activity where all participants get to share their opinions and so on.

### Day 1

<table>
<thead>
<tr>
<th>Day One</th>
<th>Session 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Duration</td>
<td>1 hour 45 minutes (4.00-6.00pm)</td>
</tr>
<tr>
<td>Location</td>
<td>Training Room</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Duration</th>
<th>Content</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>Fill the questionnaire after the field visit</td>
<td>Quiz for Baseline</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Ice Breaker</td>
<td>Team building</td>
</tr>
<tr>
<td>1 hour</td>
<td>Expectation levelling &amp; objective setting; sharing of course structure and schedule; ground rules</td>
<td>Interactive</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Grace Period</td>
<td>Parking Lot Questions! Address any queries you may have held on the parking lot for the entire day</td>
</tr>
</tbody>
</table>

**Closing of the day**
1. **Questionnaire:** Make sure you have sufficient copies of questionnaires before this activity. You can use the questionnaire format given in Annexure I, and if required you may add more questions to it. Distribute questionnaires and ask the participants to fill these with utmost honesty for an accurate feedback. Collect the duly filled questionnaires and keep them for analysis later.

2. **Ice Breaker:** Conduct an ice breaker activity here. You may choose from the ones mentioned in annexure II or you may devise one of your own.

3. **Defining the Course:** This is an important part of the session as it is here you as a trainer will detail out what are the objectives of the course, what are the expectations, ground rules etc. Some points are mentioned below to help you design your speech here:
   a. Trainers / Participants are expected to stick to the session timelines. For instance, you as a trainer may want to paste a chart on the wall and make smilies and sad faces for punctual participants and for later comers respectively.
   b. Trainers / participants stick strictly to the sequence of the manual.
   c. The objective of the course is to ensure a good in-depth knowledge of child rights and the various provisions securing these; as well as child rights centered development planning.
   d. In case a participant faces difficulty in understanding a topic, he / she may raise a query to the trainer instead of discussing among each other. The query may or may not be answered immediately depending on the time trainer needs to seek clarification on it.
   e. Here you may use parking lot in the form of a chart paper and keep parking queries which need to be addressed eventually, and so on.
   f. You as a trainer may create some of your own ground rules in order to maintain punctuality and discipline in the class.

4. **Grace Period:** These ten minutes will be available to you at the end of each day for addressing questions, or using it for extended topics.

**Day 2:** After a successful day 1 covering introductory sessions, field visits, feedback, discussions etc, it is important to start day 2 with a head on approach. You’re entering the content and activities laden training manual and it is important to not lose any momentum at this stage. This day would be filled with theoretical knowledge on child rights, background, Indian context, PRI’s role, Indian Constitution and UNCRC. These will be adequately distributed throughout module 1, 2 and 3 which you will be covering on this day. Essentially, these three modules of the training manual prepare a participant with foundational knowledge and empower them with sufficient information to plan actionable measures.

*Tip:* Maintain the momentum and energy throughout the day as this day holds tonnes of information.
Day 2

### Session 1

**Module 1**

**Background on Child Rights**

**Total Duration**

2 hours (9.00am-11.00 am)

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>Read through the preface and introduction of the manual to familiarise the participants with the training manual content</td>
<td>Interactive &amp; Activity based</td>
</tr>
<tr>
<td>30 minutes</td>
<td>What is a child; what are child rights; what is child protection; group activity</td>
<td>Interactive &amp; Group Activity</td>
</tr>
<tr>
<td>30 minutes</td>
<td>What is UNCRC; group activity; rights of the child in India; Group activity</td>
<td>Interactive &amp; Group Activity</td>
</tr>
<tr>
<td>45 minutes</td>
<td>Role of panchayats; group activity; summarising; test your-self!</td>
<td>Interactive &amp; Group Activity</td>
</tr>
</tbody>
</table>

11.00am-11.15am – Tea / Coffee Break

1. Preface & Introduction: You may ask one of the volunteer participants to read through the preface and introduction from the training module, and initiate a brief debate on the content covered. Offer explanation wherever necessary.

2. What is a child? What are child rights? What is child protection?: You may ask one of the volunteer participants to read through these topics from the training module, and initiate a brief debate on the content covered. Offer explanation wherever necessary.

3. Group Activity: Child Rights & You!
   a. Objective: To express and share opinions on what rights of the child are critical.
   b. Form small groups of 3/6: Ask the groups to sit together with pens / pencils and papers and write down the child rights that are critical to fulfil a childhood. Once done, ask them to compare their answers with child rights in annexure I, and announce how many they got right and how many they were not aware of.

4. What is UNCRC: You may ask one of the volunteer participants to read through the preface and introduction from the training module, and initiate a brief debate on the content covered. Offer explanation wherever necessary.

5. Group Activity: Dumb Charades!
   a. Objective: To understand the scope of UNCRC’s four specific categories of articles.
   b. Form 4 large groups: Assign one category of right to each group. Each group has to enact their set of rights one by one. For example, enacting right to getting information from books, TV, radio and newspapers. The group that guesses most answers correctly wins.

6. Rights of the child in India: You may ask one of the volunteer participants to read through the preface and introduction from the training module, and initiate a brief debate on the content covered. Offer explanation wherever necessary.
7. **Group Activity: The child in me!**
   a. **Objective:** To see from the eyes of a child and realise the grey areas in a community that makes them feel unsafe.
   b. **Outdoor Activity:** Take the class out in an open area. Make them stand in one large circle and tell them to imagine themselves as school going children from rural settings. Ask them one by one, share one thing that makes them feel safe and secure in their community and one thing that makes them feel unsafe and insecure. Later initiate a discussion around this.

8. **Role of Panchayats:** You may ask one of the volunteer participants to read through the preface and introduction from the training module, and initiate a brief debate on the content covered. Offer explanation wherever necessary.

9. **Group Activity: Bust the Myth!**
   a. **Objective:** To highlight age old myths around how children are never ill treated or abused since the golden age.
   b. **Form groups of 3-6:** ask the groups to sit together with pens / pencils and papers and discuss the myths around children cannot be harmed. Cite examples from daily life around the unsafe environment for the children.

10. **Summarising:** Read out the summary and in your own word wrap in the module.

11. **Test Your Self!:** Ask the participants to use their training modules for attempting the quiz, while referring to the annexures. Give them 20 minutes time to complete the test.

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### Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>Scan through training manual, Annexure I to familiarise with the various child rights articles</td>
<td>Activity</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Child rights in India; national mechanisms for the rights of the child; group activity</td>
<td>Interactive &amp; groups activity</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Energiser</td>
<td>To energise the participants</td>
</tr>
<tr>
<td>50 minutes</td>
<td>Child rights in the five year plans; child rights related policies; group activity</td>
<td>Interactive &amp; groups activity</td>
</tr>
</tbody>
</table>

1.00-2.00 pm: Lunch Break

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1. **Training Manual, Annexure I:** Give 20 minutes to the class to scan through the various articles and provisions that accord child rights. This will help in familiarising the participants with child rights.
2. Child rights in India; National Mechanisms for the rights of the child: You may ask one of the volunteer participants to read through the preface and introduction from the training module, and initiate a brief debate on the content covered. Offer explanation wherever necessary.

3. Group Activity: I am the government!
   a. Objective: To see child rights from a government’s perspective.
   b. Form 4 large groups: Assign one state to each group and tell them to represent it. Allow them 5 minutes to discuss among themselves as to which child rights are critical and need special enforcement laws in their respective states. You may initiate a discussion after this depending on the time left.

4. Energiser: You may use energisers from appendix II or devise one of your own to energise the class.

5. Child rights in the five year plans; child rights related policies: You may ask one of the volunteer participants to read through the preface and introduction from the training module, and initiate a brief debate on the content covered. Offer explanation wherever necessary.

   a. Objective: To introspect on the policy that seemed most important
   b. Form small groups of 3-6: Ask the groups to take 2 minutes and discuss and unanimously vote for the policy which seemed critical and vital for child rights in India. Ask the groups to share the policy with the rest of the class.

Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>Child rights targeted schemes and programmes; group activity</td>
<td>Interactive and group activity</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Summarising; test your self</td>
<td>Quiz</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Training Manual Glossary &amp; Annexure II</td>
<td>Scan and familiarise</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Energiser</td>
<td>To energise the participants</td>
</tr>
<tr>
<td>45 minutes</td>
<td>Module 3 - Panchayat Raj Institutions and child rights; children need protection; PRI’s role in securing child rights; sex selective abortion and infanticide; child marriage; child labour; group activity</td>
<td>Interactive and group activity</td>
</tr>
</tbody>
</table>

4.00 – 4.15 pm: Tea / Coffee Break

1. Child Rights Targeted Schemes & Programmes: You may ask one of the volunteer participants to read through the preface and introduction from the training module, and initiate a brief debate on the content covered. Offer explanation wherever necessary.
2. **Group activity: My Scheme, My Idea!**
   a. **Objective:** To see which aspect of child rights may require a new scheme for promotion.
   b. **Make the class sit in a large circle:** Ask each participant to write down one child oriented new scheme which they feel needs to be introduced. After writing, each participant must hand over their idea to the person sitting on to their right and take the idea from the person sitting on to their left. After reading the idea, the participants must give their opinions to the person sitting on their left and accept a feedback from the person sitting on their right. This will need to be done simultaneously to avoid confusion.

3. **Summarising:** Read out the summary and in your own word wrap in the module.

4. **Test Your Self!:** Ask the participants to use their training modules for attempting the quiz, while referring to the annexures. Give them 20 minutes time to complete the test.

5. **Training Manual, Glossary & Annexure II:** Give 15 minutes to the class to scan through the various articles and provisions that accord child rights. This will help in familiarising the participants with child rights.

6. **Energiser:** You may use energisers from annexure III or devise one of your own to energise the class.

7. **Panchayat Raj Institutions & child rights; Children need protection; PRI’s role in securing child rights; sex selective abortion & infanticide; child marriage; child labour:** You may ask one of the volunteer participants to read through the preface and introduction from the training module, and initiate a brief debate on the content covered. Offer explanation wherever necessary.

8. **Group activity: What can I do?**
   a. **Objective:** To ponder over the capabilities of the panchayat members
   b. **Form small groups of 3-6:** Give the class a scenario – they are panchayat members and have received an invite for a child marriage taking place in their area in the next 24 hours. Do they think, they can stop it, convince the parents against it, or a strict action is required, or last resort would be to quietly attend this marriage and later raise awareness around the issue. Ask them to discuss within their groups their course of action.

### Day 2

<table>
<thead>
<tr>
<th><strong>Day Two</strong></th>
<th><strong>Session 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 3</strong></td>
<td><strong>Child Rights &amp; Panchayats</strong></td>
</tr>
<tr>
<td><strong>Total Duration</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>Child sexual abuse; child trafficking; HIV / AIDS; Corporal punishment; group activity</td>
<td>Interactive and group activity</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Caste discrimination; street and runaway children; the disabled child; group</td>
<td>Interactive and group activity</td>
</tr>
<tr>
<td>activity</td>
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<td>----------------------------------------------</td>
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</tr>
<tr>
<td>35 minutes Case Study; Summarising; test yourself</td>
<td>Quiz</td>
<td></td>
</tr>
<tr>
<td>10 minutes Grace Period</td>
<td>Parking Lot Questions!</td>
<td></td>
</tr>
</tbody>
</table>

**Closing of the day**

1. **Child sexual abuse; child trafficking; HIV / AIDS; Corporal punishment**: You may ask one of the volunteer participants to read through the preface and introduction from the training module, and initiate a brief debate on the content covered. Offer explanation wherever necessary.

2. **Group activity: I can help you!**
   a. **Objective**: To understand the importance of listening and caring skills of panchayat members.
   b. **Form small groups of 3-6**: Give the class a scenario – an 11 year old child walks up to you and while uncontrollably sobbing says she has been violated by a neighbour. Ask the groups to sit together, discuss and share the plan of action that they would implement in this case.

3. **Caste discrimination; street and runaway children; the disabled child**: You may ask one of the volunteer participants to read through the preface and introduction from the training module, and initiate a brief debate on the content covered. Offer explanation wherever necessary.

4. **Group activity: We’re all equal!**
   a. **Objective**: To discuss caste discrimination and its evils.
   b. **Outdoor activity**: take the class out of the training room into an open area and make them stand in one large circle. Ask them to behave like an NGO worker campaigning against caste discrimination. One by one they must either shout out a slogan or give a street play idea.

5. **Case study**: Read out the case study to the class. Read out the analysis at the end as well. Initiate a discussion with the participants as to what could have been done differently or what innovative steps could have been taken to achieve more than already has been achieved in the story. You may form two large groups in the class and ask them to raise a debate around the issue covered in the case study and how it could have been differently in their opinion.

6. **Summarising**: Read out the summary and in your own word wrap in the module.

7. **Test Your Self!**: Ask the participants to use their training modules for attempting the quiz, while referring to the annexures. Give them 20 minutes time to complete the test.

8. **Grace Period**: These ten minutes will be available to you at the end of each day for addressing questions, or using it for extended topics.

**Day 3**: This is the last and the concluding day of the course. This day would cover the practical approach to participatory planning, participatory implementation, participatory monitoring and participatory evaluation. You will be covering the above topics through modules 4 and 5 on this day. Remember to emphasise on the examples, case studies and step wise processes in order to equip the
participants to be able to work on actionable measures in the development process. At the end of the day the feedback from the participants is equally important as it would project the success of this program.

*Tip: End the run with a sprint! Let your trainees carry the same enthusiasm in their work.*

### Day 3

<table>
<thead>
<tr>
<th>Day Three</th>
<th>Session 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 4</td>
<td>Child Centered Planning: Participatory Approach</td>
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<tr>
<td>Total Duration</td>
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<th>Time</th>
<th>Content</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>Democratic decentralisation; what is participatory approach; participatory approach and child rights; group activity</td>
<td>Interactive and group activity</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Child centered planning; case study; children’s participation in decentralized planning; children and vision for the community / village; group activity</td>
<td>Interactive and group activity; case study</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Building a child centered plan; challenges to a child centered plan; case study</td>
<td>Interactive; case study</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Summarising; group activity; test yourself</td>
<td>Quiz; group activity</td>
</tr>
</tbody>
</table>

11.00 – 11.15 am: Coffee/Tea Break

1. **Democratic decentralisation; what is participatory approach; participatory approach and child rights:** You may ask one of the volunteer participants to read through the preface and introduction from the training module, and initiate a brief debate on the content covered. Offer explanation wherever necessary.
2. **Group activity: We have a voice!**
   1. **Objective:** To discuss your understanding of participatory approach
   2. **Outdoor activity:** Take the class out and form small groups of 3-6. Ask the groups to imagine they are school going children. Ask each group to suggest one way they can participate in community meeting, discussion, planning etc.
3. **Child centered planning:** You may ask one of the volunteer participants to read through the preface and introduction from the training module, and initiate a brief debate on the content covered. Offer explanation wherever necessary.
4. **Case study:** Read out the case study to the class. Read out the analysis at the end as well. Initiate a discussion with the participants as to what could have been done differently or what innovative steps could have been taken to achieve more than already has been achieved in the story. You may form two large groups in the class and ask them to raise a debate around the issue covered in the case study and how it could have been differently in their opinion.
5. **Children’s participation in decentralised planning; children and vision for the community / village:** You may ask one of the volunteer participants to read through the preface and introduction from the training module, and initiate a brief debate on the content covered. Offer explanation wherever necessary.

6. **Group activity: We can help!**
   1. **Objective:** To understand the levels of children’s participation.
   2. **Form groups of 3-6:** each group must undertake one job from the list: questionnaire filling, interviews, data collection, data analysis, situation analysis, suggestions from community and suggestions from the children. Now ask each group to fabricate a scenario and write down the challenges they may face while trying to complete their assigned task.

7. **Building a child centered plan; challenges to a child centered plan:** You may ask one of the volunteer participants to read through the preface and introduction from the training module, and initiate a brief debate on the content covered. Offer explanation wherever necessary.

8. **Case study:** Read out the case study to the class. Read out the analysis at the end as well. Initiate a discussion with the participants as to what could have been done differently or what innovative steps could have been taken to achieve more than already has been achieved in the story. You may form two large groups in the class and ask them to raise a debate around the issue covered in the case study and how it could have been differently in their opinion.

9. **Summarising:** Read out the summary and in your own word wrap in the module.

10. **Group activity: Hear our views!**
    i. **Objective:** To discuss ways of ensuring children are heard and their views are accepted.
    ii. **Form 2 large groups:** Ask one group to enact as village elders and panchayat members, and the second group as teenaged children of the village. The children have to give their opinions in the planning of a new primary school and ensure that the elders hear them out; and the adults have to ensure that they are sensitive to the children’s opinions while advising what is possible and what is not possible.

11. **Test Your Self!**: Ask the participants to use their training modules for attempting the quiz, while referring to the annexures. Give them 20 minutes time to complete the test.
### Day 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>Energiser</td>
<td>To energise the participants</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Implementation of participatory plan; group activity; monitoring of participatory plan;</td>
<td>Interactive; group activity</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Step-wise participatory monitoring; evaluation of a participatory plan; case study; techniques &amp; tools of participatory monitoring &amp; evaluation</td>
<td>Interactive; group activity</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Uses of participatory tools &amp; methods; advantages of participatory monitoring &amp; evaluation; challenges of participatory monitoring &amp; evaluation</td>
<td>Interactive; group activity</td>
</tr>
</tbody>
</table>

1. **Energiser:** You may use energisers from annexure III or devise one of your own to energise the class.
2. **Implementation of participatory plan:** You may ask one of the volunteer participants to read through the preface and introduction from the training module, and initiate a brief debate on the content covered. Offer explanation wherever necessary.
3. **Group activity: Our plan, our idea!**
   1. **Objective:** To understand the concept of implementing a plan
   2. **Form small groups of 3-6:** Ask the groups to sit together and chalk out a participatory plan for ensuring that five children belonging to poor families in their areas attend school regularly and do not drop out due to financial constraints. Initiate a brief discussion to see how many groups have understood the concept.
4. **Monitoring of participatory plan; step-wise participatory monitoring; evaluation of a participatory plan:** You may ask one of the volunteer participants to read through the preface and introduction from the training module, and initiate a brief debate on the content covered. Offer explanation wherever necessary.
5. **Case study:** Read out the case study to the class. Read out the analysis at the end as well. Initiate a discussion with the participants as to what could have been done differently or what innovative steps could have been taken to achieve more than already has been achieved in the story. You may form two large groups in the class and ask them to raise a debate around the issue covered in the case study and how it could have been differently in their opinion.
6. Techniques & tools of participatory monitoring & evaluation; uses of participatory tools & methods; advantages of participatory monitoring & evaluation; challenges of participatory monitoring & evaluation: You may ask one of the volunteer participants to read through the preface and introduction from the training module, and initiate a brief debate on the content covered. Offer explanation wherever necessary.

Day 3

<table>
<thead>
<tr>
<th>Day Three</th>
<th>Session 3</th>
</tr>
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<tbody>
<tr>
<td><strong>Module 5</strong></td>
<td><strong>Child Centered Planning: Implementation, Monitoring &amp; Evaluation</strong></td>
</tr>
<tr>
<td><strong>Total Duration</strong></td>
<td><strong>1 hour 45 minutes (2.00-3.45 pm)</strong></td>
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<tr>
<th>Time</th>
<th>Content</th>
<th>Method</th>
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<tbody>
<tr>
<td>20 minutes</td>
<td>Group activity</td>
<td>Group activity</td>
</tr>
<tr>
<td>40 minutes</td>
<td>Participatory monitoring &amp; evaluation to secure child rights: advantages; case study; summarising</td>
<td>Interactive; case study</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Test your self</td>
<td>Quiz</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Energiser</td>
<td>To energise the participants</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Grace Period</td>
<td>Parking Lot Questions!</td>
</tr>
</tbody>
</table>

3.45 – 4.00 pm: Coffee/Tea Break

1. **Group activity: Monitor & evaluate!**
   a. **Objective:** To understand the concept of monitoring & evaluation in a participatory plan.
   b. **Scenario:** A reporting cell is being established for children to report any type of issue regarding the school fraternity. Numerous challenges involve people trying to deter the cell from functioning. Tell the participants that their task is to suggest one way each to monitor and evaluate the implementation of the reporting cell plan in spite of the deterrents and how they’ll ensure that this gets reported in the next gram sabha.

2. **Participatory monitoring & evaluation to secure child rights: advantages:** You may ask one of the volunteer participants to read through the preface and introduction from the training module, and initiate a brief debate on the content covered. Offer explanation wherever necessary.

3. **Case study:** Read out the case study to the class. Read out the analysis at the end as well. Initiate a discussion with the participants as to what could have been done differently or what innovative steps could have been taken to achieve more than already has been achieved in the story. You may form two large groups in the class and ask them to raise a debate around the issue covered in the case study and how it could have been differently in their opinion.

4. **Summarising:** Read out the summary and in your own word wrap in the module.
5. **Test Your Self!** Ask the participants to use their training modules for attempting the quiz, while referring to the annexures. Give them 20 minutes time to complete the test.

6. **Energiser:** You may use energisers from annexure III or devise one of your own to energise the class.

7. **Grace period:** These ten minutes will be available to you at the end of each day for addressing questions, or using it for extended topics.

### Day 3

<table>
<thead>
<tr>
<th>Day Three</th>
<th>Session 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Follow up planning, evaluation and valedictory</td>
</tr>
<tr>
<td><strong>Total Duration</strong></td>
<td>1 hour 30 min (4.00-5.30 pm)</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>30 min</td>
<td>Participants action plan; Questionnaire</td>
</tr>
<tr>
<td>30 min</td>
<td>Course evaluation</td>
</tr>
<tr>
<td>15 min</td>
<td>Certificate distribution</td>
</tr>
<tr>
<td>15 min</td>
<td>Closing address and vote of thanks</td>
</tr>
<tr>
<td></td>
<td><strong>Group Photo</strong></td>
</tr>
</tbody>
</table>

1. **Participants Action Plan:** Ask all participants to take 30 minutes and pen down their action plan. Randomly ask a few participants to read out their plans to see the level of understanding. Also ask them to fill a questionnaire once again and see the difference in their answers. (Annexure II)

2. **Course evaluation:** On the basis of participation levels, punctuality, volunteering work and active involvement throughout the training, you may evaluate and announce a few participants who deserve praise and applause.

3. **Certificate distribution:** The class certificates should be prepared, signed and kept ready on the last day for distribution. You must plan and invite a senior member from PRIA to give away the certificates.

4. **Closing address:** Ideally this address should be given by the visiting senior member from PRIA, who can not only address the class but also talk about the real ground level participatory work that is already going on in the rural sectors of the country.
Part III: Report, Feedback & Annexures

Feedback & Report

At the end of a successful training session, it is critical for the trainer to pen down their own feedback of the training sessions. In this regard you are free to pen down your feedback points along with your recommended solutions. This would help the reviewing team enormously as they would be able to understand the particular issues or problems faced while conducting such training. These issues maybe regarding the lessons, activities, logistics, field visit etc.

After your feedback is ready, it is important to gather all those questionnaires the participants filled in before and after the training. These can be used to draw inferences in relation to the impact this training would have on an official’s existing knowledge in child rights. Thus you must go through the questionnaires and fill out a report in the format provided in Annexure IV. This report would be very helpful in gauging the success of the training module.
ANNEXURE-I

Questionnaire: Baseline

1. Name:

2. Organisation:

3. Designation:

4. Working in Child Rights field (years):

5. What do you understand by securing child rights?

6. What do you understand by promoting child rights?

7. What do you understand by child centered planning?

8. What was your role in the field visit?

9. Were you able to fulfil your role requirement during the visit?

10. What is your feedback after the visit?
ANNEXURE-II

Questionnaire: Endline

1. Name:
2. Organisation:
3. Designation:
4. What do you understand by securing child rights?
5. What do you understand by promoting child rights?
6. What do you understand by child centered planning?
7. Do you feel you’ve gained knowledge from the training? If yes, how?
8. What is your feedback after the training?
9. How do you intend to use this training in your field?
10. Would you like to attend one-day refresher courses?
ANNEXURE-III

ICE BREAKERS & ENERGIZERS

1. Ice Breakers: Participants get to know one another.

- Ice Breaker 1
  Participants form pairs and sit in one large circle. Each pair spends 2-3 minutes to introduce themselves to their partner by sharing name, hometown, qualification etc. Once done, one by one each participant shares his / her partner’s introduction with the rest of the class.

- Ice Breaker 2
  Participants introduce themselves to the group; but before they say their name, they use an adjective that describes them. The adjective has to begin with the same letter as the name. E.g. A person called Padma, could introduce herself as Pyari Padma. The game can be more interesting when each person before introducing themselves, mention the names (along with adjectives) of five other participants who have introduced themselves before her /him. Note: The first five people have no choice but to recite the adjective name of all those that have come before them.

- Ice Breaker 3
  Apart from the common introduction of her name, Panchayat, etc, each participant is asked to draw a picture, which represents his/her. The picture should be an apt description of self- and does not necessarily be a portrait but may be representative. E.g. a flower, a fruit, an implement, then hold up the picture for all to see, and use the picture to speak more about herself/himself. Note: If using this method of introduction, colors and blank paper are essential material requires, so she can be as creative as she wishes. A variation of this game can have the participant draw a picture of her village/Panchayat to introduce where she comes from and what she does/what her Panchayat/ward most needs.

- Ice Breaker 4
  If the group is small, the trainer can break up the participants by distributing small pieces of paper with names of animals written on them. Each animal is on two pieces of paper. The participants cannot speak to each other. However, either using actions or sounds, they have to go around the room, looking for their partner. Once they have found their matching partner, they can sit together and use the method in Game 1. Note: The trainer team has to be prepared in advance with the exact number of participants, and make the pairs beforehand so that the process is smooth, and no one is left without a partner.
2. **Energisers: a quick way of energizing the participants with some fun filled physical activity.**

- **Energiser 1**
  Participants are asked to walk around the room, (not in a circle- but all across the room in any zigzag pattern)- taking care not to touch anybody as they walk. They are told to stop in their tracks at the sound of a clap. They have to pick the person standing nearest to them and make shoulder-to-shoulder contact with that person-touch their shoulder to the other person’s shoulder. At the sound of a clap they break contact and commence walking again. Each time the trainer claps, the participant has to stop and make contact with another participant. With each stop separate instructions are given to make back to back contact with a partner, feet to feet, knee to knee contact, fore head to forehead, thumb to thumb and lastly hand to hand contact.

- **Energizer 2**
  Divide the class into 4-5 groups. Assign one action to each group from the following list:
  - Hands clapping
  - Feet stamping
  - Singing lalalala...
  - Making shhhhhh...
  - Humming hmmmm...
  Guide the groups to start making their respective sound one by one. Then tell them to make the sounds together. Gradually the participants will be able to hear a rhythm created by all the sounds together. Each time one group stops the sound, the rhythm changes; thus conveying the message that it is important to always work as a team.

- **Energizer 3**
  Form two large groups. One group will form pairs and join their hands arms stretched upwards in the shape of a house. The other group will enact as children. Each time the trainer claps once the houses are built and the children need to find shelter in one each. When the trainer claps non-stop, it indicates an earthquake and the houses break up. The trainer claps once again and the houses get built again. This may be repeated a couple of times to make it fun.
ANNEXURE-IV
(Report Format)

1. Name:

2. Organisation:

3. Working in the field of child rights (years):

4. If revised what would you add to the training manual or to the training guide?

5. If revised what would you delete to the training manual or to the training guide?

6. During the course of the training, how many questions did you have in the parking lot and how many could you answer?

7. What needs to be added to logistics for the smooth conduct of the course?

8. In your opinion, will the participants be able to use their knowledge effectively to bring about a change in securing child rights? If yes, why?

9. Please pen down your feedback of the course:

10. Would you like to conduct another such course?