



A Manual for Facilitators on Children's Groups

Manual 1: Training the CLAs



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Introduction

Every child and young person under the age of 18 has rights set out in the “United Nations Convention on the Rights of the Child” (UNCRC) set out in 54 articles and two Optional Protocols. It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principles of the Convention are nondiscrimination, devotion to the best interests of the child, the right to life, survival and development and respect for the views of the child (source: UNICEF).

The Convention is a legal document adopted by the United Nations, which is legally binding and obligating governments to respect, protect and fulfil children’s rights through their legislation and policies. Written in 1989, the Convention begins by talking about the reasons why it is needed and explains that this is because:

- Children are individuals and members of their families and communities. They have rights and responsibilities, appropriate to their age and development.
- Recognizing everyone’s rights is vital for a world full of freedom, justice and peace.
- Children need special care and protection.
- Families play a really important role in society. Children develop best if their families/carers give them love, understanding, and happiness.
- Children should grow up “in the spirit of peace, dignity, tolerance, freedom, equality and solidarity”.
- In all countries of the world, there are children living in exceptionally difficult conditions. These children need special help.
- Children’s cultures and traditions should be protected.
- The world needs to work together to make life better for children, especially children in the world’s poorest countries .

The Convention enjoys high acceptance worldwide. It has been ratified by most countries in the world, which underlines the global commitment to child rights. No other international treaty on human rights has caused such a commitment on governments. The Convention changed the way children are viewed and treated – i.e., as human beings with a distinct set of rights instead of as passive objects of care and charity (source: UNICEF).

Although a lot of progress has been made in the last 25 years like; increasing school enrolment, reducing child mortality etc. there are still too many children in the world for whom their rights is a distant dream.

Box: African Charter on the Rights and Welfare of the Child

Africa is the only continent with a region-specific child rights instrument. The African Charter on the Rights and Welfare of the Child (ACRWC) is an important tool for advancing children’s rights. While building on the same basic principles as the UN Convention on the Rights of the Child, the AU Children’s Charter highlights issues of special importance in the African context.

Children’s realization of their rights to protection, provision, participation and development enshrined in the UNCRC, is the aim of Kindernothilfe’s work. With the introduction of the child rights approach, the way things are viewed is expanded and the attitude towards children is changed. Situations of poverty are no longer seen simply from the viewpoint of human needs and developmental deficits, but are being interpreted as consequences of unjust structures.

Kindernothilfe is committed to the protection and realization of these rights. The aim of its work is to create conditions, which enable children/youth to exercise their rights and to participate actively in shaping their own future.

The importance of "The family" is recognized in the preamble of the UNCRC as the ideal environment for the child; a secure place where children are nurtured and grow up in an enabling environment. Traditional societies held the community and the family in high esteem. In some countries this value is fast deteriorating in the race for material wealth. Due to poverty and increasing pressure on households, there has been a spurt e.g. in street children, working children, child sex workers and in some cases child soldiers - in the last decade. These are, however, the extreme cases. In everyday life children experience denial of opportunities for their growth and development. Physical abuse and neglect of children is taking a heavy toll.

Kindernothilfe is a Child Rights Organisation that started promoting the SHG-Approach since 2002. For Kindernothilfe the Self Help Approach is a Rights-based Approach and is seen as a successful instrument for combating poverty in a sustainable way. It empowers the very poor (the majority being women), socially, economically and politically to live a life of dignity with their children in the community. The work in and with the women groups sets off a number of amazing processes. As a result of capacity building and the mutual support the members receive in the group, women are empowered to take control of their own lives and contribute to the capacity of their families to meet its responsibilities, especially to its children. Everything the women learn in the groups has a direct positive effect on their children.

The formation of Children's groups within the SHG approach provides a platform for children to get together; play, learn and develop. Children in the groups are able to participate in decisions concerning their lives and that of their community. In this unique approach, it is the adult groups at the Cluster Level Association level that forms, facilitates and sustains the children's groups. Children own the groups and guide their activities.

ABBREVIATIONS USED:

| | |
|-------|---|
| CF | Community Facilitator |
| CG | Children's Group |
| CLA | Cluster Level Association |
| CRC | Convention on the Rights of a Child |
| NCO | National Coordination Office |
| PI | People's Institution |
| PO | Project Officer |
| PrOrg | Promoting Organizations |
| RBA | Rights Based Approach |
| SHG | Self Help Group |
| UNCRC | United Nations Convention on the Rights of Children |

How to use this Manual

The Children's Group (CG) Manual is in 2 parts. Manual 1 is for the use of Project officers of promoting NGOs to facilitate CLAs to understand "Why" CGs are needed and "How" to go about taking this responsibility. Manual 2 is for use by the CG subcommittee – a subcommittee carefully formed by the CLA to facilitate CGs. Manual 2 is also for the use of children themselves to be guided on the basic principles of "Why" CGs and "How" they could conduct and sustain their groups.

This is Manual 1 and has 7 Topics. Each topic is spread out into 3 to 5 Lessons to cover the topic. The Topic begins with an Introduction that introduces the topic to the user. Each Lesson starts with a Purpose of the lesson. This is followed by an Information Box in yellow colour. This box provides relevant information for that lesson. This is followed by the Learning Objectives for the lesson. This is followed by 3 or 4 practical activities that the participants do to help them understand and internalize the lesson. Each lesson ends with a few Points for Reflection.

The facilitator will normally be the Project Officer. In cases where the Project Officer has phased out, any good facilitator who understands the SHG approach can use the manual to prepare the CLAs to start and sustain CGs. The learners are members of a strong CLA. This is important since unless the CLAs understand their roles and have established useful linkages with other stakeholders, it will be difficult for them to provide support to CGs. The CLAs also need to be financially stable.

The learning activities will be conducted during monthly meetings of the CLA. Each topic can be covered during 3 to 4 extended meetings of the CLA. Alternately, the CLA can come together, in the environs of the community, for 2 to 3 hours when one topic can be covered. It is important that the participants understand each lesson before they move on to the next lesson.

Materials needed for each activity are given at the right side of each activity. As far as possible, simple materials that are easily available are suggested. However, if any of these materials are hard to procure, alternate materials that are locally available can be used.

As part of preparation, the Project Officer must go through each topic and its lessons before conducting the training. The Project Officer needs to fully understand the topic before going to the field. Reading or writing the information given in the box to the learner may not be in the best interest of the learner. The facilitator needs to think of other creative methods to help the participants understand the contents in the box. The given activities will help. The facilitator may choose to add a few more activities relevant to the environment to drive home the lesson. The important test that the facilitator needs to take is to check whether the participants have understood the learning objectives given after each box. They need to check this after the activities are conducted. The Project Officer needs to facilitate each session in a participatory way, making sure that a lot of interaction takes place with the learners.

Topic 1

What is a Children's Group within the SHG approach

This topic will help the CLA understand what Children's Groups are within the SHG approach. This topic also discuss why Children's Groups are formed. This topic further explains the Features of Children's Groups and how they benefit children as well as the community as a whole.



1.1. CHILDREN IN THE COMMUNITY

The purpose of this lesson is to analyse the situation of children in the community and discuss the need for a Children's Group. It is addressed to one or more mature CLAs by the Project Officer and / or the Community Facilitator. The lessons are imparted in monthly meetings of the CLA.

Box 1: Children in the community

In most countries, persons who are 18 years and below are defined as children. In the God given plan of things, a child is born in a family and is cared for and nurtured by both parents. Once a child is 12 or 13, the child assumes more and more independence till the child becomes an adult at 18.

The United Nations' Convention on the Rights of a Child (UNCRC) states that the family is the fundamental group of society and the natural environment for the growth and well being of all its members and particularly children. The family should therefore be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community. It further recognizes that the child, for full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding. In actual practise, the situation for children is not always as harmonious as stated above. The environment in which children grow can be classified under 3 broad categories:

- Children growing in a loving and caring family
- Children growing in a dysfunctional family – where both parents are not together or where they are physically present but emotionally estranged

- An abusive environment – where children constantly face abuse within the family and / or in the community where the child is growing up.

In many societies, children are not perceived as subjects of rights, rather they are just part of the family and community and do not have their own identity. The UNCRC changed this. For the first time children were acknowledged universally as subjects of rights. But unless these rights are realized and exercised by children themselves, they remain meaningless. To add to this, the cultural framework in which children grow has practices, which may not be in the best interest of the child. In some countries practices like "Early Marriages" are carried out, where the child has no say and which is not in the best interest of the child. There are also blind beliefs, where a child with disabilities is considered as a curse from God and treated in cruel ways. The child very often has no identity and no decision making power. It is in this context that making sure that the rights of a child are upheld becomes important.

Children's Rights can be remembered by 3 "P"s and a "D": Children have right to Provision, Protection and Participation as well as right to Development.



Learning objectives

By the end of this lesson, participants:

- Identify what a family or caregivers can do for the full growth and development of a child
- Identify positive current practices versus abusive situations regarding growth and wellbeing of children in the communities
- Recognize that the family and caring guardians are the fundamental group of society. They provide a positive environment for the growth and well-being of children.

LEARNINGS

Activity 1.1.1 - Children In Abusive Situations

Participants think of a few scenarios that show children in abusive situations. They also think of a few scenarios that show children in positive/happy situations. They form groups of 3 or 4 and choose 1 or 2 abusive situations and 1 or 2 positive/happy situations. Each group prepares a small mime (a mime is a short drama using actions and sounds not words) that shows the situations they have chosen.

After each mime the rest of the participants guess what the mime conveyed and analyse whether the mime

showed an abusive situation or a positive/happy situation.

The group that performed the mime confirms/clarifies the answer and further explains their mime giving reasons why the child is abused or protected.

This activity helps participants understand the difference between abusive situations and situations where a child is positive, happy and protected.

Time:

15-20 Minutes

Method:

Group Activity

Materials:

Not Needed

ACTIVITY

Activity 1.1.2 - Child Rights and Happiness

There are two different types of cards.

1 card shows a happy face, which represents happy children whose needs are met and is protected.

1 card shows a sad face, which represents a child who lacks Provision, Protection, Participation and Development.

Participants form a circle.

The 2 cards are placed in the centre.

Each participant stands up and picks one card.

If they have picked a happy face, they give one example from their community where a child's rights are met (Provision, Protection, Participation and Development)

If they have picked a sad face, they give one example from their community where a child's rights are not met and child is at risk/abused.

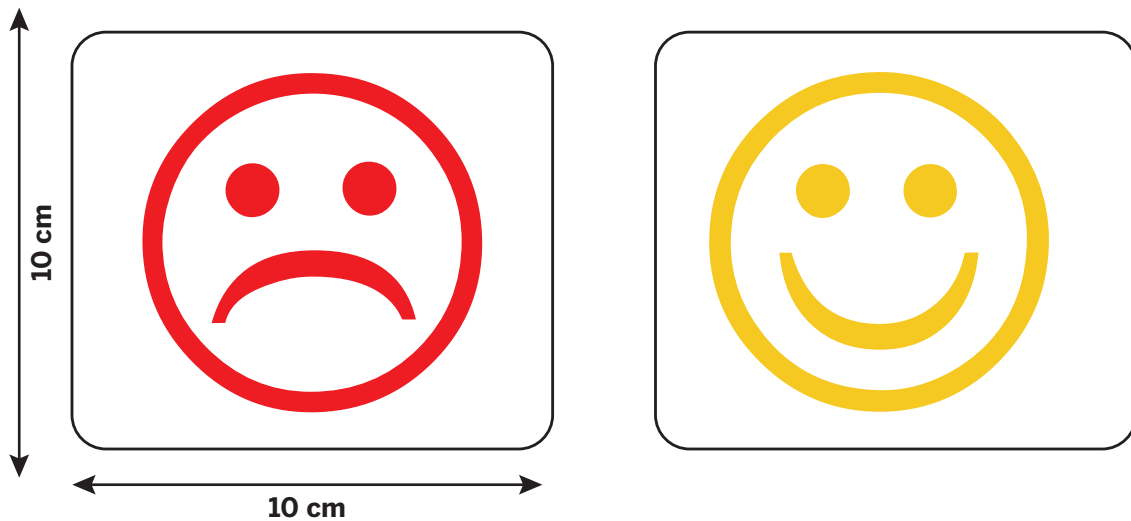
The participants put back the card in the centre.

If an abusive situation is presented, the participants discuss how this can be avoided and the child's rights can be restored.

This activity helps participants think of ways that a child can be brought out of an abusive environment and his/her rights restored.

Time:
15-20 Minutes
Method:
Group Activity
Materials:
Paper Cut Into
Cards as
Shown Below

ACTIVITY



Activity 1.1.2 - 5 Environments Children Grow In

Participants form 5 groups.

Each group chooses one of the following situations for children (facilitator to draw or copy the cards below):

- A Loving Family
- A Dysfunctional Family
- An Abusive Environment
- A Child with disabilities
- An Orphaned Child

Through mime each group acts out their chosen situation.

The rest of the group guesses which of the 5 situations it is. All the groups then discuss what is conducive for the child's development and how the child's future and life can be improved.

This activity helps participants understand the 5 different situations children in their community could be in.

This activity also helps participants think of how the quality of children's lives can be enhanced further.

Time:

15-20 Minutes

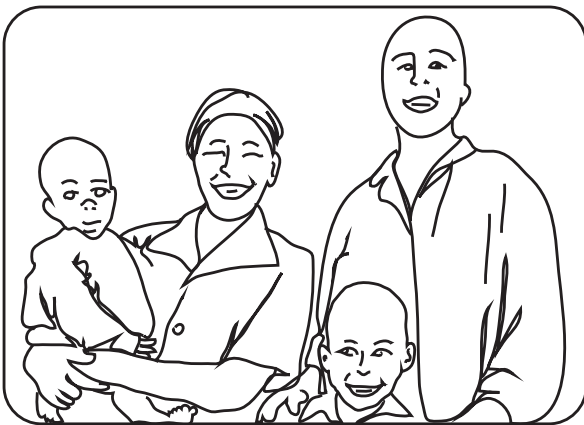
Method:

Group Activity

Materials:

Paper Cut Into
Cards as Shown
Below

ACTIVITY



A LOVING FAMILY



A DYSFUNCTIONAL FAMILY



A CHILD WITH SPECIAL NEEDS



AN ABUSIVE ENVIRONMENT



AN ORPHANED CHILD

Activity 1.1.2 - Children in Abusive Situations

Participants form groups of 4 or 5.

Each group is given 5 red cards and 5 yellow cards.

If red and yellow cards are not available red or yellow borderlines can be drawn on white paper.

The red cards represent negative words and the yellow cards represent positive words.

Participants think of the following question: In your community, what words do adults use when they refer to children?

Each group discusses the words adults use to talk about children.

If the words are positive, they write the words on a yellow card.

If the words are negative they write the words on a red card.

After they have finished with their cards they have a brief discussion focussing the following aspects:

- How do the words used, referring to children and childhood influence the attitude of adults towards children?
- Do these negative words or expressions harm children?
- How do the words affect children leading to discrimination based on sex, age, faith and other factors?
- How can adult attitudes change to be more helpful to children?

This Activity helps participants understand how children are perceived in their community and how words and attitudes of adults can be harmful to children.

Time:

15-20 Minutes

Method:

Group Activity

Materials:

Cards as Shown Below (25 Yellow Cards, 25 Red Cards), Markers

ACTIVITY

Points For Reflection

Things We Have Learnt And Will Remember

- Are there children in our community whose basic needs of food, shelter, and clothing are not met? (Provision)
- Can you think of a child or children in your neighbourhood who needs to be protected from someone/ something? (Protection)
- Children should participate in decisions that affect their lives: Are there any decisions you want to involve your own children (or children close to you) this week? (Participation)
- Are parents/guardians in the community sensitized about the importance of sending children to school? (Development)
- How to inculcate a culture, which makes the community more child-friendly?
- The aim is to uphold the best interest of the child.

REFLECT

1.2. WHY A CHILDREN'S GROUP

This lesson deals with Children's Groups within the SHG concept. It is an innovative approach in which children are organized to actively participate in their community. Children's Groups seek to support and create opportunities for children to discuss, to make decisions and seek the help of adults to make their environment more child friendly. This enhances the efforts of their families if any and other groups like the CLA, Child Protection Committee etc. to make their environment safe for children. The box below gives further information on why Children's Groups are needed.

Box 2: Why a Children's Group (CG)

An important feature of the CGs is that they are formed and nurtured within the context of the Self Help Group approach. Mothers in the community are members of the adult groups and they are sensitive to the tender chords of relationships within the family and community. This aspect makes the approach mindful of the ties that a child has with his or her family and the community.

Children's Groups (CGs) within the SHG concept is an initiative where children come together to enjoy childhood in a holistic manner. It is a place where they can play, sing and dance together. It is a place of non-formal and informal learning. Children are encouraged to open up and share with other children of the same age group their experiences in everyday life through child-to-child interaction often without an adult supervisor. In addition children will have an opportunity to identify abusive situations in

their living, learning and play environment. They are facilitated to take up these issues to the CLA and other Duty Bearers.

Through this process, children are sensitized about their Rights to Provision, Protection, Participation and Development. Being in a group gives them strength to talk about these rights and claim their Rights not only for children who belong to the Group but for all children in the community.

The unique aspect of these Children's Groups is that adult groups like the CLA, which already have great influence in the community, support children to convert their knowledge about Child Rights into reality. They further play a role to change the attitude of adults in the community towards children. This process leads to the community being a better place for the child.



Learning objectives

By the end of this lesson, participants:

- See the advantage of CGs where children develop a feeling of belonging and are cared for.
- Are willing to create a place where children open up, discuss and participate in decisions that affect their lives.
- Want to create a protective environment for children.
- Want to create a situation for children to be listened to, and respected by their peers, parents, teachers and their community.
- Have learnt that they have a responsibility to make sure that children can claim their Rights to Provision, Protection, Participation and Development.
- Will play a facilitating role to change the attitude of adults in the community so that the best interest of the child is upheld.

Activity 1.2.1 - Community, CLA, Parent/Guardian, Child.

Facilitator asks participants to draw 4 circles of different sizes as shown (the biggest circle should be about 3 feet (1 meter) in diameter)

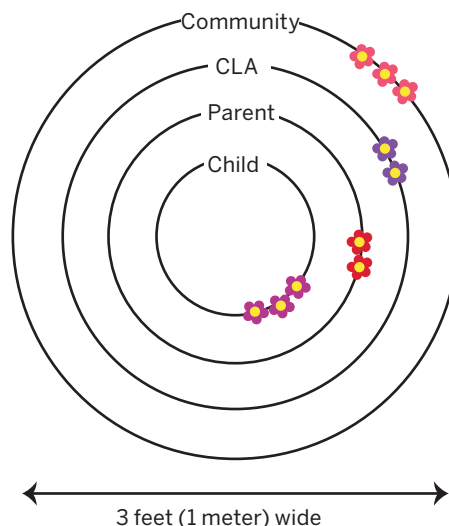
Each circle represents a part of the community i.e. community, CLA, parent/guardian, child.

Each person thinks of how a CG could benefit each part of the community i.e.

community, CLA, Parent/Guardian, and children themselves.

Saying it out loud they pick up a button or beans or flowers or stones and place the same on the corresponding circle.

That way they realise how a Children's Group can benefit the different parts of the community with the child at the centre of it all.



Time:

15-20 Minutes

Method:

Group
Discussion

Materials:

Chalk, Buttons or Beans or Flowers or Stones (Twice the Number of Participants)

ACTIVITY

Activity 1.2.2 - Mental, Emotional, Social, Or Motor Skill Benefits To The Child.

Facilitator draws a figure of a child as shown. Then the Facilitator explains what the 4 words mean.

There are 4 different types of buttons or beans or flowers or stones.

Each different type represents 1 of the 4 words. The Facilitator reads out the story given below.

While she reads, participants can sit around the figure of the child.

As she reads participants pick up the representing bean or flower or stone and place it on the figure in the appropriate place showing the Mental, Emotional, Social, or Motor Skill benefits to the child.

This way, participants can see how a Children's group can affect a child in so many different ways.

STORY: THIS IS MARY. SHE CAN'T READ, WRITE OR GO OUT AND PLAY BECAUSE SHE HAS TO HELP LOOK AFTER HER LITTLE BROTHER AND SISTER. BOTH HER PARENTS HAVE TO GO TO WORK TO EARN ENOUGH MONEY FOR THE WHOLE FAMILY TO HAVE 1 MEAL A DAY. ONE DAY, THE CLA IN THE NEIGHBOURHOOD DECIDES TO FORM A

CHILDREN'S GROUP SO THAT CHILDREN CAN LEARN, PLAY, GROW AND PARTICIPATE IN THE COMMUNITY. MARY PLEADS TO HER PARENTS TO ALLOW HER TO JOIN THE CG AND THEY AGREE. THERE SHE LEARNT TO DANCE AND PLAY SOCCER. HER FRIENDS HELPED HER WITH MATHS; SHE MET OTHER GIRLS HER AGE WITH WHICH SHE COULD SHARE HER FEELINGS. SHE LEARNT TO LOOK HER BODY AND KEEP HERSELF CLEAN AND SAFE. SHE WAS ENCOURAGED TO FORM HEALTHY RELATIONSHIPS WITH EVERYONE. SHE COULD GO TO SCHOOL BECAUSE SHE ALWAYS HAD OTHER CHILDREN TO ACCOMPANY HER. SHE COULD BUY VEGETABLES FROM THE SHOP AND COUNT THE EXACT MONEY SHE NEEDED. SHE LEARNT TO BUY HEALTHY FOOD FOR HER LITTLE BROTHER AND THE CHEAPER BRAND OF SOAP SINCE SHE KNEW TO CALCULATE. SHE EVEN TAUGHT HER LITTLE BROTHER HOW TO PLAY SOCCER. SHE LEARNT TO DRAW, PAINT, SEW AND RAISE CHICKEN AT HOME THAT PROVIDED EGGS FOR NOURISHMENT AND MONEY FOR HER OTHER NEEDS.

Through this exercise participants are sensitized how a CG can help children in different ways.

Time:

15-20 Minutes

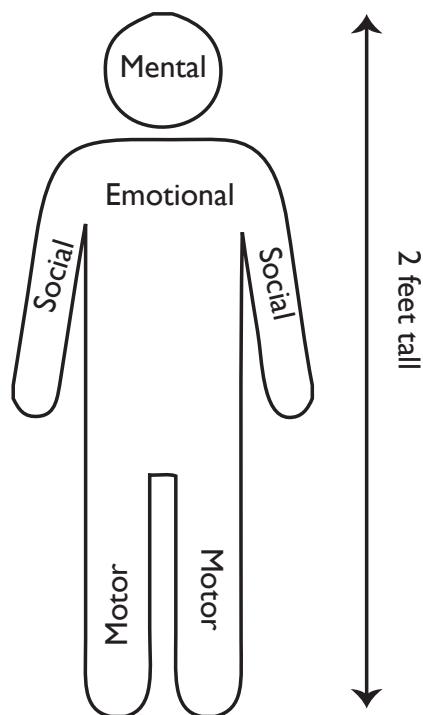
Method:

Group
Discussion

Materials:

Chalk,
4 Different Types of Buttons or Beans or Flowers or Stones (approx. 10 of Each Type)

ACTIVITY



Activity 1.2.3: The 3 P's and 1 D

Facilitator asks participants to draw 1 circle about 3 feet (1 meter) in diameter.

The Facilitator divides the circle into 4 quarters and labels each one as:

1. Provision
2. Protection
3. Participation
4. Development

Each participant thinks of how a CG may enhance the lives of children in their community.

They think of which of the above right is

upheld if a child is part of a CG.

They say one right out loud and think of whether that right is related to Provision or Protection or Participation or Development of the child.

The participants all agree on which right is upheld and the person who has spoken places a button or bean or flower or stone in the corresponding quarter of the circle. In this activity participants discuss how a CG can help to uphold different aspects of Children's Rights.

Time:

15-20 Minutes

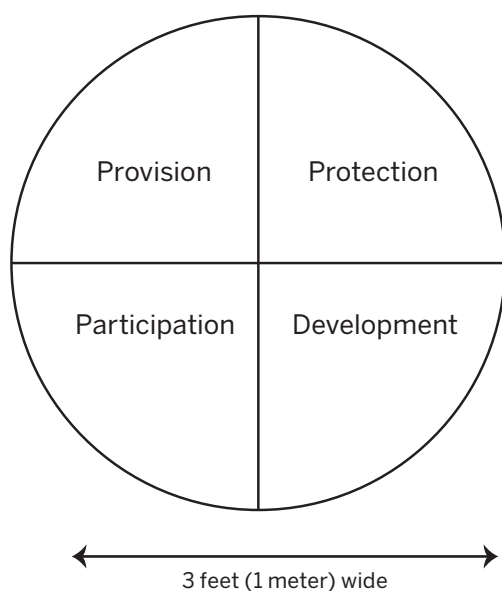
Method:

Group Discussion

Materials:

Chalk, Buttons or Beans or Flowers or Stones (Approx. Twice the Number of Participants)

ACTIVITY



Activity 1.2.4: Attitudes of Adults Towards Children

Participants form groups of 2 or 3.
In small groups they discuss the attitude adults in their community have towards children.

Points for Discussion:

- What are some positive and negative words adults use while talking about children?
- Are there some children in the community whose rights to Provision, Protection, Participation and Development are not met?
- What are the reasons these rights not upheld?
- How can we as a CLA help to uphold these rights?
- What can we do to change the attitude of adults towards children?

- Can adults accept children as an important, necessary and positive part of their community?
- How can adults have an attitudinal change to involve children in community matters and decisions?
- Can children also play a role in bringing an attitudinal change in adults?

Through this activity participants can think about the situation of children in their community and how their rights are denied. This activity also helps them to start discussing attitude of adults towards children in the community and how as a CLA they can bring about a change.

Time:
5-10 Minutes
Method:
Group Discussion
Materials:
Not Needed

ACTIVITY

Points For Reflection

Things We Have Learnt And Will Remember

- A CG can bring changes in different sections of the community, ultimately benefiting the child.
- What changes can a CG bring in the community?
- A CG can greatly enhance different aspects of Child Development
- What changes can you foresee in the development of children?
- A CG can sensitize children and adults of the rights of a child and help them claim their rights.
- A CLA can play a role in changing the attitude of adults in the community.
- Does the CLA want to get involved?

REFLECT

1.3 FEATURES OF A CHILDREN'S GROUP

This lesson presents characteristics of a CG (How a CG looks). The lesson deals with age of children, membership criteria, how they conduct the meeting etc. Read it carefully to note some differences from the Features of an SHG. One striking difference is that Children's Groups are mixed groups (boys and girls) as far as possible.

Box 3: Features of Children's Group

Children's Groups are made up of 20 to 25 children coming from the same community or neighbourhood. To begin with, children of SHG members and other vulnerable children like orphans, children with disabilities, children affected by HIV and Aids, street/working children are invited to join the group. Opening up to all children may become unmanageable in the beginning because of large numbers. Priority is therefore given to the needy and vulnerable children in the community.

Children who are 7 years to 11 years are grouped together and children 12 to 16 years form the second age grouping. This is done to make sure that children in a group have similar interests, understanding and maturity to be able to relate with one another and enjoy each other's company. There could be more than one group of the

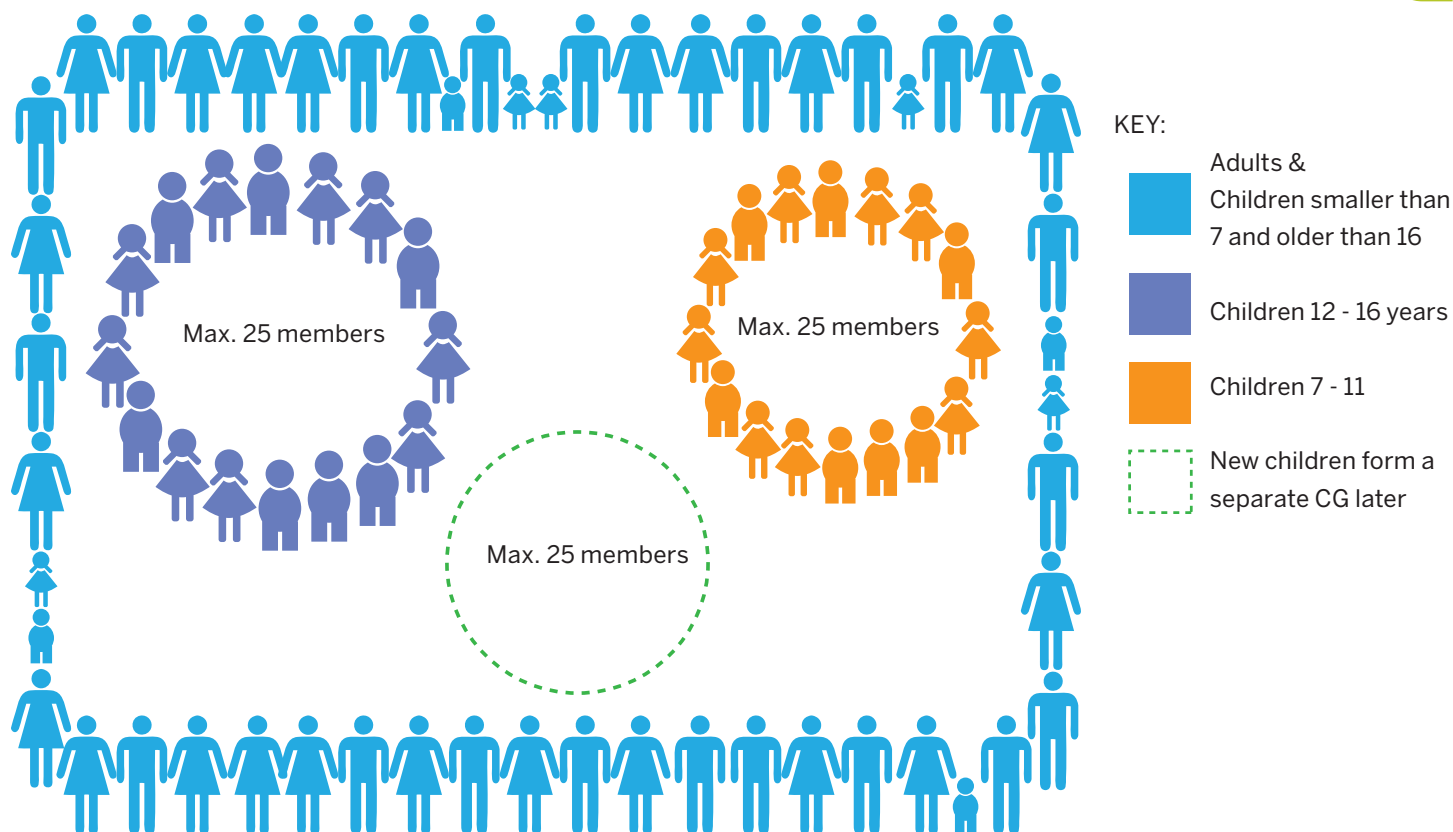
same age grouping in a community or vicinity. Children stay with their age group and grow with their peers. For example, a 7 to 11 group this year will be 8 to 12 next year and so on. Normally, new children are not included in an existing group but new groups started for children who want to join and fit the age criteria. Children less than 7 are very young to participate and be independent. The upper age limit is set as 16 since within 2 years these children will turn 18 and no more be a child.

As far as possible, groups are made of boys and girls unlike SHGs, which are mainly for women. From a tender age children learn to respect the opposite sex and treat them as equals. When children grow up with these values the negative effects of patriarchy (male dominance) can be minimised in a community.



Diagram 1

The above basic information is summarized in the following diagram. The diagram provides information about the criteria and number of CG members, when to form new groups, potential members and the need for mixed group. Note that this diagram could be used for clarification, presentation and summary.



Learning objectives

By the end of this lesson, participants:

- Understand why a CG should have 20-25 members
- The importance of having age groupings
- Recognize the advantages for mixed groups (boys and girls)

Activity 1.3.1 - Features Of A CG

Participants arrange the small cards for everyone to see.

The cards have picture or statements on them. e.g. I love painting, I love donuts, I love soccer, I love traditional games, I love music and dancing, I love swimming, I love candy etc.

There are 2 piles of 2 different coloured buttons. The red buttons represent girls and the blue buttons represent boys. Participants think of what their own children/ younger brothers and sisters like to do/eat.

They pick up representing buttons and place them on the small cards. E.g. if their child (who is a girl) loves to eat donuts, they place a red button on the cards that reads 'I love donuts'; if their younger brother loves music and dancing they place a blue button on the cards that reads 'I love music and dancing'.

This activity shows that separating girls and boys should not really be an issue since children at those young ages are interested in the same games, activities, food etc.

Time:

15-20 Minutes

Method:

Group Discussion

Materials:

Cards as Shown Below, Buttons or Beans or Flowers or Stones (Twice the Number of Participants)



Activity 1.3.2: Mixed Children's Group

Participants think of the Children's Group that will be formed in their community. They think of whether the Children's Group should be a mixed group or not. Those that agree that the Children's group should be mixed go and stand at one end of the room or an open space. Those that disagree that the Children's group should be mixed go and stand at the other end of the room or an open space. They stand at opposite ends of the room or open space and discuss the advantages and disadvantages of mixed Children's

Groups.

When a group makes a convincing point of why they agree or disagree for mixed groups they are allowed to take one step forward.

The discussion should continue till at least one group has reached the centre of the room.

The facilitator should try to ask questions and direct more points from the group that 'agrees' to have mixed groups and steer the discussion towards agreeing for mixed groups.

Time:

10-15 Minutes

Method:

Group Activity

Materials:

Not Needed

ACTIVITY

Activity 1.3.3: Features of a Children's Group

Participants form a circle. Participants participating in this activity should be in multiples of four as each puzzle is made up of 4 pieces.

The Facilitator holds out the bag and each participant picks one puzzle piece from the bag. The activity starts when everyone has one puzzle piece.

They must now go around the room and try and find the rest of the puzzle pieces that fit with their own puzzle piece.

When they find persons holding the rest of the pieces of their puzzle pieces they stand together as a group until everyone has finished their puzzles.

The group that forms or completes their puzzle first wins.

They discuss how they found each other, how they needed the other 3 members to finish their puzzle.

The Facilitator explains to them how cooperation is useful and how energies can be channelled into working towards common interests with the best combination of skills / ideas / knowledge. This small activity can help the Facilitator explain the advantages of boys and girls working together as a group to achieve certain goals. The Facilitator further explains that a mixed group encourages children find friends, learn new skills, support each other, learn from each other, etc. and discourages girls and boys to form exclusive relationships

Time:

10-15 Minutes

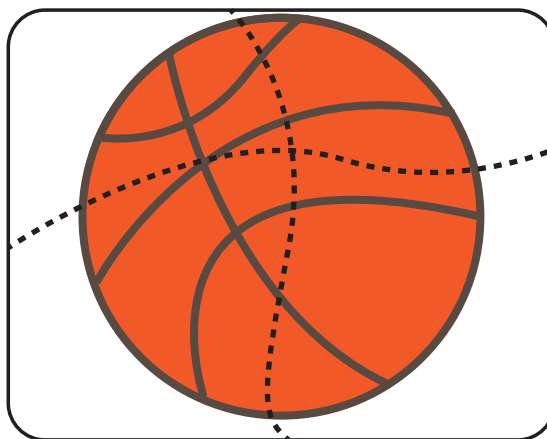
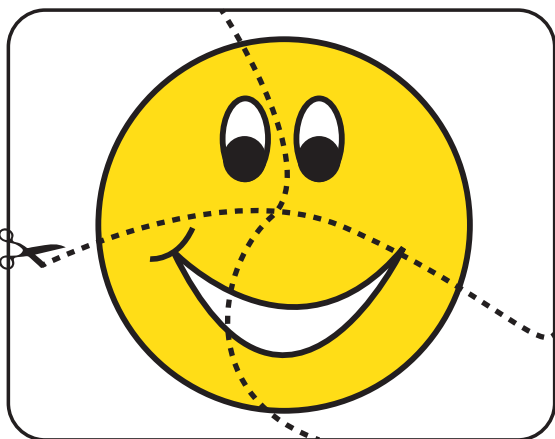
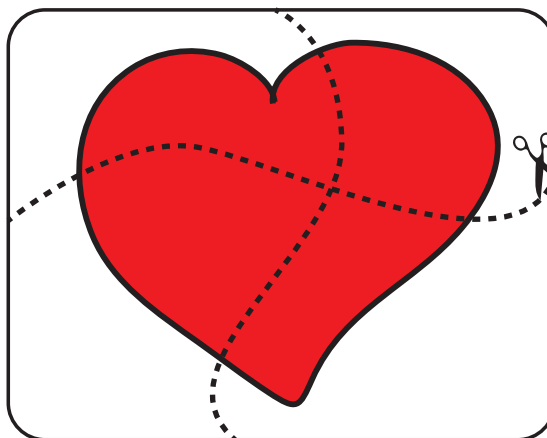
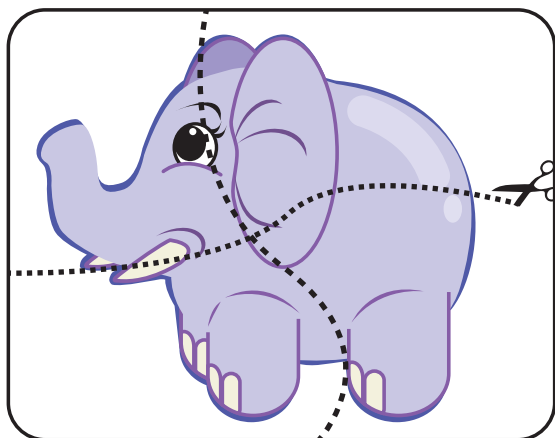
Method:

Group Activity

Materials:

Simple Puzzles as Shown Below (Puzzle Pieces Should be Equal to the Number of Participants), a Bag to Hold the Puzzle Pieces

ACTIVITY



Cut along the dotted lines to create the puzzle pieces

Activity 1.3.4 - Why Should a CG Have Features

Participants form 4 groups.

In groups they discuss the following questions:

- Why are there classrooms in school?
- Why do children of the same age group attend the same class?
- Why do girls and boys study together?
- Why is a teacher for each class?

After each group has finished discussing the questions, each group now looks at the features of a CG.

In their groups they discuss the benefits of having features in CGs.

This simple exercise helps participants understand the need for features in CGs

Time:
10-15 Minutes
Method:
Group Discussion
Materials:
Not Needed

ACTIVITY

Points For Reflection

Things We Have Learnt And Will Remember

- Children should learn to interact with each other, learn from each other and help each other in a positive way.
- Children should learn to form healthy relationships with each other and learn to develop as a community.
- Children themselves ultimately manage their group.
- Every CG should have Features and these should be followed.
- Why should SHG members' children and other vulnerable children be considered when forming CGs?

REFLECT

1.4. CHILDREN'S GROUPS BELONGS TO CHILDREN THEMSELVES

This lesson is prepared to emphasize that children are the most important persons when CGs are promoted and they should own and drive their groups forward. It is important to note that CHILDREN HAVE TO BE THE ONES who RUN, OWN AND DRIVE their groups. Participants should grasp the difference between responsibilities that belong to Children and those that belong to the CLAs. The basic information box below elaborates this fact.

Box 4: CGs belong to Children themselves

Generally adults think that children do not have the capacity to think and act and cannot do things on their own. This attitude has to change when children's groups are formed.

The CG belongs to children and it is important that they own and run their group according to their need. Adults especially the CLA members need to uphold their agenda. It is important to impress on all concerned that children are the most important persons when CGs are promoted and they should own and drive their groups forward. However, some adult guidance and facilitation will be required in the beginning to form, and stabilise the group and on occasions when the children require adult presence.

Children's Groups are at times formed with the objective of teaching them their rights without contextualising them to the child's situation. Child rights is taught through stereotype poems, case studies, drama etc. The aspect of children discussing their problems and seeking to find solutions can be missing. The role of Duty Bearers addressing the problems of children is very often not there. This leads to frustration in the minds of children and strained relationships between children and adults in the community.

In the approach that Kindernothilfe is promoting, the focus is on children coming together to enjoy childhood. They are encouraged to open up and share among themselves both good and bad aspects of

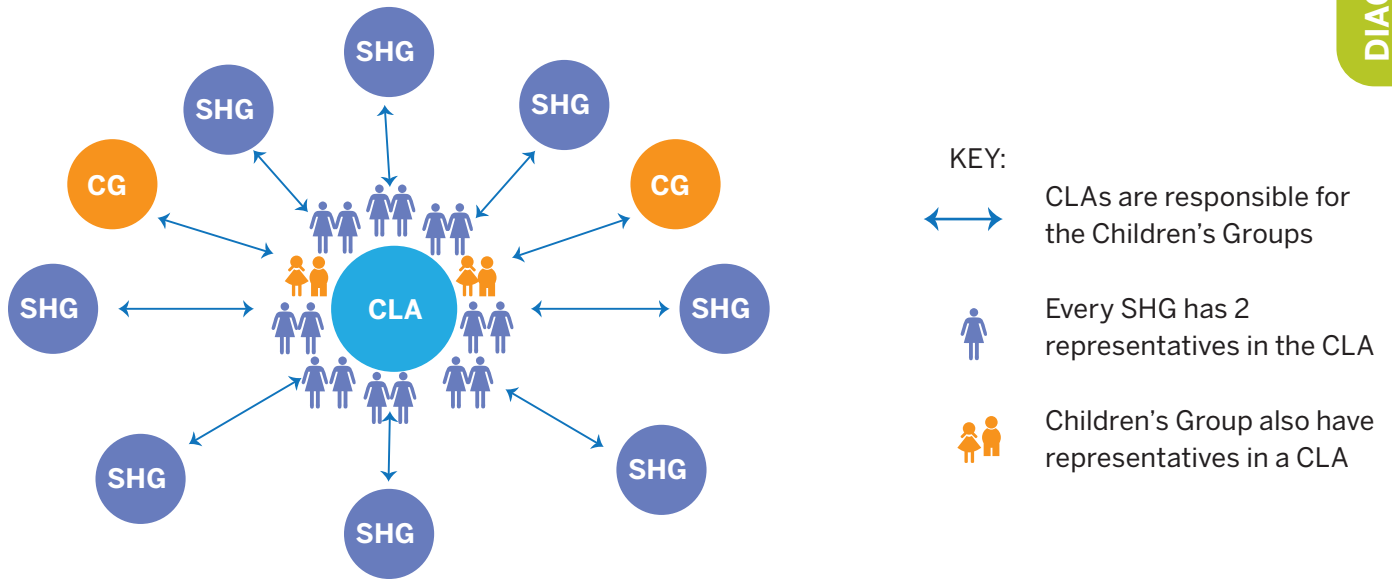
life. When children identify bad and difficult situations, they are encouraged to seek a solution. When they cannot solve the problem they are encouraged to take the problem to adult groups (SHGs and CLAs and other duty bearers). It is in this context that they are taught their rights.

Encouraging them to discuss and participate in matters that affect their lives goes before teaching them their rights. This approach can therefore be implemented in an environment where the SHG approach is being implemented and there are strong CLAs that are concerned about the development of their community and children in particular.

Children's groups are not driven by the promoting organisation to fulfil their agenda but rather owned by the children. Children should not be manipulated by adults. The CLA forms a subcommittee for the CGs in their community and these are the main facilitators of the groups. The competence of the CLA subcommittee members to facilitate CGs is gradually built so that they know how to work with children. The Children's Group Manual Part 2 is available to build the capacity of CLA Subcommittee members. CGs have representation in the CLA. When there are few CGs, each CG has 2 representatives in the CLA. When the number of CGs is many, the CGs cluster and each cluster has 2 representatives in the CLA. The promoting organisation plays a role in motivating the CLA and providing them the concept and capacity to implement and facilitate CGs in the right way.

Diagram 2

The basic information in the box above is summarized in the following diagram which could be used as an aid to presentation or a summary or both.



Learning Objectives

By the end of this lesson, participants:

- Realize the kind of support SHGs and CLAs are expected to provide to CGs
- Recognize that children are capable of managing/leading their own CGs.
- Identify how CGs are represented in the CLAs
- Participants can discern how this 'CGs within the SHG Approach' is different from other CGs that they know

Activity 1.4.1 - Tangles and Difficult Situations

Participants form 2 or 3 groups. Each group arranges themselves in a circle, standing shoulder to shoulder. Each person in the circle puts up her right hand, and then firmly holds the hand of another person across the circle. Similarly she holds the hand of a different person across the circle, with her left hand. Make sure that everyone is holding the hands of two different people who are not standing next to her but further away in the circle.

By holding hands with 2 different people the participants in each circle thereby form a disorganised tangle. Facilitator now asks each group to untangle themselves and arrange themselves in a circle without breaking the chain of hands/ letting go of anyone's hand.

They could try to do this by crawling under or stepping over different people in the circle. Let them try for a few minutes and if they haven't untangled themselves they are allowed to remove any 2 people from their tangle.

These 2 people now stand outside their group's tangle and try to advise the group how they can untangle themselves without letting go of one another's hand. The Facilitator then explains how in some situations the CG can solve their own problems whereas, in other situations they would need help and advise from outside. The group further discusses how a CLA could help their CGs in difficult situations by citing few possible situations.

Time:

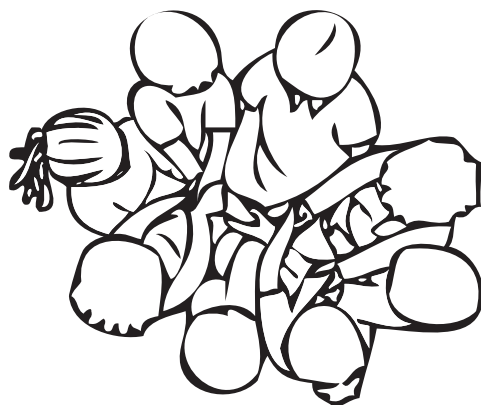
15-20 minutes

Method:

Group Activity

Materials:

Not Needed



Activity 1.4.2: Responsibilities in a Children's Group

Participants form a circle.

One participant is given the ball and asked to throw the ball to someone across the circle.

As they throw the ball, the participant calls out her own name.

Participants continue to throw the ball to each other in the circle a few times till everyone is familiar with each others' names.

Now the activity is introduced.

Participants think of the different activities in forming and sustaining a CG i.e.

- Forming a CG
- Deciding how many children can be part of a CG
- Poor and vulnerable children joining a CG
- Taking attendance in a CG
- Facilitating a CG
- Making sure boys and girls treat each other with respect

- Bringing a younger brother with special needs for each CG meeting
- Playing football
- Singing a song
- Having a prayer to begin CG meeting
- Etc.

The participant holding the ball thinks of 1 such activity in a CG.

If the activity needs support from the CLA/SHG or other Duty Bearers the

participant holding the ball passes the ball to the person on her left or right.

If the activity she has thought of, can be handled by the CG themselves, the participants holding the ball must throw the ball across the circle.

This helps participants differentiate between activities that can be handled by children themselves and activities where they need help from Duty Bearers.

Time:

10-15 Minutes

Method:

Group Activity

Materials:

a Ball (an Actual Ball or One Made from Paper/ Yarn / Rope/ an Orange etc.)

ACTIVITY

Activity 1.4.3: Problems Children Face

Participants stand in a circle

Starting with the facilitator, each

participant says one problem children face (it could be one that requires no help from the CLA or it could be one that does require outside help)

If it is one that can be solved by children themselves, the participants that think so take 1 step forward, inside the circle.

If it is one that needs help from the CLA the

participants take 1 step backward, outside the circle.

They briefly discuss why they stepped forward or backward for that particular problem faced by a child.

This Activity helps participants realise that children themselves can handle certain problems while other problems need support from Duty Bearers/ CLA/SHG members.

Time:

10-15 Minutes

Method:

Group Activity

Materials:

Not Needed

ACTIVITY

Activity 1.4.2: Responsibilities in a Children's Group

Participants sit in a circle.

Facilitator reads out the following case study:

In the city of Nairobi, 1 CLA decided to form a CG in their community.

The children were in the age group of 7-11 years and there were 25 members in their group. The group met regularly, played games, learnt songs and even visited the local museum. In 1 of their meetings, Dora's mother was invited to teach the children how to keep themselves clean and neat.

After 3 months the children requested the CG Facilitator that they would like to learn about Child Rights i.e. what it means, how it helps them, how can these rights be claimed. The CG Facilitator went and conveyed this request to the CLA.

The CLA knew that an international Human Rights Organisation had just opened their local office in their city and could provide the information children needed.

They contacted this Organisation who sent their newest volunteer. This volunteer, George had just arrived in Nairobi a week back, from a foreign country. Although he had extensive knowledge on Child Rights, he did not have much information on the situation of children in Africa, much less in Nairobi.

He visited the CG for 1 meeting. He asked for a table and a chair to sit on while the children sat on the floor.

He recited 40 different rights of children and forced them to learn the words in English.

Some children were unable to follow him, as they did not speak English.

After he had finished reciting the rights, he asked the children to put up a chart (written in English) on Child Rights that he had brought along with him.

He told the children to strictly follow the rules shown on the chart:

- Children must not lift anything heavier than 5 kgs.
 - Children must not allow their parents to raise their voices at them.
 - Children must not allow adults touch them i.e. their parents, brother, sister, and any other relatives.
 - Children should not do any chores at home as that would be considered Child Labour.
- After Mr George had finished he left and never came back, saying children had learnt their rights and knew what to do. The Children went home very confused. They had many questions that were left unanswered and did not remember anything they had learnt that day.

The participants now discuss the following questions:

- What is Child Rights?
- Was Mr. George the right person to help children understand Child Rights?
- Were his methods of teaching harmful/helpful?
- How could he have explained differently?
- Are children's rights different from children's responsibilities?
- What do children learn from helping in the house?
- Are adults allowed to touch children?
- When is it unacceptable to hold/touch children?
- Should children lift heavy things? Why?
- How can a suitable person be chosen to give children knowledge on Child Rights?

This activity helps Participants to think of how Child Rights can be introduced in their environment. This further helps them to identify the right resource person who could be invited to teach the children on Child Rights.

Time:

10-15 Minutes

Method:

Group Activity

Materials:

Not Needed

Points For Reflection

Things We Have Learnt And Will Remember

- Children should learn responsibility and reliability. They should learn to handle situations to the best of their abilities.
- Make sure you arrive at a conclusion that adults support should be minimal. Adults should not be doing for the children on issues that children themselves can do, on issues that affect them and that it is to the best interest of the child.
- When children identify bad and difficult situations, they are encouraged to seek a solution. When they cannot solve the problem, they are encouraged to take the problem to adult groups (SHGs and CLAs). It is in this context that they are taught their rights.
- Suitable emphasis on children owning their groups and driving their agenda needs to be there. The partial role of adult facilitators for the CGs needs to be understood by the learners.

Topic 2

CLA involvement in Children's Groups

This topic will help CLAs understand who they are in the overall framework of SHG promotion in the country and how promoting children's groups is part of their roles. This topic also elaborates the responsibilities of the CLAs with regard to forming and nurturing Children's Groups, and that Children's Groups should be owned and managed by children themselves. The Participants must understand and develop the attitude that in the People's Institution, children are as much a part and have as much freedom in decision making and discussion as the other members in the SHGs and CLAs and should be treated as such.



2.1 ROLES (AND RESPONSIBILITIES) OF NCO, PRORGNs, PO AND CFS

This lesson deals with the roles and responsibilities of the National Coordination Office (NCO), Promoting Organizations (PrOrgns), Project Officers (POs) and Community Facilitators (CFs). It further describes ownership of promoting CGs by the CLA and how children's groups can be integrated/ linked with the People's Institution. The purpose of this lesson is to give the participants the bigger picture of the SHG approach and where they as CLA would be facilitating the formation and sustenance of CGs.

BOX 5: The role of National Coordination Office (NCO), Promoting Organisation (PrOrgn), Project Officer (PO) and Community Facilitators(CF) in the CG Approach.

NCO: The National Coordination Office is technically and financially supported by Kindernothilfe in Germany. In every country where the SHG approach is promoted, the NCO identifies promoting organisations that already have SHGs and strong CLAs who are concerned about children and keen on forming children's groups. The NCO is responsible for bringing in new concepts like CGs, organising capacity building inputs and coordinating the implementation process. They do not implement themselves but they coordinate implementation of CGs by PrOrgns and ensure that the principles are maintained.

PrOrgns: The Promoting Organisation is financially supported by Kindernothilfe through the NCO for this initiative. These are organisations that understand and have experience in promoting the SHG approach and have built up the people's institution at least to the CLA level (if not Federation level) and have strong CLAs. The PrOrgns will be responsible to pass on the concept of children's groups to the CLAs that they have mobilized. They will further ensure that their PO (Project Officer) and CFs (Community Facilitator) provide the needed inputs to the CLA and ensure qualitative and quantitative outputs

with respect to children's groups.

PO: The Project Officer helps the CLAs understand the concept and see the need for Children's Groups. In fact it is the Project Officer who would use this Manual (Manual 1) to facilitate CLAs to take up implementation of CGs. Once this is achieved, the PO builds the capacity of the CLA to own and support the process. The CLA forms a subcommittee called the CG subcommittee and accompanies them as they form and nurture CGs till the stage when they can be independent.

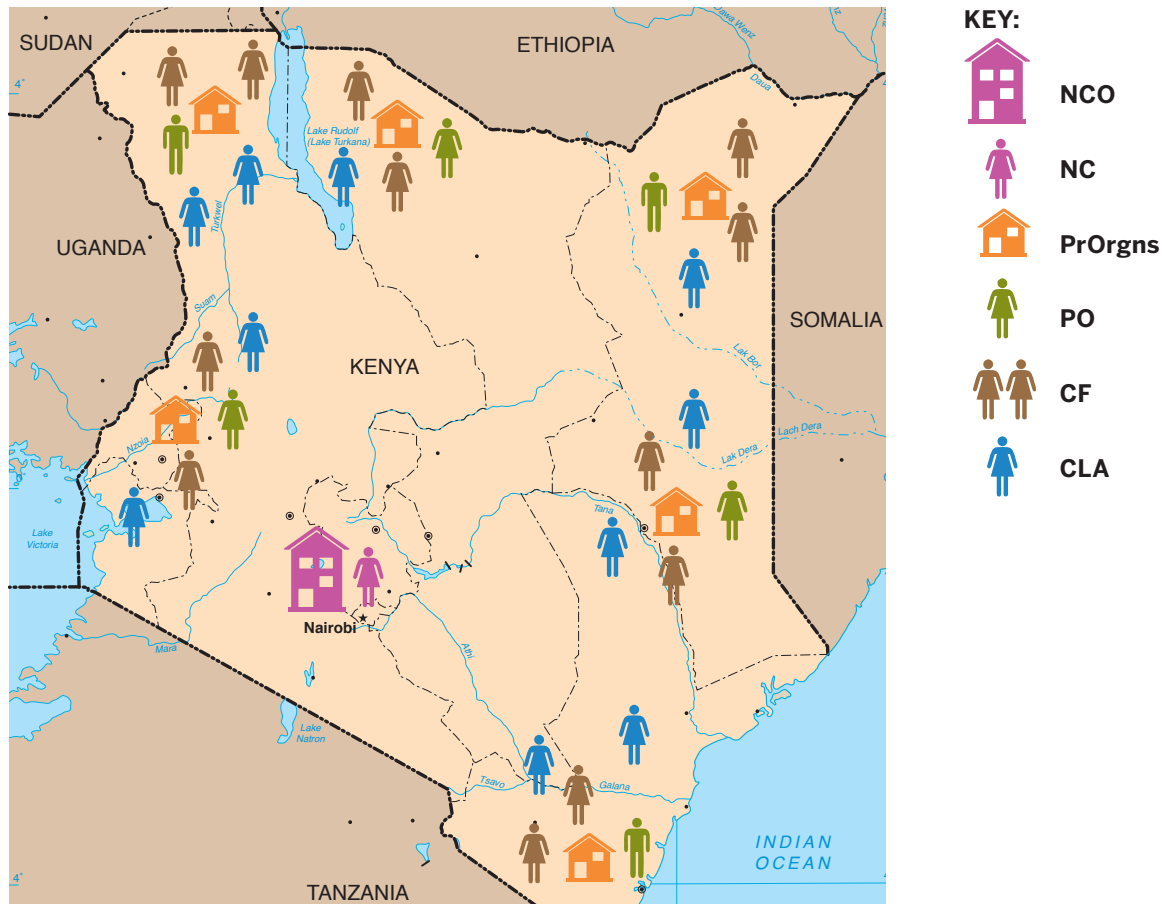
CF: The Community Facilitators do not play a major role in the implementation of the CG Concept. They could provide hand holding support in the initial stages. e.g. when the CLA needs to approach an NGO who is promoting Child Rights to mobilise resources for the CG, the CF can give the CLA contact details, prepare them on how to approach and even accompany them in the first few occasions. The CF will gradually withdraw this hand holding support once the CLA is empowered to plan and act on their own.

All the actors will need capacity building inputs on how to deal with children and basic aspects of child development. The NCO will be responsible to provide these inputs to the POs, which in turn is passed on to the CFs and CLAs. The NCO will make sure that the inputs are provided with the right understanding of CGs.

Diagram 3

The placement of each of the above Actors is summarized in the diagram below. This way the CLA has a better understanding of who they are in the overall scenario.

Note: This diagram could be used for clarification, presentation and summary



Learning objectives

By the end of this lesson, participants:

- Have an introduction and basic understanding of an NCO, PrOrgns, POs and CFs
- Identify roles that could be played by NCO, PrOrgns, POs and CFs in the CG initiative.
- Identify the interactions that take place between NCO, PrOrgns, PO, CF and CLA in the promotion of CGs.



Activity 2.1.1 – Understanding Roles Of NCO, PrOrgns, PO, CF, And CLAS In A Country

Participants form 4 groups.
Each group draws a rough outline of a map of their country.
Each group gets 5 types of buttons/stones/twigs/beans.
Each type of button/stone/twig/bean represents the different actors in the CG concept
i.e. an NCO, a PrOrgn, A PO, A CF and a CLA.
The Facilitator reads out the statements given below.
As the Facilitator reads out each statement, the groups think of which of the Actor is being referred to. e.g. “Usually in the capital of a country and brings in new concepts to the PrOrgn.” - refers to the NCO.
Each group decides which actor is being referred to for each point and accordingly places the representing button/stone/twig/bean on the map where they think the Actor would be working from.
Statements for facilitator to lead the discussion:
- Usually in the capital of a country and

brings in new concepts to the PrOrgns.
- Employees of PrOrgns and responsible to pass on the SHG concept to CFs and community
- Volunteer from each local town/village and working with the SHGs, CLAs
- A group made up of representatives from SHGs.
- Coordinates the SHG Implementing process through Promoting Organisations throughout the country
- An organisation that has built up the People’s Institution to CLA/Federation level
- A person who facilitates CLAs to understand the CG concept and see the need for it
- The group that forms the CG subcommittee
- The person who will hand over the responsibility of CGs to the CLA and CG subcommittee once their capacity is built
This activity helps participants recognise the different Actors in promoting CGs in their country.

Time:

10-15 Minutes

Method:

Group Activity

Materials:

Chalk/ Markers,
5 Types of Buttons/
Stones/ Twigs/
Beans (8 of Each Type)

ACTIVITY

Activity 2.1.2 – Roles Of NCO, PrORGNS, PO, CF, AND CLAS

Facilitator makes a count of the group and provides 1 piece of paper per participant.
Each piece is marked with the name of an Actor in the CG process i.e. NCO, PrOrgn, PO, CF and CLA (approx. equal number of pieces for each Actor)
The marked pieces of paper are put in a bag.
Each participant is asked to pick a piece of paper from the bag. They should then go around to other participants and finding other actors to form groups with at least 1

NCO, PrOrgns, PO, CF and CLA in each group. Then each group has a chance to represent the different Actors involved in CG Promotion.

Each group explains the roles and responsibilities of different Actors in the process. This Activity helps participants understand the roles of different Actors in promoting CGs in the country

Time:

15-20 Minutes

Method:

Group Activity

Materials:

Small Pieces of Paper: 1 Piece Of Paper Per Participant, a Bag to Hold the Pieces of Paper

ACTIVITY

Activity 2.1.3- Further Understanding OF ACTORS IN THE CG Process

Facilitator makes a dice as shown and takes it to the CLA meeting. Each side of the dice represents an Actor namely NCO, PrOrgns, PO, CF and CLA. There are 6 sides so the 6th side represents a 'wild card'. 'Wild Card' means, participants can choose any of the other sides to talk about. Each Participant gets to roll the dice once. When the dice lands, whatever side shows face-up, the participant must talk about 1 aspect of that Actor.

i.e. If the dice lands on PO the participant explains one role of the PO in the CG process. If the participant cannot think of an aspect related to the name on the dice they are allowed another chance to roll the dice. This way, participants discuss and learn the different Actors in CG promotion.

Time:

15-20 Minutes

Method:

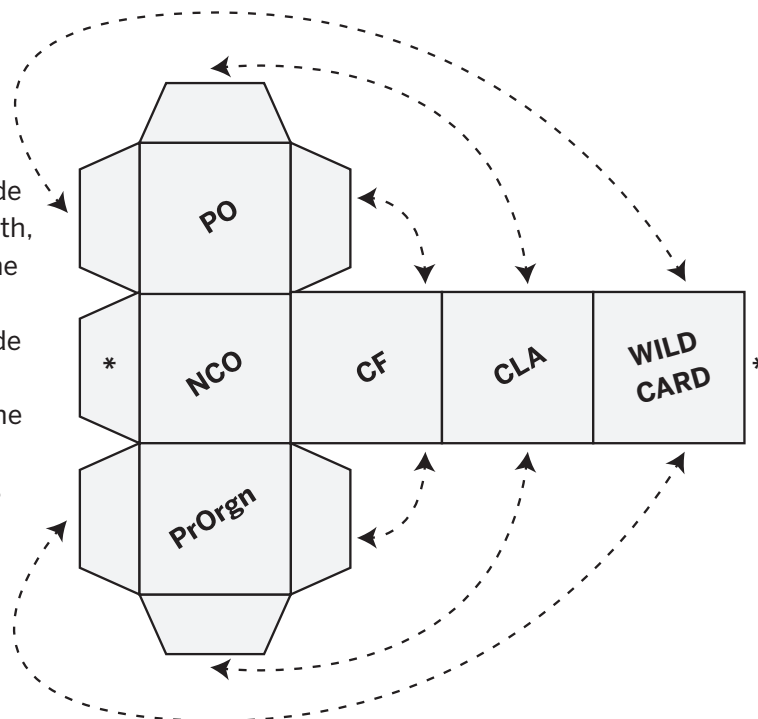
Group
Discussion

Materials:

Card to Make
the Dice Shown
Below

ACTIVITY

The arrows indicate which side the flaps should be pasted with, to form a box. The flap with the asterisk should be stuck to the brown square side which shows the asterisk. Please make sure you stick the flaps under the square so you don't cover the letters on the square.



Points for Reflection

Things We Have Learnt And Will Remember

- The NCO identifies and brings the CG Concept to Promoting Organisations
- The PrOrgns should have built the People's Institution to CLA or Federation level.
- The PrOrgns ensure that the Project Officer provides the CLA with needed inputs for CGs.
- The Project Officer builds the capacity of the CLA to promote CGs.
- The CLA selects a CG Subcommittee to form and sustain CGs
- Can CGs be formed and sustained without any one of the following actors: NCO, PrOrgn, PO, CLA? If not, why not?
- What positive differences can a CLA and CG make for children in the community?
- What would the community be missing in the absence of a CLA or CG?

REFLECT

2.2 ROLES (AND RESPONSIBILITIES) OF CLA TO MAKE THE COMMUNITY A BETTER PLACE FOR CHILDREN

This lesson deals with the roles and responsibilities of a CLA with regards to the formation, facilitation, and handing over of the Children's Groups. The purpose of this lesson is to facilitate the CLA to understand that they have a role to make the community a better place for children through the formation of Children's Groups. To effectively facilitate Children's Groups, the CLA forms CG Subcommittee.

BOX 6: Roles (and responsibilities) of CLA to make the community a better place for children.

The People's Institution has three levels with specific functions:

SHG – economic and social development at individual and household level

CLA – social, economic and infrastructural development at community level

Federation – ushering a just, equitable and secure environment

The CLA has 8 specific roles which are focused on making the community a better place not only for adults, but for children, too. Specifically:

Role 3: to meet the material and infrastructural needs of the community

Role 4: to meet the service needs of the community

Role 5: to bring social transformation

Role 6: to participate in local governance and positively influence pro poor decisions and policies.

Here are a few examples of how some CLAs have taken up activities related to children under these roles:

Role 3: They have prevailed on the local government to provide adequate drinking water and toilet facilities in the local school. They have provided safe spaces for playing and playing equipment for children.

Role 4: They have provided educational materials to orphan children in communities to ensure that these vulnerable children are in school.

Role 5: They have created awareness and developed mechanisms to ensure that child marriages and harmful traditional practices like FGM are no longer practised.

Role 6: With support from the local administration, CLAs have prevailed on schools to ensure that children are not put at risk i.e. called to school at odd timings, and when supervision is lacking.

By internalising the Children's Group concept, the CLA realises that when children come together as a CG and start opening up and sharing their experiences issues that affect children come out clearly. The problems are not only what adults have observed but what children have experienced and expressed. The Child's perspective of making the community a better place for children comes out clearly through the CG Concept. The CLA realizes that children themselves as a group can solve some of the problems. The CLA however, still has a role to help solve other issues children cannot solve on their own.

Children in the community are children of SHG/CLA members or their peers and friends. Hence when we talk about responsibilities of CLAs to make the community a better place for children, it implies children who are close to them. The interests of family and community are upheld. This is different from an outsider, perhaps staff from an NGO, who goes to the community to teach children about their rights. They often use ready made poems, songs and drama, which can bring in stereotype messages that could be insensitive to the bonds within the family and community. There are cases where real issues of children are not even addressed.

The CLA therefore takes the responsibility of forming and nurturing CGs. They do this by forming a CG Subcommittee who facilitates the CGs. The members of the CG Subcommittee are very carefully chosen and are 3 or 4 CLA members and 2 or 3 SHG members. They make sure that these members are child-friendly and can facilitate CGs well.

The CLA with regular inputs and feedback

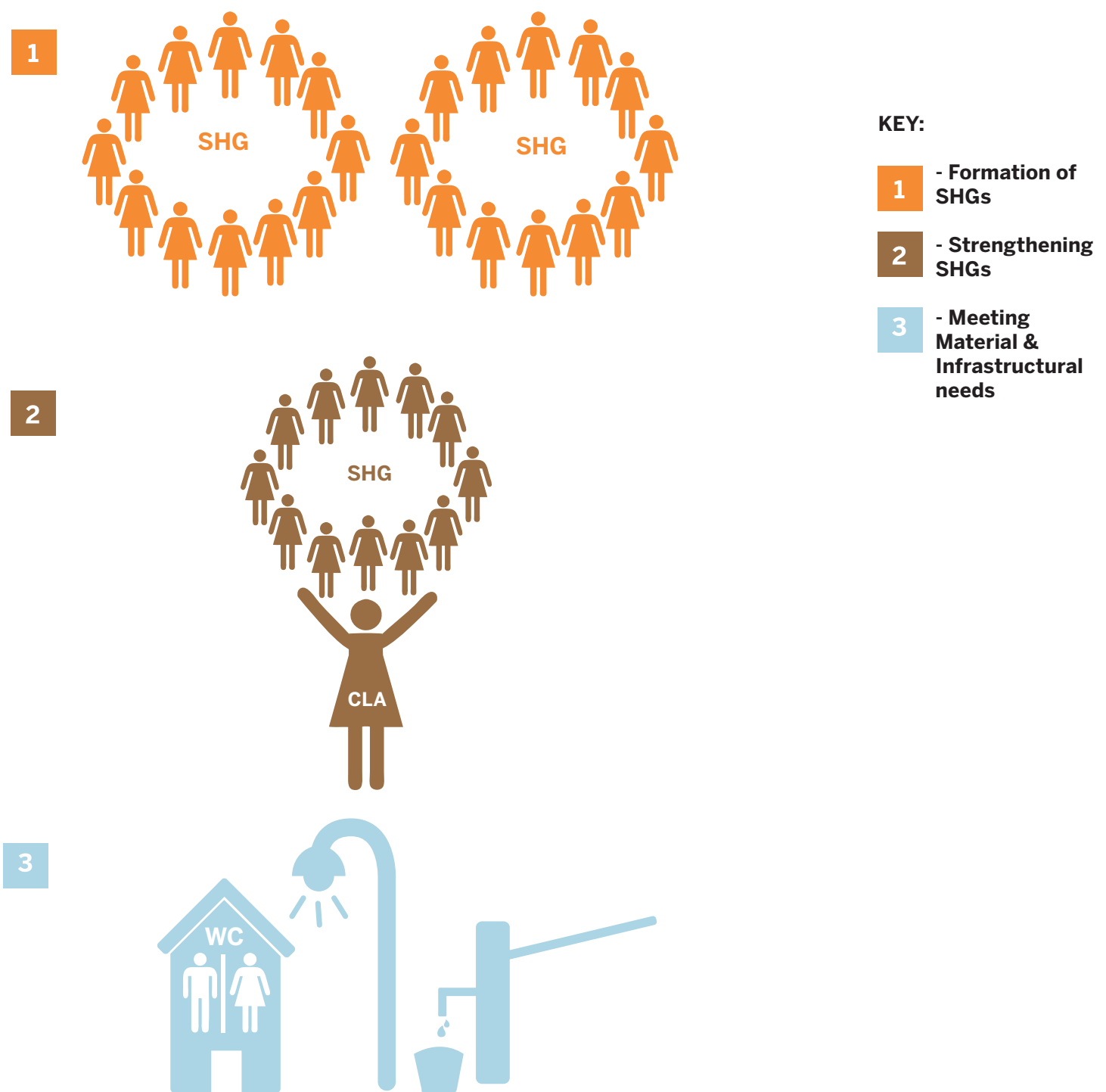
from children takes up initiatives that transform the community to a place which caters to the best interest of the child and seeks the child's perspective and participation. A strong emphasis is given to the rights of a child – to ensure that every child is provided for, protected and has the

space and opportunity to participate in matters involving the development of children and affecting their lives.

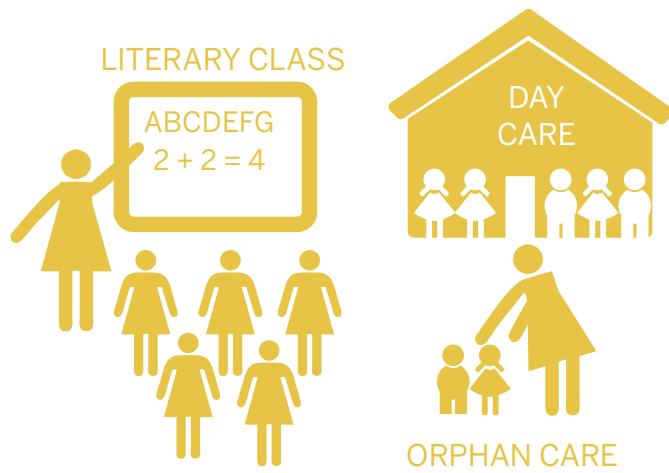
Diagram 4

The above basic information is summarized in the following diagram which provides information about roles of the CLA. The Key on the right describes each role in more detail giving examples for each role.

ROLES OF A CLA



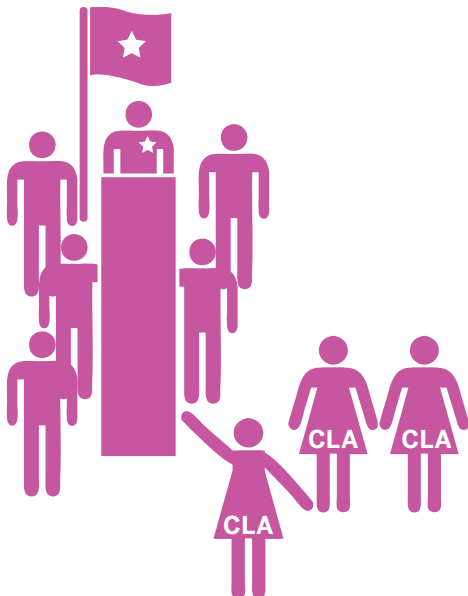
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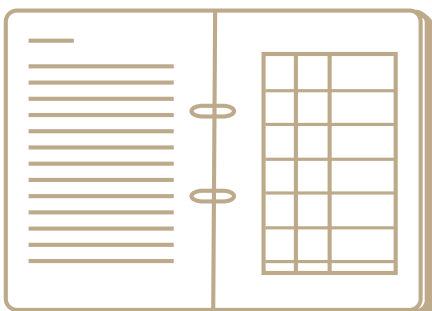
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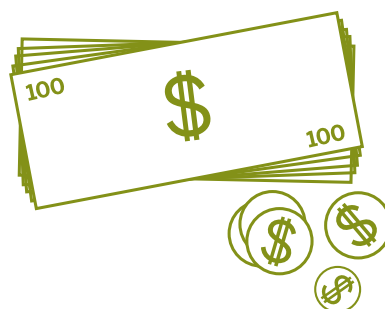
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7



8



KEY:

- 4 - Meeting Service Needs
- 5 - Work towards Social Transformation
- 6 - Participate in Lobby, Advocacy, Local Governance
- 7 - Take over Administrative roles from Promoting Organisations
- 8 - Fund Raising for Administrative Expenses

Learning objectives

By the end of this lesson participants:

- Know the function of the CLA in the 3 levels of the People's Institution
- Understand the specific roles of the CLA related to Children's Groups and the development of children in the community.
- Realise that the CLA must form a CG Subcommittee that will be responsible for forming and nurturing CGs
- CG Subcommittee should be formed only after the CLA is convinced that they need to form a CG
- Realise that when CGs are formed the child's perspective of issues children face come out.

Activity 2.2.1 - Understanding How the Roles of a CLA Also Benefits the Children

Participants divide themselves into 2 groups. 1 volunteer from each group comes forward to the Facilitator. Facilitator starts off the activity, by whispering, 1 role/responsibility of a CLA towards children in the community, to both these volunteers.

The volunteers go back to their own group and act out the role/responsibility through mime and are not allowed to talk during this acting.

Whichever group can guess the role/responsibility first wins.

The winning group now have to think of a role/ responsibility to share with another volunteer from the other group (the losing group). If this role/responsibility requires more than one volunteer the winning group can ask for more volunteers to come up. Each group has a chance to guess and in turn think of other roles/responsibilities to be presented to the group that loses.

This way, roles/responsibilities of a CLA towards children are discussed.

Time:

15-20 Minutes

Method:

Group Activity

Materials:

Not Needed

Activity 2.2.2 - Understanding the Type of Support a CLA Can Provide CGs

Two Participants are chosen to represent the CG.

These participants are blindfolded. Two other participants are chosen to represent the CLA.

The rest of the participants stand at one end of the room/place.

Part 1

The participants standing at one end of the room/place choose 2 pairs of slippers and hide them in various spots around the place. The participants, who represent the CLA, then instruct the blindfolded participants on where to go and help them find all 4 slippers.

Part 2

The blindfolded participants remain blindfolded and the rest of the group hides

the four slippers again. This time in places that are little harder to find.

Once the slippers are hidden the participants remove their blindfolds. The CLA representatives remain where they are but do not instruct this time. The Representatives of the CG now try to find the slippers on their own. They are allowed to ask the CLA representatives for clues as to where the slippers could be, but CG representatives will only get help if they ask the CLA representatives for it.

This way, we see how a CLA is only there to support or help the CG when someone from the CG asks for help.

Time:

15-20 Minutes

Method:

Group Activity

Materials:

2 Pieces of Cloth or Scarves to Blindfold, 2 Pairs of Slippers

Activity 2.2.3 - Circle of Support to CGs to Make the Community a Better Place for Children

The Participants stand in a circle A participant volunteers to hold the ball of string/ wool/ rope.

That participant talks about a CLA role or responsibility that provides support for children in their community. Once she has said it, she passes on the ball of string to the person sitting next to her while she continues to hold the end of the string. The participant who received the ball calls out another role/responsibility and then passes on the ball of string to the next person, with the previous person still holding onto the string. The ball is thus passed on from person to person in the circle in sequence.

The person who holds the ball calls out a role/responsibility of the CLA towards children and holds onto the string when she passes the ball to the next person. By the end of the discussion they should have formed a circle with the string while each holding onto it.

This circle indicates that the CLA has the power and responsibility to surround children in the community by supporting the CG through various roles/responsibilities.

Time:
10-15 Minutes
Method:
Group
Discussion
Materials:
a Ball of
String/ Rope/
Wool

ACTIVITY

Points for Reflection

Things We Have Learnt And Will Remember

- The 8 roles of a CLA include responsibilities towards children in their community
- The CLA/ CG subcommittee provide support to the CGs but do not control the children
- It is mandatory for the CLA to provide support when CGs ask for it.
- CLAs must trust children to be creative, intelligent and competent enough to run their own groups.
- What are some examples where a CLA can get involved in the community to address Children's issues?
- How can some of these issues be addressed? Which other stakeholders can be involved?

REFLECT

2.3. LINK BETWEEN CGS, THE PEOPLE'S INSTITUTION AND THE COMMUNITY

This lesson deals with the relationship specifically between the PI, the community and CGs in the community. The purpose of this lesson is to help participants develop the attitude that the voice and decisions of children are important. Children collaborate with adults and share decision-making with them. This collaboration must be child-centric, child-initiated and not driven by adults

Box:7 Link between CGs, the People's Institution and the Community.

CGs are an integral part of the People's Institution, which has great value. This makes it mandatory for the PI to take up issues brought by CGs seriously and address them. It is therefore not just children trying to solve their problems alone but a whole PI with a large number of households standing behind them to support them and address their issues.

This adult support is especially important regarding issues which put children at risk if they decide or act on their own. The existence of the PI therefore has great value to protect and support children. At the same time the PI should be careful to ensure that children have space on their own to discuss issues that affect them and make relevant decisions. The PI does not take over the decision-making capacity of children but enhances the capacity of children in CGs to come up with their issues and address them on their own. With the objective of making the community a better place for children, the CG concept is introduced to the CLA. Once they internalize the concept and realize the need for the same they get involved in forming and nurturing CGs as an initiative of the CLA since it is in line with their roles.

The CLA carefully appoints a CG Subcommittee that is responsible for the formation and sustenance of CGs. The CLA is the linking point of the CGs with the People's Institution. Children can approach the CLA when they need adult support and

it becomes mandatory for the CLA to provide such support. The CLA will further link children to other service providers when needed. The CLA becomes accountable to the community for CGs.

It needs to be borne in mind that children own their groups. The CLA plays a facilitating role when needed. The CLA and CG subcommittee should constantly bear in mind that they do not dominate or control the children. This would then become contradictory to the understanding of child participation and to child rights itself. In all interactions between the adult facilitator and the children, the voice and decisions of the children are important. Time and space needs to be provided for this. Once children understand the concept of CGs, there should be sessions when children are on their own without adult facilitators, when they can freely discuss issues affecting their lives.

Children have ideas, discuss issues, conduct meetings and only come to adults for advice, discussion and support when they feel they need help. The adults don't direct but offer their expertise for children to consider, when children ask for it. Adults are available but don't take charge. Adults and children respect one another as equal stakeholders and work side by side. Adults should always consider taking a supportive role and allowing children to take the lead. Adults should make sure that the best interests of the child are upheld along with their rights.



Learning objectives

By the end of this lesson participants:

- Know that CGs must be owned and taken forward by children themselves.
- Know that CLAs have to play a supportive role for CGs but should not influence or make decisions on their behalf
- Know that CGs need to be linked to the PI and larger community when needed
- Understand that adult attitudes towards children needs to change

Activity 2.3.1 : Understanding the Importance of a CLA in the CG Concept

Facilitator reads the following case study:

In the town of Masulita there is a very strong CLA called Morning Star.

Morning Star CLA was started 2 years ago and is very active, meet regularly and has a clear action plan that they work hard to implement.

So far, they have brought clean drinking water to the community, are working on building a new classroom in the local school, and have a very good rapport with the community Chief.

After having done all these good things for their community they are very proud of their CLA and it's accomplishments.

One day, the PO from the nearby Promoting Organisation visits the community and introduces the idea of forming Children's Groups and discusses the issue of making the community a better place for children, with the CLA.

Since the CLA has been doing everything themselves, they find it hard to see why the community needs to be changed for children.

The community people are very happy with the CLA that has brought so many visible changes.

The CLA is appreciated by the community many times and has honoured them at several community gatherings.

Compared to the reputation and importance they have achieved from the community members, working for children appears insignificant and not rewarding. Although the PO talked about how having Children's Groups enhances the lives of children, they are really not convinced.

Now the participants discuss the following questions:

- Is it good to have a strong CLA?
- What are the possible good things that the Morning Star CLA did for their community?
- Why were the CLA members not convinced about forming CGs in their community?
- How can their outlook on Children's Groups be changed?
- What are the benefits of having CGs in their community?
- Do you think having CGs helps/promotes the reputation of the CLA in any way?

It is important for the CLAs to be convinced of the need for CGs before they start forming CGs.

Time:

15-20 minutes

Method:

Group

Discussion

Materials:

Not Needed

Activity 2.3.2 : Attitude of CLAs Towards CGs

Facilitator reads the following case study:

Now that the Morning Star CLA has been convinced of the need for Children's Groups, they start working and form 1 CG. In the next 2 years they have formed 6 more CGs.

It is decided that CGs should have representatives in the CLA. Since there are 6 CGs, 3 CGs form a cluster. There are now 2 CG clusters found by the Morning Star CLA. Each CG has 3 or 4 representatives in their CG cluster.

Each CG cluster then chooses 2 children to represent them in the CLA. Totally 4 children are invited by the CLA for their regular meeting. When they arrive they are told to stand outside saying they will be called in at the end of the CLA meeting. When the 4 CG cluster representatives come in at the end of the meeting, many of the CLA members say they have to return home to take care of their homes. There are very few CLA members present. The CG cluster representatives have 4 different issues they would like to discuss. But they are not given time to go through each issue and discuss them to be able to find a solution.

3 issues are set aside for the next CLA meeting. Just 1 issue regarding a meeting place for 1 of the CGs is discussed.

The CLA member from the vicinity of the CG, which needs a meeting place has already left the meeting and gone home. The few members present, say, they will pass on this information to the concerned member in the next few days. Unfortunately the CG has to continue to meet outside the school gate, in an open place where there is no privacy to discuss their issues. The 4 CG cluster representatives return to their return to their respective CGs having none of their issues properly addressed.

Now the participants discuss the following questions:

- When there are many CGs in the same locality is it good for CGs to form their own cluster and the cluster representatives take their issues to the CLA?
 - Should the CG cluster representatives stand outside till the CLA meeting is over?
 - Can the CG cluster representatives present their issues at a time when all CLA members are present, perhaps at the beginning of the CLA meeting?
 - How can CG issues be taken up by the CLA?
 - What help would they need from the wider community?
 - Who is accountable to find solutions to the issues brought by children to the CLA?
 - Should the CLA take up CG issues in their Action Plan and follow them through?
- CLAs developing a positive attitude towards CGs help in establishing strong links.

Time:
15-20 minutes
Method:
Group
Discussion
Materials:
Not Needed

Activity 2.3.3 – CLA Facilitating Stakeholders to See the Importance of Children and CGs

The Facilitator reads the following case study:

The Morning Star CLA has now formed CGs in their community.

The CGs have requested the CLA to link them with different Duty Bearers so that they can be invited to provide inputs at the CG meetings.

Since the CLA already has good links with the Chief, they approach him first.

He welcomes them at their meeting but as soon as they begin talking about the CGs, he waves them away saying he does not have time for them.

The CLA then approaches members from the Local Development Committee.

They have a good time discussing things about the CLA but as soon as the members bring up the CG issues the Development Committee members laugh saying, “What do children know about Development? They don’t even know to count properly?”

Next the CLA has a meeting with the School Management Committee who stops their discussion saying, “We already spend so much time on these children. We don’t have any more time to spend on some children’s club who does not focus on serious study.”

Lastly, the CLA approaches the Public Health Committee. They explain the need for children to learn good healthy habits and

to stay away from unhealthy sexual relations. The Public Health committee members get upset and begin to scold the CLA members that they should be the ones teaching their children to behave. Children are not their responsibility if the parents can’t educate them.

Now the participants discuss the following questions:

- How many people/ committees did the CLA approach?
- What was the response of each person/ committee?
- Why are children considered insignificant in the eyes of these important people?
- Why were none of the committees interested in recognising the CG?
- How could this be changed?
- How can the CLA convince each committee/leader of the importance of CGs in the community?
- What can the CLA do to link up CGs with these committees and the Chief?

Changing the attitude of relevant stakeholders towards children is an important role of the CLA

Time:
15-20 minutes
Method:
Group Discussion
Materials:
Not Needed

ACTIVITY

Points for Reflection

Things We Have Learnt And Will Remember

- How do CGs link with CLAs?
- What should be the attitude of CLA members towards their CGs?
- How does the CLA introduce existing CGs to relevant stakeholders, when needed?
- What could be the attitude of these stakeholders towards children?
- How can the CLA play a facilitating role to change the attitude of these stakeholders?

REFLECT

Topic 3

Right Holders and Duty Bearers

This topic will help the CLA understand what Human Rights are in the context of the SHG Approach. They will also understand the rights of Children. The concept of Right holders and Duty Bearers is introduced. The CLA will be facilitated to identify Duty Bearers in the environment and network with them.



3.1. CONCEPT OF RIGHT BASED APPROACH

This lesson deals with Human rights and introduces the Rights of Children under The Convention on the Rights of the Child (CRC). The purpose of this lesson is to help the CLA

members understand their rights and the basic rights of children so that as 'Duty Bearers' they can uphold the rights of children, especially in the CG concept.

Box 8: Right Based approach

Every man, woman and child is entitled to human rights. These include:

- The Right to Life (food, clothing, housing, medical care and social services)
- The Right to Liberty (freedom of movement, residency, nationality, thought, belief, religion, expression)
- The Right to Security (equality of the law, protection from abuse, neglect)

Nearly 25 years ago the United Nations and each member country (which includes yours) made a promise to children that the country and the world would protect and promote the rights of children to survive and thrive, to learn and grow, to make their voices heard and to reach their full potential.

Therefore, the state (our country) is the Legal Duty Bearer to ensure that children's rights are upheld. There are also 'moral duty bearers' such as parents/guardians, schools, hospitals, religious institutions, local governments,

community leaders etc. which ensure that the rights of children are upheld. Children often need special care and protection and are defined as Right Holders.

The Convention on the Rights of Children lists 54 articles which can be broadly put into 4 categories:

The right to Provision/Survival - life, health, nutrition, housing, name, nationality.

The right to Protection - from exploitation, abuse, neglect, degrading or inhuman treatment.

The right to Development - to develop physically, mentally, spiritually, morally, psychologically and socially with the help of education, care, leisure, recreation, and cultural activities.

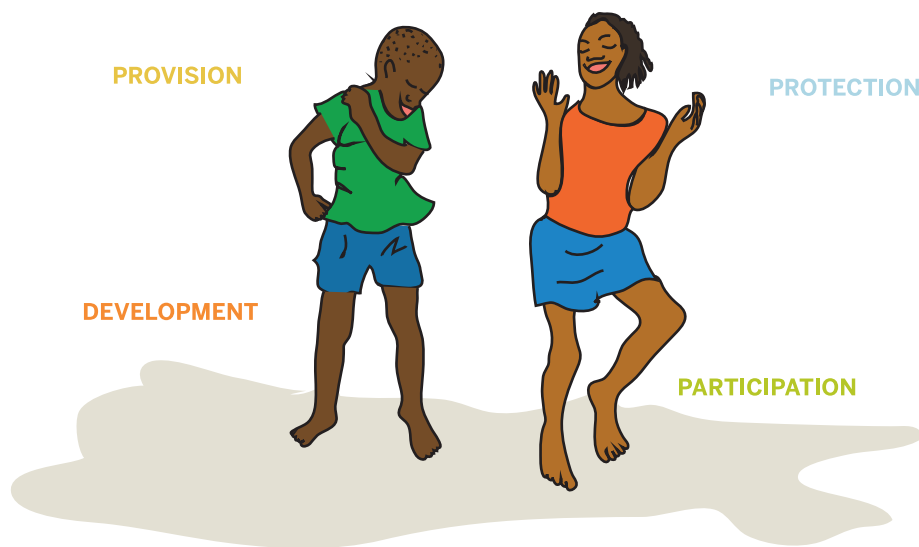
The right to Participation - to express their thoughts and views freely, access information, make decisions, and practice religion.

Every child, whatever his or her background is entitled to claim these rights. The role of 'Duty Bearers' is to ensure that the Rights of the Right Holder (children) are upheld.

Diagram 5

The above basic information is summarized in the following diagram. The diagram provides information on the 4 categories of the rights of children.





Learning objectives

By the end of this lesson, participants:

- Have developed an understanding of Child Rights
- Understand that children are individuals and need to be given due attention with regards to their rights
- Are clear about children's right under the 3 'P's'
- Realise that children as right holders can and should claim their rights
- Realise that the CLA and other people in the environment, as Duty Bearers, need to ensure that the rights of children are upheld
- Know that Right Holders are entitled to claim their rights through Duty Bearers

OBJECTIVES

Activity 3.1.1: Rights-holders and Duty Bearers

Facilitator draws a figure of a child as shown. Then the Facilitator goes through the 3 'P's' and 1 D from the Info Box to refresh everyone's memory.

The arms and legs of the child represent Provision.

The lower body of the child represents Protection.

The upper body of the child represents Participation.

The head of the child represents Development.

There are 4 different coloured buttons/beans/ stones

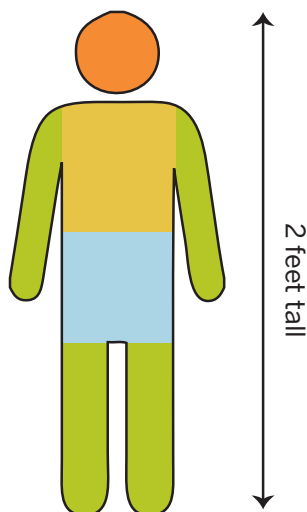
The Participants discuss the various rights of the child and think about which category (which 'P') the right falls under.

If the right is with regard to Provision they say that right out loud and place the bean/button on the section marked Provision on the figure of the child.

If the right is related to Participation they say that right out loud and place the bean/button on the section marked Participation on the figure of the child.

If the right concerns Protection they say

that right out loud and place the bean/button on the section marked Protection on the figure of the child. If the right concerns Development they say that right out loud and place the bean/button on the section marked Development on the figure of the child. Through this exercise participants can understand how rights of children affect the child holistically. They become more aware of the responsibility of Duty Bearers to ensure these rights



Time:

15-20 Minutes

Method:

Ground Activity

Materials:

Flip Chart,
Chalk/coloured
Pen to Draw
Figure, 4 Types
of Coloured
Buttons/ Beans/
Stone

ACTIVITY

KEY:

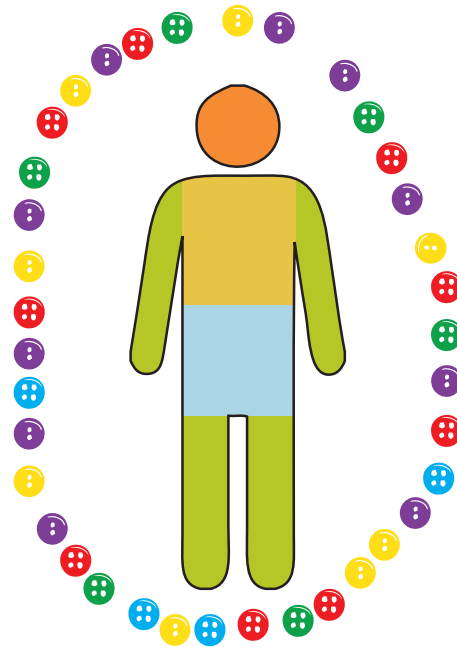
- Provision
- Protection
- Participation
- Development

Activity 3.1.2: Identifying Duty Bearers

Participants gather around the figure of the child drawn in the previous activity. They think of different Duty Bearers in the environment. i.e. State (government), Teacher, Parent, Chief, Nurse etc.

As each Participant thinks of 1 Duty Bearer, they say it out loud and they pick up a stone/bean/button and place it somewhere around the child. All participants mention at least 1 Duty Bearer and place the stone/bean/button. The stones/bean/buttons should be placed so that they form a circle around the child.

This activity indicates how Duty Bearers working together can uphold the rights of the child.



Time:

15-20 Minutes

Method:

Ground Discussion

Materials:

Flip Chart from the Previous Activity with the Figure of the Child, 50 Stones/Beans/buttons

ACTIVITY

Activity 3.1.3: Duty Bearers for Provision, Protection, Participation and Development

Facilitator has 4 different kinds of ribbon/string/wool about 2 feet long. Each represents Provision, Protection, or Participation and Development. The Facilitator explains how each ribbon/string/wool on it's own can easily be broken.

Each participant takes turns and calls out one Duty Bearer she would like to represent i.e. mother, father, teacher, nurse etc. Then each participant representing a Duty Bearer comes forward and mentions a right that falls under any of these 3 categories.

She walks up to the Facilitator and knots the representing ribbon/string/wool with the other two.

The Participants continue mentioning who they represent and talking about a right and knotting the ribbon/string/wool until all the strings are knotted together. Facilitator then shows how hard it is to break the knotted strings/wool/ribbons.

This way the participants see the importance of all 3 categories of Child Rights and how, Duty Bearers, by knotting the ribbon/string/wool are strengthening the claims of children.

Time:

15-20 Minutes

Method:

Group Discussion

Materials:

4 Colours or Types of Ribbons/Wool/string About 2 Feet Long Each.

ACTIVITY

Points for Reflection

Things We Have Learnt and Will Remember

- What are the 3 categories under which all Child Rights listed by The Convention on the Rights of Children can be put under?
- Who are Right Holders and who are Duty Bearers?
- What are some Rights of children that are frequently violated in our community? Under which 'P' do they fall?
- What can we CLA members as Duty Bearers do to change this situation?

REFLECT

3.2 IDENTIFYING DUTY BEARERS IN THE ENVIRONMENT

This lesson deals with identifying persons and institutions who can uphold rights of children in the community. The purpose of this lesson is to help CLA members identify Duty Bearers as well as understand that they themselves play the role of Duty Bearers. They further learn the tasks, duties and responsibilities of Duty Bearers towards children.

Box 9: Identifying Duty Bearers in the Environment

The Role of Duty Bearers is to ensure that children's rights in terms of Provision, Protection, Development and Participation are upheld. There are several factors like poverty, dysfunctional families, irresponsible behaviour, violence, substance abuse, racism etc. that lead to violation of children's rights and is therefore child abuse. Duty Bearers need to ensure that these factors even if present will not infringe on the rights of a child. The CLA, which is an influential body in the community, plays the role of linking children with Duty Bearers. They take up children's issues whenever needed, to Duty Bearers in the environment, and hold them responsible.

Duty Bearers who can be held responsible to uphold the rights of children can be classified into 3 main groups:

1. Family/Neighbourhood – Parents, Guardians, Caregivers, extended family, neighbours, Teachers, Local Leader/Chief, religious leaders, Health Workers, and Police.
2. Community – Schools, Health Centre, Police Outpost/Station, Religious Institutions (Churches/ Mosques), Hospitals, Non Government Organisations (NGOs), Community Based Organisations (CBOs), and Child Protection Committees.
3. The State – Local Government, District/Regional Government, Members of Parliament, Line Ministries, and the Government as a whole.

The State has an obligation to respect, protect and fulfil the rights of children.

The Community and Community Intuition's and structures are responsible for upholding the rights of children in their day to day activities. They are a link between The State and Duty Bearers in the Family and Neighbourhood and are accountable to the State.

The Family and Neighbourhood are responsible to ensure the well being of children at home, at school, at play. The unique aspect of the CG concept in the SHG approach is that the CLA acts as immediate Duty Bearer. Children in the community seek help whenever needed from the CLA. The CLA from its position of power and influence takes up issues of children whenever needed to the relevant and concerned Duty Bearers and holds them responsible.

It is important that a mapping be done so that both the CLAs and children know where to go in cases of abuse and to make sure that these Duty Bearers perform their duty. Mapping is a process of identifying persons and institutions that can be approached, to uphold the rights of children. CLA collects their names and their contact details and records them in a register.



Learning objectives

By the end of this lesson, participants:

- Know Duty Bearers in the community
- Know to identify Duty Bearers at the State Level, the Community Level and Family/Neighbourhood Level
- Understand which Duty Bearer can be approached for which issue faced by children
- Know that the CLA is the immediate Duty Bearer and is obliged to take up the issues of children, whenever required and asked for by children

Activity 3.2.1: Duty Bearers and Their Responsibility Towards Children

Facilitator reads out the following case-study:

In the village of Isoka, Anaya, Daniel and Rachel are 3 children living with Mrs. Trina. Daniel and Isoka's parents got very sick and died and Rachel ran away from her village. All three children did not have a home and Mrs. Trina had a big hut and lived alone so she agreed to keep the children.

She became their Caregiver but as time went on, looking after 3 children became difficult. Mrs. Trina complained that since she was feeding all 3, there was no money for enough food or clothes. Mrs. Trina insisted that the children clean the house, wash the clothes and cook their meals. After a few weeks, Mary from the village CG noticed these 3 children and approached them. Rachel who was very shy at first, slowly opened up about the problems they were facing, while living with Mrs. Trina. Mary also noticed that Rachel had a few bruises on her arms but would not talk about them when Mary asked her. Mary felt very sad for Anaya, Daniel and Rachel and presented this issue to the CG during the time for sharing in their next meeting. The CG agreed to send Mary along with another representative to approach their CLA and asked them for help. The CG had come to the conclusion that this was an issue that would be best handled by the CLA.

The CLA immediately agreed to take up this issue and appointed Ms. Alice who lived next door, to approach Mrs. Trina. Ms. Alice visited Mrs. Trina and explained to her that since she had taken the children under her care she would need to look after them. She also briefly explained to Mrs. Trina, that children's rights and responsibilities involved children helping around the house, but needed care and provision like; food, clothing and education. Mrs. Trina dismissed Ms. Alice firmly, insisting that if children were to live with her they had to help around the house and did not have time for school and warned her not to come to her house again.

Ms. Alice again approached Mrs. Trina along with another CLA member who had more experience looking after many children. Both of them explained to Mrs. Trina that what she was doing was not right and was a violation of the rights of the child. Mrs. Trina agreed to send the children to school but stopped them from going after a week, saying the household chores were neglected.

Ms. Alice and the CLA member, realising they needed help, approached the village chief and explained the situation to him. As he was familiar with Child Rights he assured the CLA members that he would help. He called Mrs. Trina for a meeting with influential community members and CLA members and explained to her that she needed to look after the children better. He also explained that Ms. Alice would be ensuring that the children were sent to school everyday and she would be reporting back to him every week.

Mrs. Trina finally agreed that the children would be sent to school and fed properly. Some families from the village brought clothes and food items from their farm for Anaya, Daniel and Rachel. They also visited Mrs. Trina and encouraged her, helping her with the chores and assisting her on her farm. This way, the village convinced Mrs. Trina to uphold the rights of the children under her care.

Points for discussion:

- Are there any caregivers in your community?
- Are there any orphans or needy children in your community?
- Who are the Duty Bearers for these needy children?
- In what ways was Mrs. Trina violating the children's rights?
- In what ways could she have upheld their rights?
- How would you as a CLA, handle this situation?

Time:
10-15 Minutes
Method:
Group Discussion
Materials:
Not Needed

ACTIVITY

Activity 3.2.2: Identifying Duty Bearers in the Environment

Participants form groups of 3 or 4. Each group is given a flip chart and they create a table as shown below. In the first column they list out all the Duty Bearers, they can think of, in their environment.

In the second column they mention if the listed Duty Bearer is from the Family or Community or State. From the third column onwards they fill out as many details, as they can, against each Duty Bearer, as they can.

For details that are not filled, they think of ways to gather the needed information. In the last column, they mention whether the Duty Bearer that is listed, would be willing to help children or not.

This activity gives participants information on Duty Bearers in their environment and whether these Duty Bearers would readily help to uphold the rights of children or not.

| Duty Bearers in the environment | Where are they from | Details | Willing to help? |
|---------------------------------|---------------------|-----------------|------------------|
| Mr. Peter | Headmaster | Ph: 123456 | No |
| Miss Alice | Class Teacher | House no: 56 | Yes |
| Miss Dorothy | Nurse | Ph: 3456789 | Can be persuaded |
| Mr. John | Village Chief | Office: 1257980 | Yes |

Time:
20-25 Minutes
Method:
Group Activity
Materials:
Flip Charts,
Markers

ACTIVITY

Activity 3.2.3: Situations Children Face

Participants think of situations children face in their communities. They are each given a piece of paper and pen and they write down or sketch out the situation on the piece of paper. Once they are done they put the pieces of paper in the bag.

Participants then form groups of 3 or 4 and each participant picks out 1 piece of paper from the bag. Each piece of paper has a situation that children face.

They read out or interpret (if sketch) the situation in each slip in their small group and come up with Duty Bearers who can help in each situation.

They discuss possible solutions to each situations mentioned in the slips, and think of the role their CLA can play.

This activity prepares CLA members to approach relevant Duty Bearers who could help children with the problems they face.

Time:
15-20 Minutes
Method:
Group Discussion
Materials:
Pieces of Paper (Approx. 2 inches/5 cms High and 4 inches/10 Cms Long), Pens, a Bag

ACTIVITY

Points for Reflection

Things We Have Learnt and Will Remember

- What are some of the problems children face in the community?
- Who are the Duty Bearers that children interact with on the daily basis?
- Who are the Duty Bearers who could help solve this problem?
- What is the role, played by the CLA?
- Are there some problems that the CLA itself could solve?
- Are Duty Bearers in the environment aware of the CLA and will they help if the CLA approaches them?

REFLECT

3.3 CGS AND CLA NETWORKING WITH OTHER DUTY BEARERS.

In the previous lesson the CLA is identified as the Immediate Duty Bearer. However the CGs and the CLA need the help and support of other Duty Bearers so that the rights of children are upheld and child abuse is minimised. In this lesson we see how networking strengthens the effort of Duty Bearers and brings greater involvement of adults to ensure the Protection, Provision, Development and Participation of children as members who have equal rights in their community. Networking also brings greater awareness to adults on the rights of children.

Box 10: CGs and CLA networking with other Duty Bearers

In the SHG approach the CLA is the link between children in CGs and the rest of the community. By virtue of the function and roles of a CLA they act as immediate Duty Bearers for children. The CLA therefore needs to be informed and make linkages with other Duty Bearers so that collectively they can make sure that children in the community are cared for and their voices heard.

To effectively network with other Duty Bearers the CLA introduces themselves and the CGs to School Managements, Local governments, Police, Hospitals, Churches, Community Based Organisations, Child Support and Protection Committees. The CLA explains to these institutions why CGs are formed and how they can support CGs as Duty Bearers. Some methods they could adopt are:

Through their constituent SHGs they raise awareness in the community on rights of children and how to uphold those rights. This would include parents, guardians, care givers etc.

They offer their support to these institutions, committees and managements to help with campaigns, support groups, talks and meetings related to children's issues.

They invite local officials, police, social workers, and child protection workers to share protective mechanisms and laws related to Child Protection.

They request Religious leaders to provide them opportunities during gatherings to speak to the people on child abuse and ways to minimise the same.

They collect information on shelters, psycho-social service providers, paralegals, etc who could help in cases of child abuse. They create database of name of Institution, Contact person, phone numbers, forms to be filled, and procedures to be followed for each Institution listed above. By raising awareness and networking with Duty Bearers the CLA facilitates the community to work together to uphold the best interests of the child.

Learning objectives

By the end of this lesson participants:

- Realise the need for other Duty Bearers to support the CLA in raising awareness on CGs in the community
- Develop methods to sensitize the community on Child Rights
- Know how to identify relevant Duty Bearers who could support CGs and CLAs on Children's issues
- Develop a Database of these Duty Bearers
- Identify existing Child Protection Mechanisms in the community and how to approach them

Activity 3.3.1: Sensitizing the Community on Child Rights

All participants think of methods they can use to sensitize the community on Child Rights: Provision, Protection, Participation and Development.

Some examples are:

- Raise awareness in community meetings on how Parents and Caregivers should provide basic needs of children
- Enact role plays in the community to show the community members types of Child abuse and it's consequences
- To take support of the Chief to ensure all children between the age of 6-14 are in school
- Etc.

As each participant thinks of a method, they stand up and call out that method.

Then they go and stand away from where the other participants are sitting.

As the next participant calls out another method, they must go and stand next to the participant who is standing and hold her hand.

This routine continues till each participant is standing and holding hands.

The first participant who stood up walks up to the last participant who stood up and they both hold hands, thus forming a circle of all participants.

This simple activity indicates how, CLA members sensitizing the community on Child Rights can be a support to children in the community.

Time:

20-25 Minutes

Method:

Group Activity

Materials:

Not Needed

ACTIVITY

Activity 3.3.2: Database of Duty Bearers in the Environment

Each group develops a table as shown below.

In the first column, they note down the name of Duty Bearers in the environment.

In the second column, they note down contact details that they already know. i.e. phone number, house address etc.

They decide to collect the missing information before the next meeting (one month)

In the third column, they note down the role of the Duty Bearer in the community. i.e. shop keeper, teacher, etc.

In the fourth column, they note down, how this Duty Bearer can help CGs in the environment and uphold Children's Rights.

In the last column, they consider if the Duty Bearer they have noted down, would be willing to uphold Children's Rights or not.

They complete the flip chart with as many details as they can.

Each group presents their flip chart to the rest of the participants.

When the group comes across a Duty Bearer who would not be willing to uphold Children's Rights, all the participants discuss ways in which they could convince this Duty Bearer to support children.

This activity helps CLA members to develop a data bank. This information will help them, when they have to approach Duty Bearers to uphold the Rights of Children.

CLA members are encouraged to maintain a separate register of Duty Bearers and their Contact Details. They note down whom to approach for different cases of Child Abuse.

Time

15-20 minutes

Method

Group activity

Materials

Flip Charts, Pens or Markers

ACTIVITY

| Duty Bearers in the environment | Contact Details | Role of Duty Bearer | How can they Help? | Willing to Uphold Children's Rights? |
|---------------------------------|-----------------|---------------------|--|--------------------------------------|
| Mr. Peter | Ph: 123456 | Headmaster | Make sure Teachers don't beat the children | No |
| Miss Alice | House no: 56 | Class Teacher | Help slow learners in class with special exercises | Yes |
| Miss Dorothy | Ph: 3456789 | Nurse | Give the young girls advice on looking after their bodies | Can be persuaded |
| Mr. John | Office: 1257980 | Village Chief | Allow the children to use the village building for their special program | Yes |

Activity 3.3.3: Tug of War

All participants stand in a line. One participant volunteers to step out of the line and stand a few feet away and face the others. The facilitator explains that the participants represent the problems children could face in their community, and that the one participant facing the others represents a child in the community.

All the participants link arms and try to put the volunteer representing the child towards them while the child resists. It should be quite easy for the participants to pull the child.

The facilitator asks for 3 volunteers to join the child. These volunteers represent the CLA. The participants who represent the

problems children face try to pull the 4 participants who represent the child and CLA. It should be harder this time.

Again the facilitator asks for 2 more volunteers to join the 4. These one represents the CG. They try to pull each other again.

Every time the facilitator asks for some more volunteers to join the side representing the children and the duty bearers till they become the stronger side. This shows how when Duty Bearers network with each other problems can be minimised and best interests of the child are upheld.

Time:

10-15 minutes

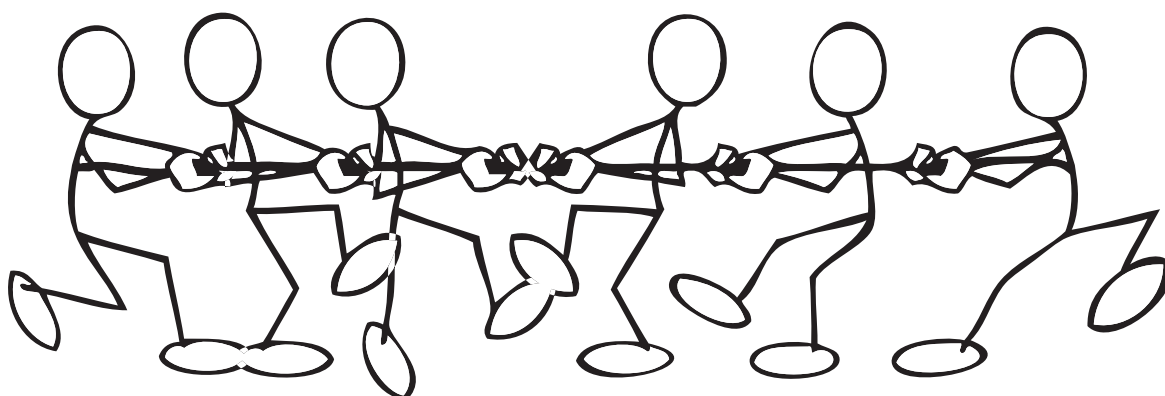
Method:

Group Activity

Materials:

Not Needed

ACTIVITY



Points for Reflection

Things We Have Learnt and Will Remember

- The CLA itself is a Duty Bearer and can support CGs to address Child Abuse
- They still need other Duty Bearers to support them in certain cases
- The attitude of adults in the community towards children needs to change. The CLA plays a vital role in this process
- It is important for the CLA to have a Databank of other Duty Bearers
- The CLA should be aware of Child Protection Mechanisms in the environment and even be part of it wherever possible

REFLECT

Topic 4

Facilitation and Capacity Building

This topic deals with identifying, facilitating and capacity building of a child-friendly CG Subcommittee. It further deals with identifying relevant resource persons from the environment who can provide inputs to children. Child-friendly Methodologies for the facilitating of Children's Groups are also discussed.



4.1 FORMING A CHILD-FRIENDLY CG SUBCOMMITTEE

This lesson describes how CG subcommittees are formed. It further shows the roles and responsibilities of the CG subcommittee and their place in the People's Institution. It has been divided into 2 parts with separate activities:

- Formation of CG Subcommittee
- Roles of CG Subcommittee

Box 11: CG Subcommittee

Since the CLA takes the responsibility to form and facilitate CGs they form a CG subcommittee to carry out this task. There could be up to 5 members in the subcommittee, 3 from the CLA and 2 from constituent SHGs. Members of this subcommittee are carefully chosen based on criteria set by them. The CLA comes up with criteria to choose these members having understood the roles of the CG subcommittee. It is good to limit with 6 to 8 criteria.

Few examples of probable criteria are given below:

- Have an aptitude to work with children
- Have a track record of being gentle and kind with children
- A person who respects Children's Rights in daily life
- Is not Abusive
- Listens with an open mind
- Is not judgemental
- Easily identifies with children
- Has time to give for this task

The CLA first identifies more persons than actually needed who may fit the criteria. They then do a matrix scoring and grading exercise to choose 3 out of the 5/6 CLA members and 2 out of the 3/4 SHG members they had identified. The CLA uses a 0-2-4-6 grading system, with 0 being not good and 6 being excellent.

The grades of each member must not be totalled as each criteria has different valued. It should rather be viewed as a matrix and those who best fit the criteria are chosen. E.g. it might be that someone scores high in all aspects, but does not have time. In this case, the person cannot be chosen. Points to consider before starting this exercise:

- Only members of 1 CLA should participate in the exercise
- At least 80% of this CLA should be present
- The CF should not participate

An example is given in the table below.



Diagram 6

The above Matrix scoring and ranking exercise is shown in the table below. The criteria is to be decided on by the CLA. The ranking of each individual is done based on the criteria. Those who get good grades in important criteria are chosen to be on the CG Subcommittee.

It seems that Mary, Rebecca & Betty from the CLA and Rachel and Martha from SHG best fit the criteria, they are therefore chosen to belong to the CG Subcommittee after their consent.

| Names | Aptitude | Kind & Gentle | Good Listener | Identifies with Children | Has time | Not Abusive |
|---------------|----------|---------------|---------------|--------------------------|----------|-------------|
| Susan - CLA | 4 | 4 | 6 | 4 | 2 | 6 |
| Mary - CLA | 6 | 4 | 4 | 4 | 4 | 4 |
| Rebecca - CLA | 4 | 6 | 6 | 4 | 6 | 4 |
| Betty - CLA | 6 | 4 | 6 | 4 | 4 | 6 |
| Sunbeam - CLA | 4 | 4 | 4 | 6 | 2 | 6 |
| Rachel - SHG | 6 | 6 | 4 | 4 | 4 | 4 |
| Martha - SHG | 4 | 4 | 4 | 6 | 4 | 4 |
| Sarah - SHG | 4 | 4 | 6 | 4 | 2 | 4 |
| Lucy - SHG | 4 | 2 | 4 | 4 | 2 | 4 |

KEY

| | |
|---|-----------|
| 0 | Not Good |
| 2 | Good |
| 4 | Very Good |
| 6 | Excellent |

Learning objectives

By the end of this lesson, participants:

Know the process of selecting appropriate members of the CG subcommittee using the matrix scoring and grading exercise.

- Understand important criteria to be considered when selecting members in the CG Subcommittee
- Realise that the CLA takes responsibility of the CG in their community
- Identify CLA & SHG members who are able and willing to be part of the CG subcommittee

Activity 4.1.1: Criteria for a Child-friendly CG Subcommittee

Participants put up a flip chart somewhere that everyone can see.

As a whole group, they think of criteria that a person in a child-friendly CG Subcommittee requires.

i.e.

- Have an aptitude to work with children
- Have a track record of being gentle and kind with children
- A person who respects Children's Rights in daily life
- Is not Abusive
- Listens with an open mind
- Is not judgemental
- Easily identifies with children
- Has time to give for this task

They sketch or write down these chosen criteria and then continue to the next part of the exercise.

Participants form 5 groups.

In each group they discuss different criteria they would look for in potential CG Subcommittee members.

The small groups present their selected criteria to the whole group, giving reasons for the criteria they have chosen.

This way the criteria required for members in a CG subcommittee are discussed and the most important ones identified.

Time:

20-25 Minutes

Method:

Small Group Discussion

Materials:

Flip Charts, Markers and Pens

Activity 4.1.2: Selecting Criteria for Matrix Exercise

Participants form 5 groups.
They select 6 important criteria for being a good Cook.
They grade each member in their small group using 0-2-4-6 grading system against the criteria they have selected.
This way the matrix exercise is applied and participants select the 2 best cooks in their group.

The small groups their findings to the whole group.
They discuss the process they used to select the best cooks in their group.
This helps them understand better how CG Subcommittee members are chosen using the Matrix scoring and ranking system.

Time:
10-15 minutes
Method:
Group
Discussion
Materials:
Paper/
Flip Charts,
Pens/Markers

ACTIVITY

Points For Reflection

Things We Have Learnt And Will Remember

- What is the process of selecting appropriate members of the CG Subcommittee?
- How does the Matrix scoring and grading exercise work?
- Who is responsible for the CG?
- Who in the CLA and SHG should be part of the CG Subcommittee

REFLECT

4.2 CG SUBCOMMITTEE AND THEIR ROLES

This lesson outlines the roles of the CG Subcommittee. In this lesson the relationship between the CLA and the CGs are explained with regard to the CG Subcommittee and the chosen CG Representatives.

Box 12: CG Subcommittee And Their Roles

Once the CG subcommittee is formed, they have certain roles. These roles are explained in greater detail in Manual 2, which is the reference Manual for the CG Subcommittee. The main roles are:

1. Sensitising the community
2. Consultation with duty bearers and stake holders
3. Formation of children's groups
4. Supporting children's group meetings
5. Supporting Children in planning, implementing and assessing activities and projects
6. Providing access to child protection and support mechanisms
7. Helping children in setting goals and self assessment
8. Heading for sustainability of children's groups

The CG subcommittee members meet on a weekly basis to understand the CG concept, share their experiences and learn from Manual 2. One member of the CG Subcommittee is assigned to one or two CGs depending on the number of CGs

under the CLA. This member becomes the CG Facilitator for that CG/s. They should be firmly convinced that children can participate and manage the affairs of the group. They should actively motivate children to share, discuss and take decisions on their own. Their involvement as adults should be to a bare minimum.

The CG subcommittee presents a report on, how CGs are functioning, at every CLA meeting. The CLA ensures that the CG subcommittee is fulfilling its role well. If any gaps are identified, the CLA steps in to resolve the problem.

Each Children's Group carefully selects 2 representatives from among them to represent the group and communicate with other stakeholders. These CG Representatives meet with the CLA once in 6 months to review the functioning of their CG. At this meeting they openly discuss the successes and challenges of their CG and present other areas where the CLA could provide support. Whenever a need arises, the CG Representatives should feel free to approach and seek help from CLA members formally and informally.



Learning objectives

By the end of this lesson, participants:

- Realise that the CG subcommittee has important roles to play
- Understand the process of linking the Children's Group with the CLA and the rest of the community
- Are convinced that children can manage their group and activities on their own and the involvement of the adult facilitator should be kept to the minimum
- Know that the CG subcommittee must submit a monthly report to the CLA
- Know that the CG Representatives will also be submitting a report to the CLA

Activity 4.2.1: Roles of the CG subcommittee (Catch the Bouquet)

The Facilitator stands at one end of the room/space.

The Participants stand in a group at the opposite end.

The facilitator faces away from the participants and tosses a ball/potato behind her.

Whichever participant catches the ball/potato comes forward and presents 1

role of the CG subcommittee.

That participant takes her place at the opposite end of the room/space and faces away from the group. She tosses the ball/potato behind her.

Whoever catches the ball/potato repeats the exercise.

This way the roles of the CG subcommittee are discussed and internalised.

Time:

10-15 minutes

Method:

Group Activity

Materials:

Ball or
Irish potato

ACTIVITY



Activity 4.2.2: Roles of the CG subcommittee

Facilitator reads out the following case study:

In Kako sub-county, the Day Star CLA forms a CG Subcommittee to form CGs in the community.

They choose Doris, a CLA member and Ruth, an SHG member to form a CG

Subcommittee, saying, "We have other duties and need not spend so much time on children". They are obviously not fully convinced of the need for CGs. They send these 2 members to talk to the community

and convince them of the need for CGs.

Doris and Ruth do not have much time and manage to visit the community elders for a few minutes. They briefly present the CG Concept stating that it is the decision of the CLA and they have to get an answer from the village leaders.

The Community Leaders are not convinced of the need for CGs and refuse Doris and Ruth saying, "the Children already go to school and learn things. They do not need

Time:

15-20 Minutes

Method:

Group
Discussion

Materials:

Not Needed

ACTIVITY

another group taking up their time, when they can be at home helping their parents/guardians.”

Doris and Ruth return to the CLA with this answer and the CLA members get upset with the 2 CG Subcommittee members. They send Doris and Ruth to other Duty Bearers and Stakeholders saying, “If we can convince other members, they might agree to help support the CGs.”

The 2 CG Subcommittee members approach other Duty Bearers and Stakeholders and ask for their opinion in forming CGs.

Some of the Duty Bearers think it is a good idea and offer their help and support. Doris and Ruth are convinced by now, for the need of CGs and go back to the CLA and report their meeting with the Duty Bearers. The CLA considering this reply, tell Doris and Ruth to start forming a CG and seek the help of other Duty Bearers when needed.

They also tell them that the CLA will not be able to offer support as they are all preparing

for the big rally organised by the Federation next month.

Doris and Ruth try to meet children and form a CG but without help from the SHGs/CLA and Community elders. Children are unwilling to since the families are not convinced of CGs.

Points for discussion:

- How many members should form a CG Subcommittee?
- How can the CLA be convinced of the need for CGs?
- How can Community elders be convinced of the need for CGs?
- What can the CG Subcommittee do to seek the support of Duty Bearers?
- In what ways should the CLA be involved in the forming of CGs and how can SHGs help?
- How could the Day Star CLA have handled this situation differently?
- What would you do in this situation?

Activity 4.2.3: Interaction Between CLA and CG

Facilitator reads out the following case study:

In the village of Kawasa, the CLA, SHG and children have formed a CG of 20 children. The children have named their CG: The Sunrise CG.

After the first few meetings, the CG decides to start Planned activities during their meetings. In the planning session children decide they need a football, flip charts, markers, and uniform T-shirts for all the children. The CG sends a note, through the CG Facilitator to the CLA requesting them to help in getting these items. The CLA receives this note from the CG Facilitator and discusses this issue in their meeting. They decide they cannot spare money for such trivial reasons. They also decide not to send any response to the children as they might keep making other requests.

So the CLA tells the CG Facilitator to remain quiet about this issue and not convey any message to the children.

After three months the CG Representatives attend the CLA meeting and remind the CLA

about the request they had made regarding the football, flip charts, markers and uniform T-shirts. The CLA gives a vague answer to the CG Representatives. The CG Representatives have no choice but to return to the CG with this vague answer, which is disappointing for the children.

A few months later, a child from the neighbourhood came forward in the CG meeting and shared about being abused. The children discussed this in their meeting and wanted very much to help this child and put a stop to this abuse.

They tried to think of many different options and many people they could approach.

The CG Facilitator, who was also present for the CG meeting, suggested that they go to the CLA since the CLA has influence in the community.

The children unanimously turned down this suggestion saying the CLA do not respond and do not care.

Finally the children decide on other more difficult options because they did not want to approach the CLA.

Time:
15-20 minutes
Method:
Group Discussion
Materials:
Not Needed

ACTIVITY

The Facilitator now reads out the second case study:

In the village of Awra Amba, a CG called Happy Tree have a similar situation. The CG sends a note, through the CG Facilitator to the Faida CLA requesting them to help in getting a football, markers, flip charts and uniform T-shirts for all children. The Faida CLA receives this note from the CG Facilitator and discuss this issue in their meeting. They take up each item in the CG's list separately. They agree to provide Flip charts and markers from their own funds. They tell the CG Facilitator to take the flip charts and markers from them after the meeting. They also tell the CG Facilitator, they need to discuss further about the rest of the materials and they would give a response soon.

They now think of how they can provide the football and uniform T-shirts. One of the members suggests that Mr. Robert the shopkeeper can be approached for the football.

They decide that Mary and Dora from the CLA will go to Mr. Robert along with the CG Facilitator after the meeting to request for a football on behalf of the children.

Mr. Robert readily agrees to give the football and the CG Facilitator conveys this to the children.

The 2 CG Representatives go and meet the wife of Mr. Robert who presents the ball to the children gently reminding them to look after it carefully as their Happy Tree CG now owns it.

As far as the request for uniform T-shirts is concerned the CLA sends a message through the CG Facilitator that they will try to mobilise this resource and convey to the children that this is not an urgent need at this time. The children can still have a good

and meaningful CG without uniform T-shirts.

A few months later, a child from the neighbourhood came forward in the CG meeting and shared about being abused. The children discussed this in their meeting and wanted very much to help this child and to put a stop to this abuse.

They tried to think of many different options and many people they could approach.

The CG Facilitator, who was also present for the CG meeting, suggested that they go to the CLA since the CLA has influence in the community.

The children immediately agree that it would be best to approach the CLA as they have supported and have been involved with the Happy Tree CG in the past.

When the CLA receive this request from the children, they took up the issue with the caregivers of the abused child to ensure that this child was not abused any longer.

The matter was also resolved in a peaceful manner and the relationship between the child and caregiver improved.

This is a case where the link between Happy Tree CG and Faida CLA has been very positive building trust and relationship between the CG and CLA.

Points for Discussion:

- What happened in the 1st and 2nd stories?
- Which scenario was beneficial for the CG?
- What could the CLA in the 1st scenario have done to support the CG?
- Could the CLA in the 2nd scenario have done anything else to support the CG?
- How can the CLA response to CG needs and requests be improved?
- What would you do in the 1st scenario?
- Why do you think a CLA as an immediate Duty Bearer have to be responsive to the needs and requests of their CGs?

Points For Reflection

Things We Have Learnt And Will Remember

- What are the roles of the CG subcommittee?
- How can the CG be linked with the CLA and the rest of the community?
- Remember that the CG is managed and owned by the children
- What kind of things should be included in the CG subcommittee report?
- What are the successes and challenges a Children's Group might face?

4.3 CODE OF CONDUCT FOR CHILD-FRIENDLY FACILITATORS

The purpose of this lesson is to understand the need for a 'Code of Conduct' for facilitators that interact with children in the community and draw up a relevant code in a participatory manner.

Box 13: Code of Conduct

Once a CG is established a 'Code of Conduct' is to be developed.

This code of conduct sets guidelines and rules to provide a relationship of trust and respect between adults and children as well as among children themselves

It applies to the CG subcommittee, PO, external facilitators who are invited to the CGs and to children themselves. The Code of Conduct also ensures that Facilitators interacting with children take responsibility for the safety of children. It further protects facilitators from false allegations regarding their interaction with children.

It would be good to develop this code of conduct with participation from children in the CG and the CG subcommittee. It would also be good if the PO or a person trained in child protection preferably by Kindernothilfe to facilitate this process. Some guidelines and rules are given in the table below.

Once the Code of Conduct is developed it would be good if the children put it on a

chart for themselves and for the benefit of adults who interact with them. The main principles in this chart are also put down in a document by the CG, the CG Facilitator and the trained person. Adults who interact with children in the Group must sign this document in agreement which would be given to them in a language that they can understand. If illiterate, they must agree to the contents, which would be explained to them by the CG Facilitator. Violations of this Code, by any adult facilitator, should be taken up by the children to the CG subcommittee and to the CLA if needed. Children in the group can assess once a year if each adult facilitator follows this code of conduct.

This assessment is done in a child-friendly manner facilitated by an adult trained in child protection. The NGO/PO should train one or two Federation members (CLA members if Federation is not yet formed) in aspects of child protection. After the NGO phases out this trained person will assist children in the assessment.



Diagram 7

Examples for guidelines of the Code of Conduct are indicated in the table below. The type of abuse that the guideline covers is also identified.

| Affects Physically | Affects Emotionally | Sexual Abuse | You Must Not | Guidelines |
|--------------------|---------------------|--------------|--|---|
| X | X | X | Threaten or intimidate children. | Be friendly and open to children. |
| X | X | | Discriminate based on age, gender, ethnicity, social background. | Include everyone regardless of age, gender, ethnicity, social background etc. |
| X | X | | Abuse the power of position or office on the well-being of a child. | Put aside the power of position or office when relating to children. |
| X | X | X | Physically assault a child. | Physical Interactions should be avoided. |
| X | X | X | Hug, pat, kiss, or touch a child in any manner that is inappropriate or culturally insensitive. | Inappropriate or culturally insensitive physical contact should be avoided. |
| | X | X | Expose a child to pornographic material. | Pornographic material should not be shown or discussed in a child's presence. |
| X | X | X | Abuse or exploit a child sexually. | Sexual Abuse or Exploitation of a child is not allowed. |
| X | X | X | Provide unsolicited help to perform intimate acts that the child can manage alone. (e.g. accompanying the child to the toilet, bathing the child or changing clothing) | Unsolicited help to perform intimate acts that a child can manage alone, should not be offered. (e.g. accompanying the child to the toilet, bathing the child or changing clothing) |
| | X | | Use language that is inappropriate, taboo or abusive. | Inappropriate, Taboo or Abusive language should not be used in front of a child. |
| X | X | X | Sexual innuendo or make a suggestive act toward a child. | Sexual innuendo or any suggestive act cannot be made toward a child. |
| | X | X | Disproportionately large amount of time with 1 child away from other children. | Adults should not spend a disproportionately large amount of time with 1 child away from other children. |
| X | X | X | Tolerate or facilitate illegal, dangerous or abusive conduct toward children. | Any illegal, dangerous or abusive conduct toward children cannot be tolerated or facilitated. |
| X | X | X | Ask any child to perform a service or favour that is abusive or exploitative. | Any child should never be asked to perform a service or favour that is abusive or exploitative. |

Learning objectives

By the end of this lesson, participants:

- Realise the need for Code of conduct
- Know the main rules and guidelines to be followed to protect a child physically, emotionally and sexually.
- Identify people who need to follow this Code of Conduct and why

Note: Experience from this lesson will be taken by the CG Facilitator to CGs at a later stage after they are formed and matured.

Activity 4.3.1: Code of Conduct for Child-friendly Facilitators

Facilitator has the following scenarios and can add more scenarios if required:

- Child at the market alone after dark
- Child above 2 years needing to use the toilet
- Girl whose dress has gotten caught on a fence
- A girl helping a drunk man to walk home
- A group of young adults partying, drinking and using bad language behind a school
- A child who kicks a football and knocks over a vegetable cart
- Man beating children and pushing them to settle down quickly for their CG meeting

Participants form 4 groups.

Each group is given a scenario.

Each group must act out their scenario and also act out what an adult facilitator, who has signed the Code of Conduct, should do in the given situation.

At the end, each group explains the scenario they were given and how they as Child-friendly facilitators think they should deal with that situation.

In this way vulnerable situations faced by children are shown and how child-friendly facilitators could react/help, are discussed.

Time:

20-25 minutes

Method:

Group Activity

Materials:

Not Needed

ACTIVITY

Activity 4.3.2: Protecting Children from Abuse

Participants form 3 groups.

One group thinks of rules and guidelines to protect children physically.

One group thinks of rules or guidelines to protect children emotionally.

One group thinks of rules or guidelines to protect children sexually.

Each group lists the rules or guidelines on a Flip Chart.

All 3 groups come together and present their Flip charts.

Time:

15-20 minutes

Method:

Group Activity

Materials:

Flip charts, Markers/Pens

ACTIVITY

Activity 4.3.3: Code of Conduct for Child-friendly Facilitators

Participants think of Child-friendly Facilitators i.e.

- the CG Facilitator herself,
- A young man from the community who invited to come and teach football according to the rules,
- A male teacher from school to facilitate children to do an applied science experiment,
- A youth pastor from the church to teach life skills.

Participants form 4 groups.

Each group chooses 1 Child-friendly Facilitator and thinks of rules and

guidelines for a Code of Conduct.

They write these guidelines and rules down on a Flip Chart.

They should take care to be sensitive not to offend the person but at the same time convey their rules and guidelines clearly.

This exercise helps participants think of some guidelines and rules that could be put into the Code of Conduct.

Time:

20-25 minutes

Method:

Group presentation

Materials:

Flip charts, Markers/Pens

ACTIVITY

Points For Reflection

Things We Have Learnt And Will Remember

- How can the Code of Conduct uphold the best interests of children without damaging relationships with adult facilitators who come to help children?
- Why is it important to have rules and guidelines in the Code of Conduct have?
- Who should be involved in drawing or writing up a Code of Conduct?
- What procedure should children and adults follow, if the Code of Conduct is violated?

REFLECT

4.4 CHILD-FRIENDLY METHODOLOGIES

This lesson deals with the way in which CG subcommittee and other adult facilitators communicate with children. Children are more likely to take in messages through all their 5 senses rather than just sitting and listening. So it is best to communicate by engaging sight, sound, touch, smell and taste. CG subcommittee and other facilitators need to use child-friendly ways to communicate and facilitate children so that they can grasp information quickly and more effectively.

Box 14: Child-friendly Methodologies

Adult facilitators, especially the CG subcommittee members must learn to use Child-friendly methods while communicating with and facilitating children. In the beginning, the ProOrgn can bring in resource persons for a few sessions with adult facilitators to train them. This resource person could be anyone in the environment who knows and practices Child-friendly methodologies. It could be a good school teacher who has gone through training in pedagogy.

Adults could also have mock exercises where they become the learners and children the facilitators. These child-friendly methods are skills, which need to be learnt and honed over a period of time. Some of these could include:

- Use sketches to explain – involve the children in drawing sketches.
- Use role play and drama (preferable

created by the children themselves) to convey messages.

- Teach through asking questions rather lecturing.
- Composing songs, poems and dances to express what they have learnt
- Use ice breakers, games and group discussions to make learning more effective
- Use simple language that children understand (avoid big/complicated words).
- Remind children of what they learnt/did in the previous session.
- Encourage them to jot down key learnings through words, sketches or any other way.
- Use other creative methods like; experiments, demonstrations, exposure visits etc.

Children learn best by doing, hearing, seeing, moving, by experiencing/discovery and by working together etc. Hence, there should be a focus on interests and needs of the children.



SEE

TASTE



The 5 Senses

SMELL



FEEL



HEAR



Learning objectives

By the end of this lesson participants:

- Realise the need for child-friendly methods
- Know methods, which can be effectively used
- Know where and how to get inputs in child friendly methods
- Are willing to communicate and facilitate using creative and child-friendly methods, keeping children in mind

Activity 4.4.1: Guess-tures (Guess through Gestures)

Facilitator has pairs of cards.

The number of cards has to be equal to the number of participants.

If there are odd number of participants, the Facilitator also participates to ensure that a pair is not broken up.

The cards have pictures of animals on them as shown.

Each participant takes a card but is not allowed to show anyone else what they have chosen.

When the activity starts, participants are not allowed to talk but have find their pair in the rest of the group.

They only use gestures and sounds to communicate the animal they represent and must find their other pair as soon as possible. The activity ends when each one is paired together.

This simple activity demonstrates how actions and sounds can also communicate rather than just speaking.

Time:

5-10 minutes

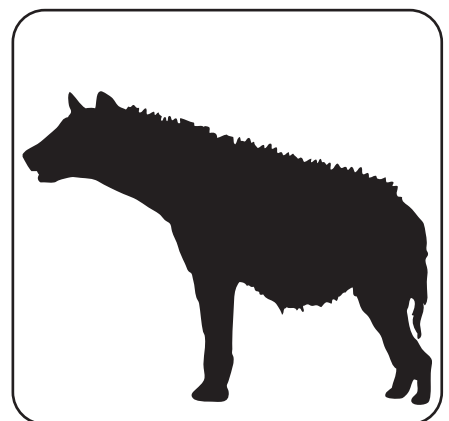
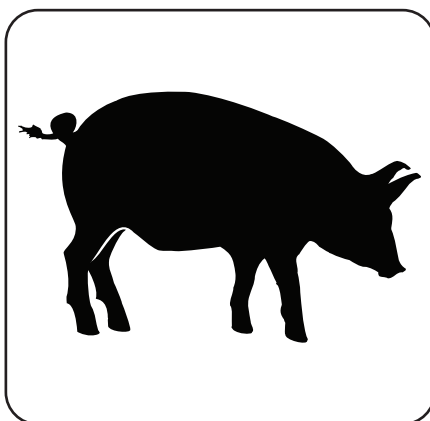
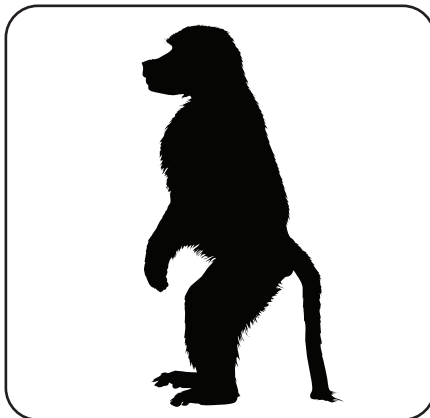
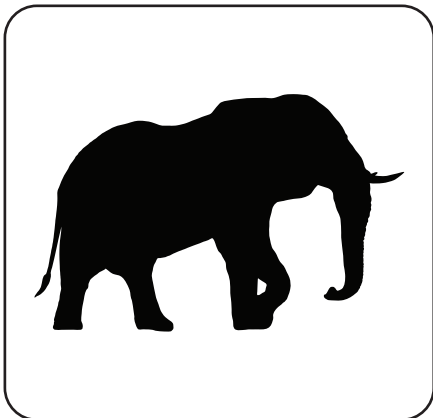
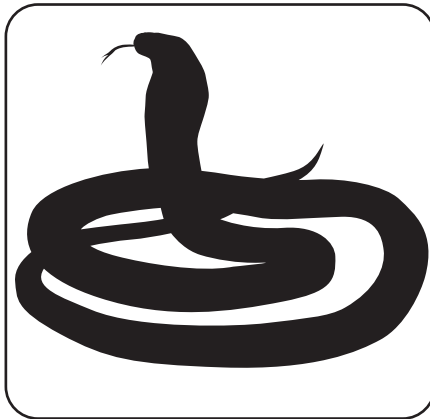
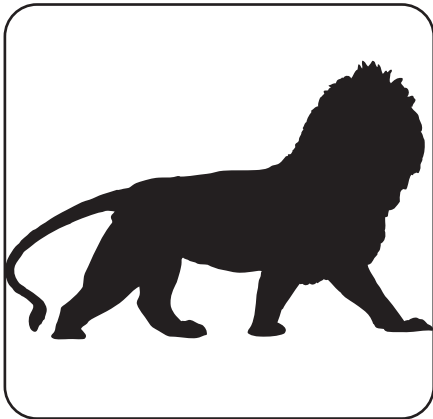
Method:

Activity

Materials:

Pairs of Cards as Shown

Note: The cards below may be used by photocopying or drawing or sketching them out. Remember to draw 2 of each.



Activity 4.4.2: Methods of Communication

4 Participants are requested to bring 1 utensil each from their house. Participants form 4 groups. There should be 1 utensil per group and the owner of the utensil being part of that group. The person who brought the utensil explains what she uses that utensil for. Other members in the group think about 4 or more uses for the same utensil. The more uses the group can think of the better. Then each group comes forward and presents their utensil and advertises the many uses they can think of.

They do this using different methods:

- Through drawing
- Through acting it out
- Through interaction with the 'audience'
- Through poem/song etc.

This helps them understand:

1. That the same thing can be used for several purposes that was not thought of before.
2. That a message can be communicated using different methods.

Time:

10-15 minutes

Method:

Group Activity

Materials:

4 Utensils

Brought by 4

Participants

ACTIVITY

Activity 4.4.3: Child-friendly Methodologies

Participants form groups of 3 or 4. Each group thinks of a song that others in the group might know. They should think of presenting the song to others without opening their mouths and singing the words, but through role play, humming softly, using their hands, feet and making and using musical instruments from things lying around. Each group then performs the song for the rest of the participants without telling them what song it is.

The participants have to guess the song that was performed.

The learners understand that a song can be conveyed without singing but with actions, music and percussion, in the same way, as concepts can be learnt using different methods.

Time:

15-20 minutes

Method:

Group Activity

Materials:

Not Needed

ACTIVITY

Points For Reflection

Things We Have Learnt And Will Remember

- Why are Child-friendly methodologies important?
- What are some child-friendly methods that can be very effective?
- When should child-friendly methods be used?
- From where/whom can you learn child friendly methods?

REFLECT

4.5 IDENTIFYING RESOURCE PERSONS FOR DEVELOPING SKILLS AND CAPACITY OF CHILDREN

The purpose of this lesson is to identify different facilitators in the environment and those who may be called from outside the environment to play a role in the development of children. In this lesson a basic outline of the types of activities in a CG and the potential facilitators needed is given.

Box 15: Identifying Resource Persons for Developing Skills and Capacity of Children

Children's Groups carry out different types of activities and these activities can be grouped under the following heads:

1. Features of CGs (Activities related to Children's Group and the People's Institution)
2. Recreational Activities (Games, entertainment, arts etc.)
3. Informal Learning (Traditional skills, Creative activities related to science, technology & environment, learning good aspects of culture etc)
4. Life skills (Communication skills, inter-personal relationships, personal hygiene, handling money etc.)
5. Child rights (Child participation, Child protection, how to deal with cases of abuse, etc.)

For activities relating to point 1 the CG Subcommittee member responsible for the group, can provide inputs and facilitate the group after being adequately trained. She should however pass on these inputs to the children within 4-6 months so that they can be responsible for the features and own their group.

For activities relating to points 2, 3 and 4 suitable facilitators could be found in the environment. It is the role of CG subcommittee to identify and involve these persons to come and facilitate sessions according to the plan developed by the children. The CG subcommittee identifies these persons by contacting schools,

NGOs, churches, health centres etc.

Examples of potential facilitators are:

- A young person, who is good at football, from the community or nearby community can volunteer to teach the children how to play football more professionally
- Singing or playing an instrument could be taught by a music teacher from school or choirmaster
- Older children could be taught Reproductive health by a facilitator from the health centre
- A good Science teacher can help with Innovative science projects and steps to protect the environment After a few months children themselves can also be involved in identifying and suggesting suitable resource persons.

For inputs on Children's Rights a trained PO or Child Protection Officer from the NGO could be asked to facilitate. This input could come a little later after children have started sharing and have learnt to participate.

Children will require material resources to practice their skills and carry out different activities. These, could be paper, crayons, markers, flip charts, ball, musical instruments, etc. As CGs are part of the Self Help Approach, they are not encouraged to receive hand-outs. It will be the responsibility of the CLA to initially provide the basic materials. Later, children are encouraged to mobilise resources on their own in consultation with the CG subcommittee.

Further details of Children's Activities are given in Topic 5 of Manual 2.

Learning objectives

By the end of this lesson participants:

- Understand the activities carried out by CGs under the 5 groups
- Know when to involve external facilitators for these activities
- Know who these external facilitators could be
- Know that the CG subcommittee plays a facilitating role to bring in these external facilitators.
- Realise that they as a CLA can cater to the basic material needs of CGs
- The CG subcommittee can encourage mature CGs to mobilise resources that they need

Activity 4.5.1: CG Activities and Activity Groups

Participants form 5 groups.

Each group gets 1 Flip Chart.

They write down on the left of the Flip Chart 6 or more activities children in the CG can do.

On the right of each Activity they also mention the group that each Activity falls under i.e.

1. Features of CGs (Activities related to Children's Group and the People's Institution)
2. Recreational Activities (Games, entertainment, arts etc.)
3. Informal Learning (Traditional skills, Creative activities related to science, technology & environment, learning good

aspects of culture etc)

4. Life skills (Communication skills, inter-personal relationships, personal hygiene, handling money etc.)

5. Child rights (Child participation, Child protection, how to deal with cases of abuse, etc.)

After each group is done, participants come together and all groups share the activities they have written down.

In this way Activities in Children's groups are discussed and divided into the Activity groupings.

Time:

10-15 Minutes

Method:

Group Activity

Materials:

Flip Charts and Markers, Pens and Paper

| CG Activities | Activity Group | | |
|------------------------|-------------------------|--|--|
| CG Code of Conduct | Features of a CG | | |
| Learn to play football | Recreational Activities | | |
| Speaking to elders | Life skills | | |
| What is Child Rights | Child Protection | | |
| | | | |

Activity 4.5.2: The Need for External Facilitators

Participants return to the groups they were in, during the previous Activity.

They use the same flip chart and draw up 1 more column as shown.

Against each Activity they have mentioned, they think and decide on whether they need an external facilitator or not.

They will divide all the Activities into 3 categories:

- 1 category – Children can do themselves
- 2 category – SHG, CLA and people within the PI can help
- 3 category – External Facilitator is needed

i.e. if the Activity can be done by the children themselves they write '1' next to the Activity in the column.

If the Activity requires someone from the People's Institution, they write '2' in the column.

If the Activity requires someone from outside the People's Institution (i.e. External Facilitator) they write '3' in the column.

This way, the need for External Facilitators is identified.

Time:

15-20 Minutes

Method:

Group Activity

Materials:

Flip Charts and Markers, Pens and Paper

| CG Activities | Activity Group | Facilitator Category | |
|------------------------|-------------------------|----------------------|--|
| CG Code of Conduct | Features of a CG | 1 | |
| Learn to play football | Recreational Activities | 2 | |
| Speaking to elders | Life skills | 2 | |
| What is Child Rights | Child Protection | 3 | |
| | | | |

Activity 4.5.3: Identifying Resource Persons

After identifying which activity needs an External Facilitator, participants must now identify a suitable potential facilitator for the Activities they have written down. Participants return to their groups from the previous Activity.

One piece of Paper provided and discuss and note down criteria that External Facilitators should have.

i.e.

- This Facilitator must be kind to children
- This facilitator has knowledge and training of the skill the children want to learn

- This Facilitator is energetic and fun-loving etc.

After each group has written down some criteria on the pieces of paper they decide on 2 or 3 Facilitators that best fit this criteria.

They note down their names, contact numbers or position on the Flip Chart. This exercise will be useful when the CG needs an External Facilitator for one of their Group Activities.

The CG Facilitator may suggest the External Facilitators they have thought of from this exercise.

Time:

15-20 minutes

Method:

Group activity

Materials:

Paper, Pens, Markers, Flip Chart from Previous Activity

ACTIVITY

| CG Activities | Activity Group | Facilitator Category | Facilitator |
|------------------------|-------------------------|----------------------|--------------------------------------|
| CG Code of Conduct | Features of a CG | 1 | Not needed |
| Learn to play football | Recreational Activities | 2 | Mary's Elder Brother |
| Speaking to elders | Life skills | 2 | Dora's Mother (member of CLA) |
| What is Child Rights | Child Protection | 3 | Child Protection Committee Volunteer |
| | | | |

Points for Reflection

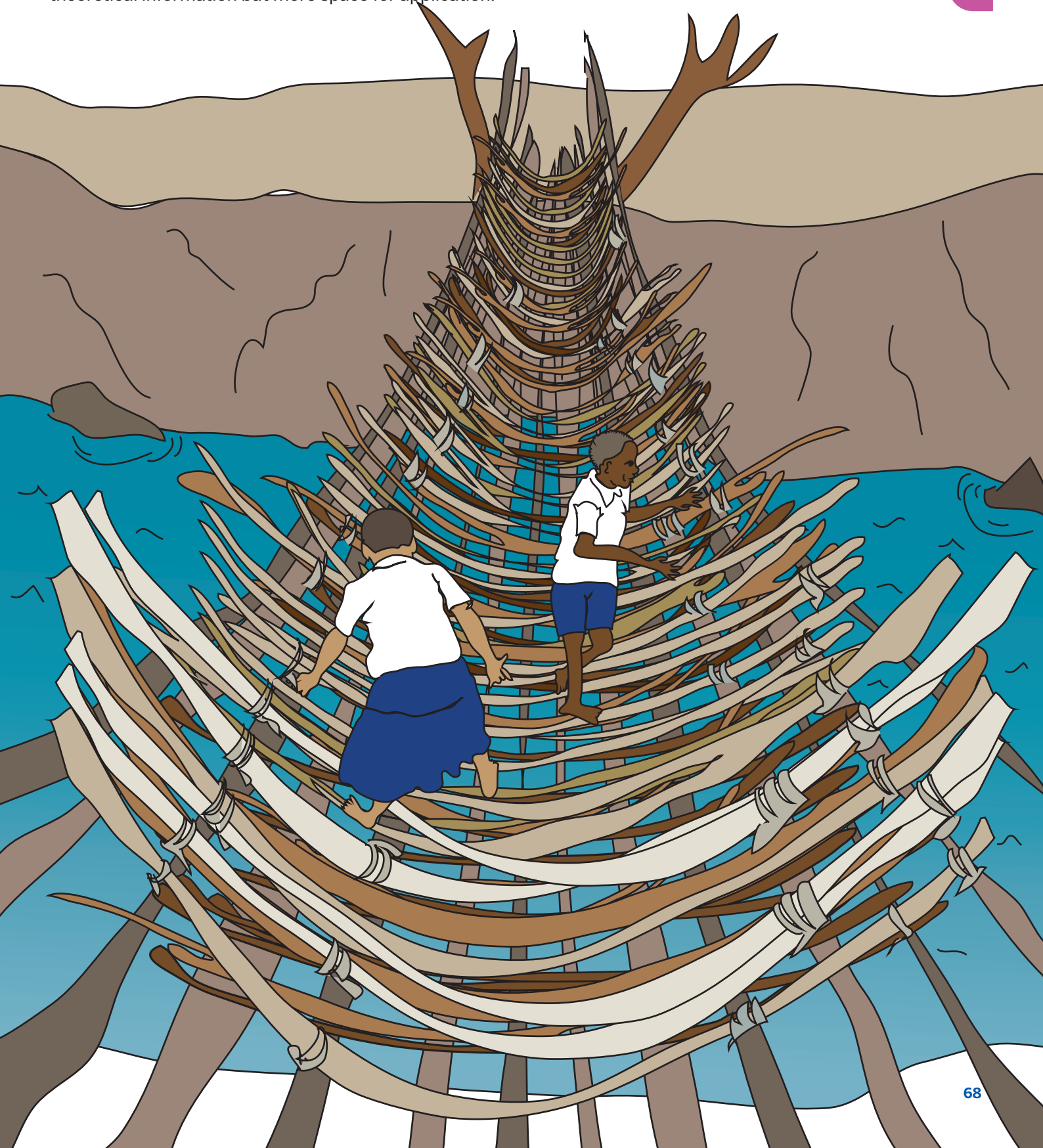
- Have understood the 5 groups of Children's Activities and some activities under each group
- Can identify activities the children themselves can do, can be facilitated by SHG or CLA members and the ones for which external facilitators are needed.
- Have identified some criteria for potential external facilitators
- Know how material needs of CGs can be met
- Convinced that children own their groups

REFLECT

Topic 5

Positive Environment for Children

This topic deals with how adults in the community interact with children. It shows the ways by which adults and children can interact positively and make the environment a better place. There could be events and spaces in the community where children and adults interact that lead to children realising their potential. This topic has less of theoretical information but more space for application.



5.1 ENHANCING POSITIVE PRACTICES AND VALUES

In this lesson the positive practices and values that are already in place in a community are discussed. It further explores how these positive practices can be enhanced because of the Children's Groups within the People's Institution.

Box 16: Enhancing Positive Practices And Values

There are different places, institutions and events in the community where children participate:

- Home
- School
- Religious Institutions
- Cultural Events
- Social Events

Political Events In these interactions and events there could be positive practices for children.

Like:

- Children play and learn
- Children enjoy and are happy
- Children share about their situation
- There are inputs for the growth and

development of children

- There are opportunities to build self-confidence and self-esteem in children
- There could be activities where children support and build one another

The CLA can consciously play a role to involve CGs and make the community events relevant for children and enhance such positive practices in every institution and event. It is important that children are involved in providing ideas to enhance such practices.

Such interactions enhance child participation. Respect between adults and children increase. Interests and concerns of children become important to everyone in the community



Learning objectives

By the end of this lesson, participants:

- Know the places, institutions and events where children participate
- Understand the positive practices that are already in place in the environment
- Realise that positive practices can be enhanced
- Know the ways in which Children's Groups can play a positive role in enhancing the positive practices on an ongoing basis.

Activity 5.1.1: Positive Practices in Institutions and Places in the Environment

Participants form 3 groups.

Each group discusses positive practices, which already exist in each of these areas

One group discusses the positive practices at 'Home'. i.e. children are well cared for and their needs are met, Children are involved in decision making in the home etc.

One group discusses the positive practices in 'School'. i.e. an environment of joyful learning is created, Corporal punishment is avoided etc.

One group discusses positive practices in 'Religious/Community Institutions'. i.e. children are invited to express their concerns in community gatherings through songs, skits etc.

Each group thinks of 5 positive practices and write or sketch them on the flip chart as shown below.

These existing positive practices are listed on the left.

Then each group thinks of ways in which each of these positive practices can be improved so that they further enhance children's happiness, learning, self confidence etc.

They write or sketch these on the right. Each group comes forward and presents their findings to the rest of the group, adding new points as they are discussed. This way, positive practices existing at home and in the environment, are discussed. Further they explore how these practices can be enhanced.

| At School | |
|---|--|
| Existing Positive practices | Enhancing Positive practices |
| <ul style="list-style-type: none">• A wall or fence around the school | <ul style="list-style-type: none">• The wall or fence can be built so that it does not injure the children while they play near it |

Time:
20-25 Minutes
Method:
Group Activity
Materials:
Flip Charts,
Markers, Pens

ACTIVITY

Activity 5.1.2: Positive Practices that Affect the Child

Participants form 4 groups.

One group discusses positive practices that affect the children physically. i.e. children are provided simple but nutritional food. etc.

One group discusses positive practices that affect the children mentally. i.e. teacher takes time to help the child understand the lesson etc.

One group discusses positive practices that affect them emotionally. i.e. a child's achievements are acknowledged by encouraging words. etc.

One group discusses positive practices that affect them socially. i.e. a child is encouraged to make friends and interact with them. etc.

Each group lists at least 4 positive practices and sketches or writes them on a Flip Chart.

They then present these positive practices to the rest of the group. The rest of the group contributes at least 2 more points. This way, positive practices that affect children in all areas of their development, are explored.

Time:
10-15 Minutes
Method:
Group Discussion
Materials:
Paper/Flip Chart,
Pens/Markers

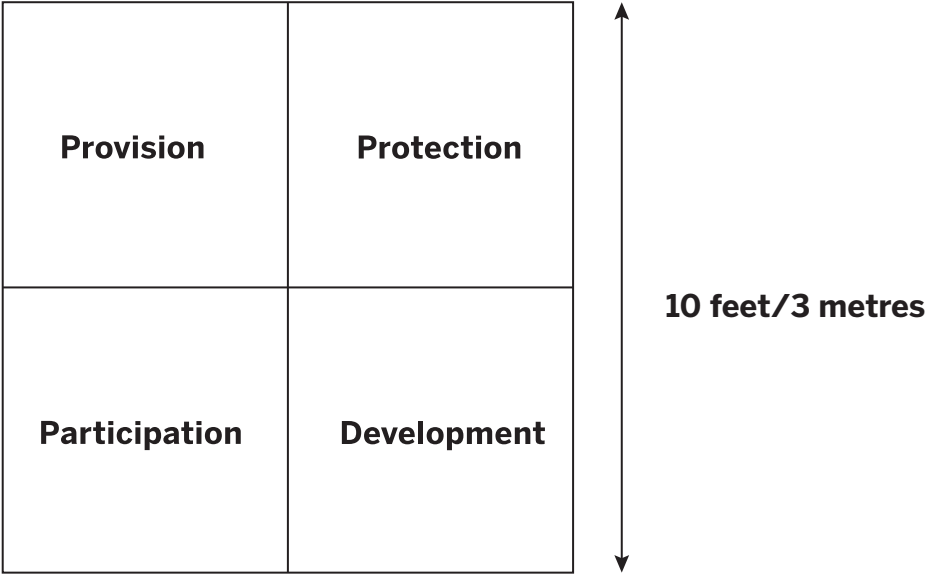
ACTIVITY

Activity 5.1.3: Positive Practices Fulfilling Children's Rights

Participants draw or mark out a large square shape on the ground, where each side is about 10 feet/3 metres. The square is divided into four parts and each part is marked 'Provision', 'Protection', 'Participation' and 'Development'. Participants now stand around the large square.

Each participant thinks about a positive practice for children that is related to the rights of Children that is marked on the four parts of the square.

If participants have difficulty understanding Child Rights, they can go through Topic 3, Lesson 3.1 of this Manual where children's rights are explained. When they talk about a positive practice related to a certain right of the child, they step into the smaller square where this right is mentioned. This means i.e. a compound wall around their school is a positive practice related to Protection. This way, participants can think about positive practices related to the rights of children and discuss the same.



Time:

10-15 Minutes

Method:

Group Activity

Materials:

Chalk or a Stick to Mark out the Square

ACTIVITY

Points For Reflection

Things We Have Learnt And Will Remember

- What are positive practices in your community that could be enhanced?
- Who do you think should be a part of enhancing positive practices?
- What are the roles that the CGs and CLAs play in enhancing positive practices?
- How can positive practices be enhanced further by the CLAs?

REFLECT

5.2 ESTABLISHING A CHILD-FRIENDLY ENVIRONMENT

In this lesson child-friendly spaces in the environment are discussed. Such spaces in any given community are further analysed.

Box 17: Establishing Child-friendly Environment

Each community has different physical features like houses, schools, forests, rivers, water points, churches, mosques, shops etc.

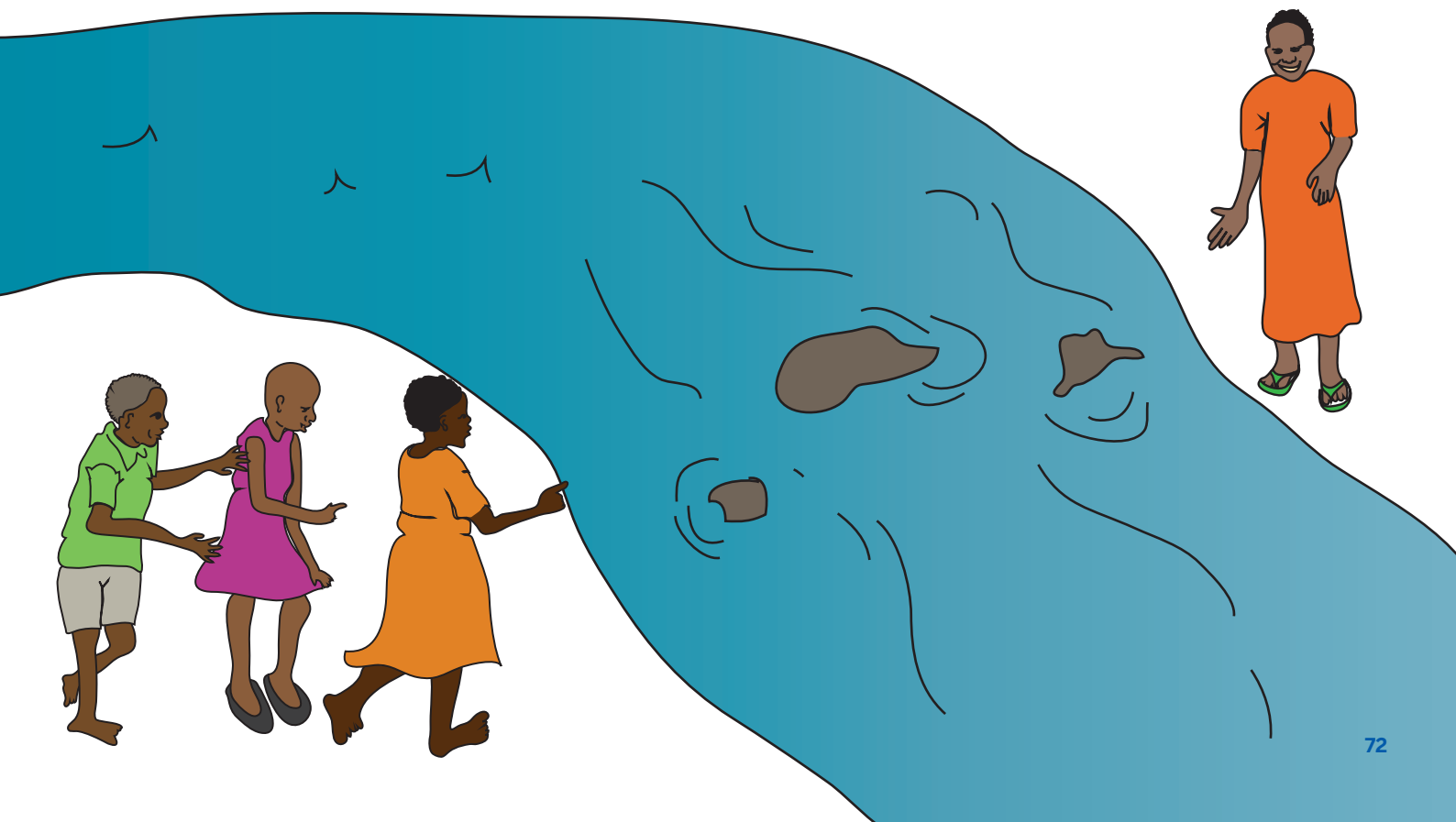
Children interact within these spaces daily. It is important to ensure that these spaces are child-friendly for the safe development of children. It is up to the adults as care givers to provide a safe and appropriate environment to promote the development of children in the community.

Some aspects to think about are listed below:

- Can any facility in the community be open for the use of children when not in use by others? e.g a church hall, a community hall, the school playground etc.
- Does the school have a compound wall or fence?

- Are the open wells or water tanks sufficiently protected to prevent accidents?
 - Is the path to school safe for children? e.g. crossing a stream during rainy season, passing through a forest path etc.
- Can the CLA lobby for new spaces in the community to be used by children? Such as:

- Is it possible to provide playgrounds for children that are easily accessible?
- Are there play enclosures for smaller children where they are safe from harm?



Learning objectives

By the end of this lesson, participants:

- Realise the need to create safe physical environment for children
- Identify areas in the community that need to be made safe for children and explore ways to achieve this
- Create and discover new safe spaces for children

Activity 5.2.1: Protection From Outside Factors

5 or 6 participants volunteer and step forward.

The remaining participants form a circle, hold hands while standing far apart.

2 or 3 volunteers step inside the circle and the remaining volunteers stay outside the circle.

The game starts as the volunteers standing outside the circle try to get inside and touch the 2 or 3 volunteers standing inside the circle.

The participants forming the circle are allowed to block the volunteers outside from entering the circle without releasing their hands

Those outside can try to enter by ducking under their hands, pushing or squeezing their way through with the goal of touching the volunteers on the inside.

The game ends when all the volunteers standing inside have been touched by

the volunteers from outside.

5 or 6 participants volunteer and step forward again.

2 or 3 volunteers step inside the circle.

This time, the remaining participants form a circle, standing close to each other and wrapping their arms around the waist of those standing on either side.

Those standing outside now try to touch the volunteers standing inside.

The game ends when the volunteers on the outside have touched all the volunteers on the inside.

The volunteers outside will discover that it is more difficult to penetrate the circle and touch those inside.

This shows how in a closely protected space it is harder for outside factors to affect children.

Time:

10-15 Minutes

Method:

Group Activity

Materials:

Not Needed

Activity 5.2.2: Identifying Dangers Children Face in Physical Environment

Part 1

Participants form 3 groups. On a flip chart, they draw out a replica of their village. They mark out the roads, paths, houses, buildings, water sources, vegetation etc. If they have different coloured markers, they can use a green marker to represent vegetation, a black marker to represent roads, a blue marker to represent water sources and a brown/orange marker to represent buildings. Once they are done, they move onto part 2.

If it is difficult to procure a flip chart and markers, they can do this village mapping on the ground or use chalk on a paved

surface. The only challenge will be that each group will have to redraw their diagrams every time they do the activity.

Part 2

On the map of their village, using a red coloured marker they draw or write out the dangers or hazards to children in and around their village.

They then present this map to the rest of the group explaining the dangers children could face in their village.

This way, the dangers children face in the physical environment are identified and discussed.

Time:

15-20 Minutes

Method:

Small Group Activity

Materials:

Flip Charts, Markers, Pens

Activity 5.2.3: Solutions to Dangers in the Physical Environment

Using the map from the previous activity, the groups then think of ways that the dangers and hazards could be avoided.

In this discussion the role of the CLA, other Duty Bearers and the CGs themselves could be identified to minimise the risk or solve the problem for children. e.g. If the problem is a marketplace crowded by drunk people what could be done by children, by adults to keep children safe. Or

if the children are crossing the forest on the way to school how could children protect themselves.

They draw (or write) these solutions on pieces of paper and stick them above the dangers and hazards indicated. This way dangers and hazards to children in the physical environment are identified and ways to prevent these hazards are discussed.

Time:

15-20 Minutes

Method:

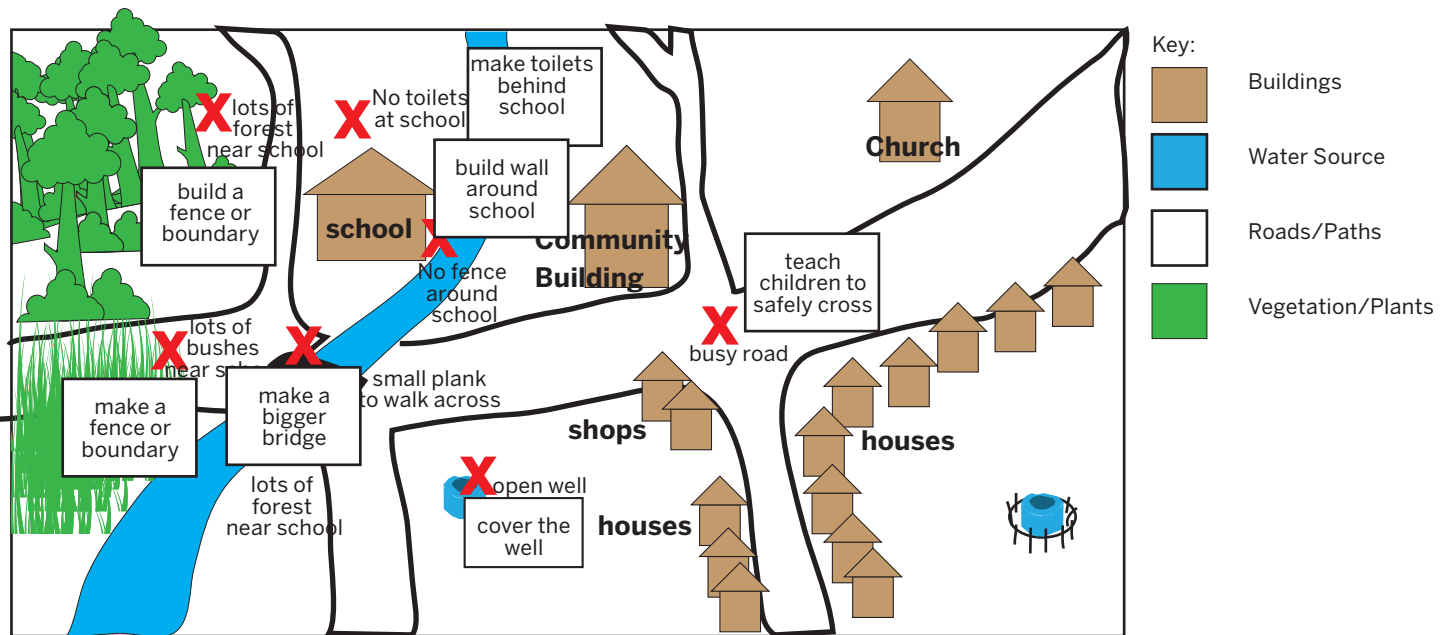
Small Group Activity

Materials:

Paper, Markers, Pens, Glue

ACTIVITY

Note: this is a sample diagram that includes both Activity 5.2.2 and Activity 5.2.3



Points For Reflection

Things We Have Learnt And Will Remember

- What are the child friendly spaces in our community?
- How can the places that are unsafe for children be made child-friendly?
- Who all can play a role to make the environment child-friendly?
- What can the CLA do to make the environment child-friendly?
- What can CGs do to make the environment child-friendly?

REFLECT

5.3 INVOLVING CHILDREN IN THE COMMUNITY AND IN MATTERS THAT CONCERN THEM

In this lesson participants discuss the importance of involving children in activities that go on in the community and in matters that concern the children.

Box 18: Involving Children

Child participation could be very low even within the home. Very often parents make decisions without consulting children on all matters including those that directly affect children.

The CLA could raise awareness amongst SHG members and later to the wider community that involving children in decisions is very important for the child's wellbeing. They could consciously promote child participation which means children are consulted, children's opinions are heard and children take part in decision making. Culture, tradition, religion and life is celebrated in every community and observed through different activities.

Children are present at these activities but most often not involved and are set aside to entertain themselves while the adults enjoy the celebrations. This could be changed and children involved in activities that go on in the community to make the celebrations child-friendly. Some points to consider while making these activities child-friendly are:

- Are there time slots for children in local festivals where they can; dance, sing, recite, act etc. to communicate their views?
- Do programmes in any other (religious) institutions consider the presence of children and make activities relevant for them to participate effectively?
- Are children involved and participate in

the decision-making bodies in the community especially where the needs and views of children need to be discussed?

With the CLA working alongside Children's Groups many more of these considerations can be put into practice. Having Children's groups can enhance the participation of children as they can act as change agents between the community and needs of children. As a CLA and a part of the People's Institution, CLA members can exert sufficient pressure to influence and change the way things operate around them.

To make this happen CLA members need to consider the following:

- CLA and CG subcommittee members must have discussions with children or their representatives before making decisions on children's issues.
- CLA and CG Subcommittee lobby for the inclusion of children's representatives in relevant committees and working groups in the community. They brainstorm and find ways to get children elected or nominated in these structures.
- CLA and CG Subcommittee raise awareness in the community that children need to be listened to.
- Children should be given an opportunity to be involved and make decisions on all matters that affect them. These could be at local administration level, in schools, religious institutions and other service and governance structures.



Learning objectives

By the end of this lesson participants:

- See the importance of child participation within the home
- Know their role in promoting child participation within the home
- Understand the importance of involving children in community activities and all matters that concern them
- Realise that having Children's Groups can enhance the involvement of children in community activities
- Know their role in involving children in community activities and in all matters that affect them

OBJECTIVES

Activity 5.3.1: Involving Children in Decision Making at the Household Level

Participants form 2 groups.

In each group participants divide themselves as: Adults and children. One group creates and performs a role-play. In this role-play adults make all the decisions in day-to-day matters. The children try to involve decision themselves in the decision-making but are silenced and disregarded.

The other group creates and performs a different role-play. In this role-play everyone in the home participates in all decision making. The children are

encouraged to express their views and consulted in all decisions made.

Both groups come together and each group performs their role-play

The group lists down the differences that they observe between the two households. They all discuss the way in which each role play effects the well being of the child and the entire household.

This way, involving children in the household is discussed.

The benefits of everyone being involved in decision-making is also discussed.

Time:

20-25 Minutes

Method:

Group Activity

Materials:

Not Needed

ACTIVITY

Activity 5.3.2: Involving Children in Community Activities

Participants form 3 groups.

Each group draws sketches of upcoming activities in the community in the coming months (6 months at least).

The activities need not be in order of sequence.

They then indicate through sketches or notes the involvement of children in these activities.

They make a note of the activity where

children are not involved and draw or write a few ways where children could be involved.

Each group presents their findings to the rest of the participants giving their ideas of involving children in all community activities and discuss how this could be enhanced further.

Time:

15-20 Minutes

Method:

Group Activity

Materials:

Flip Charts, Markers, Pens

ACTIVITY

| Activities | Involvement of Children | Further Involvement of Children |
|---------------------|-------------------------|--|
| - Community Meeting | No | CG can give a brief report of what they have done so far |
| - Community Program | No | Children can perform a dance/ skit, Can sell snacks to fund raise, Can |
| - Chief's Birthday | Yes | Children can do a role play to show chief's involvement in their CG |
| | | |
| | | |

Activity 5.3.3: Involving Children in All Decision Making Bodies

Participants divide into 3 groups.

Each group receives a flip chart and divide the flip chart into three columns as shown below

They discuss different groups, committees and decision making bodies in their community. They draw or write up the different groups on the centre column of the flip chart. They mark a tick next to the groups, committees or decision-making bodies that already have children involved and mark a cross next to the groups,

committees or decision making bodies that do not have children involved.

On the left column they write down the reasons for not involving children in that specific decision making body. On the right column they write the benefits of involving children. They then present their findings to the rest of the participants and discuss further inclusion of children in decision-making bodies.

Time:

15-20 Minutes

Method:

Group Activity

Materials:

Flip Charts, Markers, Pens

ACTIVITY

| Reasons for NOT involving children | Decision Making Bodies | Benefits of involving children |
|------------------------------------|------------------------------|--------------------------------|
| | SHG ✓ | |
| | Child Protection Committee ✓ | |
| | Community Watch Group ✗ | |
| | Community Health Committee ✗ | |
| | | |

Points For Reflection**Things We Have Learnt And Will Remember**

- What are ways children are involved in decision making in the home and in the community?
- Who will benefit from children being involved in decision making?
- What are the roles that the Children's Group could play in involving children in decision making?
- How can children be more involved in decision making?
- What is the role of the CLA to enhance the involvement of children; what are the actions that need to be taken?
- What could be arguments of other community members not to involve children and how to make them understand that children should be involved?

Topic 6

Child Protection

Despite all the good things that happen to children in a community, we need to acknowledge that children sometimes suffer from abuse. In this topic the definitions of abuse, maltreatment, negative cultural practices, and existing risks in the community are discussed. Identifying preventive and protective measures and the various trusted actors involved in Child Protection are explored. Finally, the role played by the CLA, CG Subcommittee, and Children Groups in protecting the child are explored.



6.1 STANDARDS OF CHILD PROTECTION

In this lesson Child protection and Child Abuse are defined. The types of Child Abuse are discussed and steps to prevent them are analysed.

Box 19: Child Protection

According to the United Nations Convention on the Rights of the Child (CRC), and the African Charter on the Rights and Welfare of the Child, a child is defined as a human being under the age of 18 years. This is regardless of gender, race, religion, language, opinion, disability or any other status. In practice differences may exist between legal definition and local customs e.g. The community sometimes regards a 16 year old girl who gets married, or a boy, under 18 who gets a job, as an adult. Despite these factors and customs it is important that all human beings under 18 years of age are seen and defined as children and treated as such. Children under 18 are still growing and developing, hence in need of extra protection.

Child Protection is to safeguard children from abuse, which includes physical, mental, emotional and sexual abuse. These types of abuse are expressed through; neglect, exploitation and violence. Abuse is a deliberate act of ill treatment that is likely to cause harm to a child's safety, well-being, dignity and development. This includes all forms of physical, sexual, psychological and emotional ill treatment. It impacts a child's development, general health, family and social relationships, self-esteem, educational attainment and aspirations. Sometimes people want to justify or give reasons for abuse such as; discipline, legal sanction, economic necessity, child's consent to it, cultural and religious practice. But knowingly or unknowingly any treatment causing harm to children are all forms of abuse and are a misuse of power.

Abuse can be categorised under 5 types as follows:

Physical Abuse: the use of violence to cause injury or suffering e.g. hitting, shaking, burning, female genital mutilation, torture etc.

Emotional Abuse: humiliating and degrading treatment e.g. constant criticism, belittling, persistent shaming, solitary confinement, isolation etc.

Sexual Abuse: all forms of sexual misconduct and violence e.g. incest, early marriage, forced marriage, rape, involvement in pornography and sexual slavery.

Apart from this Child Sexual Abuse includes: indecent touching or exposure, using sexually explicit language and showing pornographic material to children etc.

Neglect: this includes failing to provide basic needs of a child, physical safety and opportunities for development. Neglect, although often known as a 'passive' type of abuse, results in significant impairment of a child's health and development, and failure to thrive emotionally and socially.

Exploitation: Consists of the commercial or other use of the child through activities that the child performs for the benefit of a third party. These activities include, exploitative child labour, and child prostitution. Children are also used for other activities leading to economic exploitation of the child. All this has a negative impact on the child's physical and mental welfare that prevents the child from receiving an education or damages the child's moral and psycho-social development.

A Two-fold response is needed in cases of Child Abuse:

1. Ensure that the child's immediate needs

are met, the child is safe from harm and in a comforting environment. In cases where a child has gone through extreme abuse, the child may need to be removed from the abusive environment and provided help to return to a normal state (Psycho-social Rehabilitation)

2. Ensure that the matter is reported to the relevant duty bearer, followed up and dealt with - keeping the best interests of the child in mind.

In the SHG approach, most of the SHG members are mothers who are already discussing issues related to child abuse and rights of a child in their meetings. In

more difficult cases of abuse the SHG members approach the CLA who have greater influence in the community e.g. Different types of child abuse in a school and community environment has been tackled by the CLA and the perpetrators have been punished by law enforcing agents. At a higher level, the Federation can influence policies and tighten child protection mechanisms to make the environment safe for children. Hence, it is important that CLAs take up Child Protection as part of their roles, and are aware of legal policies that govern protection of children.

Learning objectives

By the end of this lesson, participants:

- Know Child Abuse and Child Protection
- Understand the 5 categories of Abuse and can identify abuse
- Realise their role in Child Protection
- Know the two-fold response to Child Abuse
- Are motivated to take up Child Protection and learn Legal Policies that govern the same



Activity 6.1.1.: Representations of Abuse

All the participants form a circle. They draw five circles on the ground. 5 of the participants bring from their homes representative 1 object for each category of abuse. E.g. an old doll for emotional abuse, a stick or cane for physical abuse etc. The 5 participants show the object they have brought, tell the category of abuse the object represents and explain why the object represents that specific category of abuse.

Put each object in the circle 5 types of abuse where everyone can see. Think of different situations of abuse. On bits of paper write/draw the situation of abuse. Put the piece of paper in the circle. Put each situation under one category of abuse. Through this activity participants are clear about the types of abuse and understand which different situation of abuse falls under which type.

Time:

10-15 minutes

Method:

Group Discussion

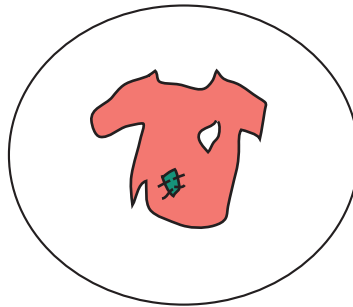
Materials:

5 Participants
Bring 5 Objects from their Homes, Chalk or Stick to Draw on the Ground, Pieces of Paper, Pens/ Pencils

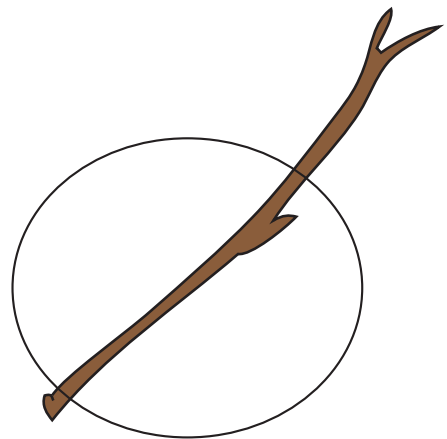
ACTIVITY



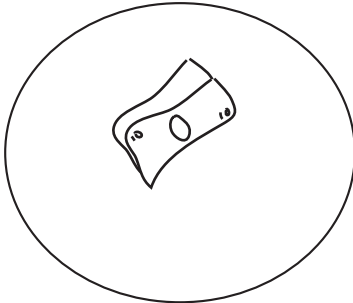
Sexual



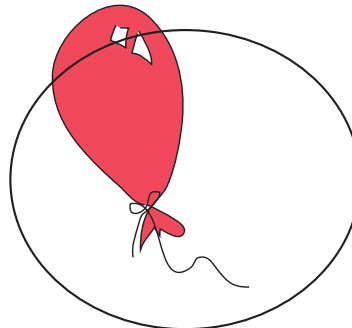
Neglect



Physical



Exploitation



Emotional

Activity 6.1.2: Children's Response to Abuse Vs. Adult's Response

Participants form 5 groups. Each group discusses one of the 5 types of abuse. They talk about different situations of abuse children could face under the type the group is discussing. For each situation they discuss the following questions:

- What would they as adults do if it happened to them?
- Do you think it is legal?

- Could a child respond in the same way adults respond?
- What can the child actually do?
- What procedure could be followed in this situation?
- What is the role of adults in this situation?

Through this activity the difference between an adults' response to abuse and a child's is seen. It helps them understand that the child is vulnerable and needs protection.

Time:

15-20 minutes

Method:

Group Activity

Materials:

Not Needed

ACTIVITY

Activity 6.1.3: Responding to Types of Abuse in the Environment

Participants form 5 groups.

Each group represents a type of Abuse (Physical, Emotional, Sexual, and Neglect and Exploitation).

Each group thinks of a scenario under the type of abuse they are discussing where a child is abused. Each group prepares and acts this scenario out for the rest of the participants through a role play

The whole group discusses what procedure

can be taken to:

- Respond to the immediate needs of the child
- Deal with the perpetrator
- Prevent the incident from happening again

Through this activity participants can relate to child abuse situations in their community

Time:

20-25 minutes

Method:

Group Activity

Materials:

Flip Chart, Markers in Red, Blue, Green and Black Colours

ACTIVITY

Activity 6.1.4: Pledging to Protect all Children from Abuse

The blank flip charts are put in front of the group.

The participants decide on one coloured pencil to represent one of the 5 types of abuse.

Each participant thinks of one situation of Child Abuse.

The participant mentions this aloud, picks up the right colour to represent the type of Abuse this situation falls under and traces an outline of their hand on the flip chart.

Then the participant writes or draws this situation inside the tracing of their hand on the flip chart.

All the participants take turns to write/ draw a situation of Abuse in the representative colour.

After writing, they loudly call out the following sentence, inserting their name and then the situation of abuse they have thought of:

"I, _____ pledge to prevent _____ from happening and protect all children in my community."

This way, participants have pledged to protect children in their community from abuse.

Time:

20-25 minutes

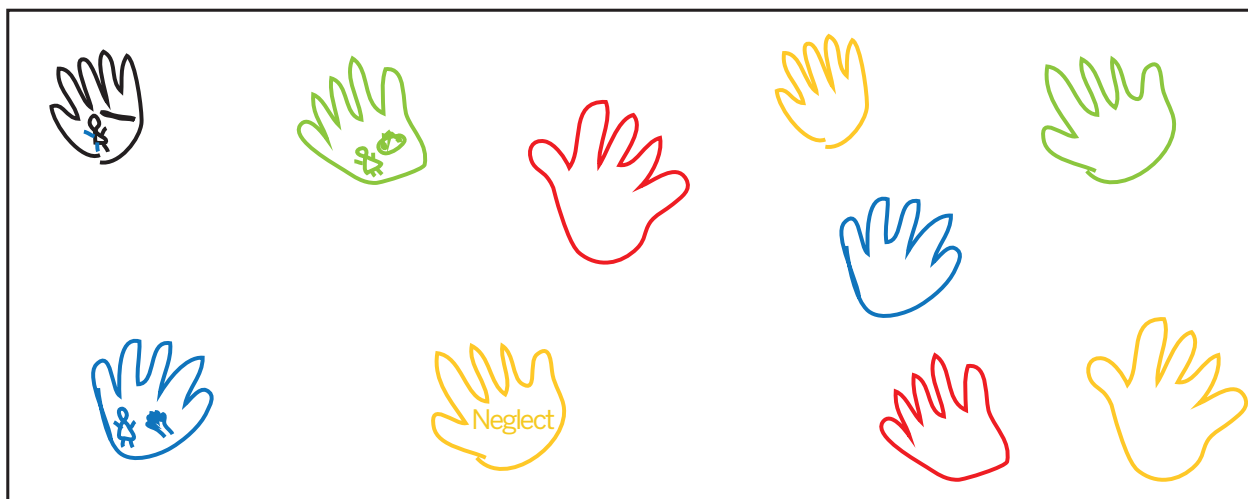
Method:

Group Activity

Materials:

Flip Chart, Coloured Markers or Pencils in 5 Different Colours

ACTIVITY



Points for Reflection

What are the 5 types of Abuse?

- What situations of Child Abuse do you see, or know of in your community?
- How can these situations be avoided in the future, and the perpetrators dealt with?
- What role can the CLA play to prevent Abuse?
- What can be the role of the CG?
- What other important actors or institutions do you know who could support child protection activities in the community?

REFLECT

6.2 IDENTIFYING CHILD PROTECTION ACTORS IN THE ENVIRONMENT

In this lesson the Actors who uphold children's rights and children's protection are identified. The responsibilities and roles of Child Protection actors are explored. The gaps which none of these actors cover, are identified and ways to fill these gaps are discussed.

Box 20: Child Protection Actors

In every community there are informal and formal child protection actors. That could be formal committees set up at local administration level by the government, committees set up by NGOs, by school management etc. These committees are normally made up of relevant people from the medical profession, the police, school authorities, government officers such as social workers, child protection officers etc. There could also be informal child protection actors like the headman or chief, teachers at school or even community watch groups, community child protection committees set up for the purpose of child protection. Child Protection is a part of the CLA roles and more importantly a part of roles 4, 5, and 6 (see Field Manual Part 1: Topic 2). Therefore, it is important that the CLA does a mapping (i.e. who is available where) of child protection actors and identifies the specific roles that each one is playing.

In addition it is also important that the CLA creates a link with these local safety nets (Child Protection structures) and later link the CG with these structures. In cases where Child Protection Actors are not present or active, the CLA can form a Child Protection Subcommittee made up of CLA and SHG members. The CLA can also facilitate the formation of informal Child Protection Watch Groups made up of SHG/CLA members and other volunteers

from the community like school teachers, church elders etc. It is necessary to involve children in the formation process of these committees. Children should identify on their own those whom they see as trusted adults (often these are not seen as teachers or Church elders). To have Child Protection Actors present and active enhances protection of children in the community.

In many cases Child Protection Actors in the community do not have the necessary skills to respond to Child Protection Issues in a child friendly manner. They only hold on to the position and hardly act. The CLA needs to assess if these actors are responsive. The CLA needs capacity building inputs in Child Protection and in turn facilitates training in Child Protection for other actors. These inputs can be accessed through linkages with organisations that have a clear understanding on Child Protection Issues. The CLA can also facilitate these organisations to come and build the capacity of existing Child Protection Actors to make them more responsive.

After CGs are formed and stabilised, the CG Subcommittee provides information to children on Child Protection Actors in the environment and how to approach them. Children themselves should also come up with Child Protection Actors whom they know. Periodic interactions between CG members and Child Protection units/ Local safety Nets will be of great value.



Learning objectives

By the end of this lesson, participants:

- Identify Formal and Informal Child Protection Actors in the environment
- Identify gaps where none are present or active
- Know how to identify if Child Protection Actors are responsive to Child Protection Issues and build their capacity on how to respond in child-friendly manner
- Know steps CLAs can take to ensure Child Protection in their community
- Understand how to work with CGs and CG Subcommittees for Child Protection

OBJECTIVES

Activity 6.2.1: Identifying Child Protection Actors for Abuse in the Environment

Facilitator draws the figure of a child as shown.

The head represents Emotional Abuse, the upper body represents Neglect, the lower body represents Sexual Abuse, the arms represent Exploitation and legs represent Physical Abuse. Each participant come forward and talks about a category of Abuse and also

mentions a Child Protection Actor who could prevent this from happening again. They place the button/flower on the representing part of the figure. In this way types of Abuse with relation to the potential Child Protection Actor are discussed.

Time:

15-20 minutes

Method:

Group Activity

Materials:

Flip Chart, Markers, Pens

ACTIVITY

Activity 6.2.2 : Types of Abuse, CLA's Response and Identifying Child Protection Actors

Participants form 5 groups.

1 group represents Physical Abuse,
1 group represents Emotional Abuse,
1 group represents Sexual Abuse,
1 group represents Exploitation,
and 1 group represents Neglect.

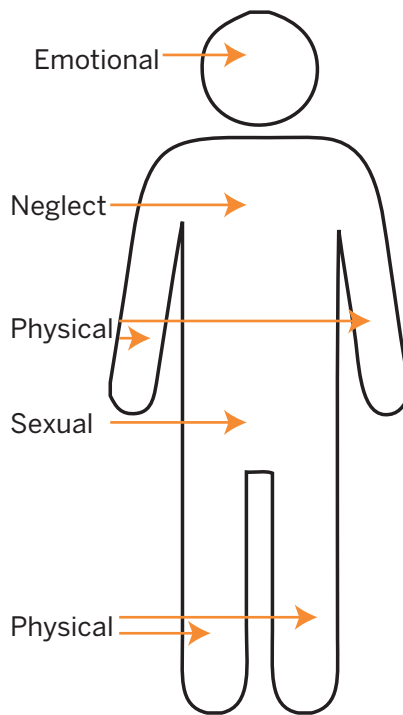
Each group creates a role play showing a scenario which portrays the type of Abuse they represent. They act it out for the rest of the participants.

The participants sit together and discuss how they would respond.

- Protect the child
- Deal with the perpetrator
- Are there any Child Protection Actors they would involve
- Are there any Actors who could help in the rehabilitation of the child if needed
- How can the CLA create linkages with such Actors

- How do they update and maintain the information of Child Protection Actors
- Prevent this situation from happening again

This way, types of abuse are identified and how the CLAs and CG Subcommittees can respond to them, with support from others.



Time:

15-20 minutes

Method:

Small Group Activity

Materials:

Flip Charts, Markers, Pens

ACTIVITY

Activity 6.2.3: Identifying Potential Child Protection Actors and Assessing Them

Participants form 4 groups.

Each group thinks of criteria of a Child Protection Actor.

e.g. Must have knowledge of Child Rights, Must be sensitive, Must be diplomatic etc.

They must select 5-8 criteria and write or sketch it on the top of the flip chart.

They think of 6-8 potential people in their community who best fit these criteria and write the names on the left of

the flip chart. They do a matrix scoring and ranking exercise using the 0-2-4-6 scale. 0 being the lowest and 6 being the highest.

A Sample is given below.

Add or subtract to the list of actors and criteria and select the people who best fit the criteria.

This way, potential Child Protection actors in the environment are identified.

Time:

15-20 minutes

Method:

Group Activity

Materials:

Flip Chart, Markers, Pens

ACTIVITY

| Names | Kind & Gentle | Good Listener | Identifies with Children | Has time | Not Abusive |
|------------------------|---------------|---------------|--------------------------|----------|-------------|
| Susan (shopkeeper) | 4 | 4 | 6 | 4 | 2 |
| Mary (nurse) | 6 | 4 | 4 | 4 | 4 |
| Mr. Caleb (Headmaster) | 4 | 6 | 6 | 4 | 6 |
| Matthew (shopkeeper) | 6 | 4 | 6 | 4 | 4 |
| Sunbeam (CLA) | 4 | 4 | 4 | 6 | 2 |
| Rachel (CPC volunteer) | 6 | 6 | 4 | 4 | 4 |
| | | | | | |

KEY

| | |
|---|-----------|
| 0 | Not Good |
| 2 | Good |
| 4 | Very Good |
| 6 | Excellent |

6.2.4: Other Organisations That can Provide Inputs on Child Protection

Identifying Other organisations that can provide inputs on child protection aspects CLAs will need to identify other organisations from whom they can seek knowledge and skills on child protection issues both for themselves and for existing child protection actors in the environment. These organisations may not be found in the community or even in the immediate environment.

Participants form 3 groups.

Each group takes pieces of paper and discusses how they could get information on organisations i.e.:

- Approach NGO who formed CLA
- Approach other NGOS
- Approach women and child development or social welfare development of the government

All the groups come together and present their pieces of paper to the rest of the participants.

All the participants discuss and decide where each group will go to collect information on Child Protection Aspects:

- Contact details of group or individual
- Contact person
- What inputs they can provide
- Would they be willing to offer inputs
- When would they be free to come to the CLA/CG to provide these inputs.

As the participants collect this information they fill all these details in a register for referring to later.

This is long-term activity. It will be good to keep a register for each CG that is formed. Important details on each CG can be filled in this and kept with the CG Facilitator.

Time:

15-20 minutes

Method:

Group Activity

Materials:

Pieces of Paper, Pens, Markers, Registers

ACTIVITY

Points for Reflection

- Who are the Child Protection Actors in your community?
- How can CLA / CG Subcommittee get in touch with them?
- Do you need a Child Protection Subcommittee in your community? If so, what would be the next steps to establish it?
- Will children in the community benefit from a Child Protection Watch Group? If so, whom in the community would you involve?
- What is the role of CLA in relation to Child Protection Actors?
- What could be the role of CGs in relation to Child Protection Actors?
- What are some other organisations that could strengthen the capacity of Child Protection Actors? How to identify them?

REFLECT

6.3 CHILDREN'S GROUPS AS AN ACTOR TO ENHANCE CHILD PROTECTION

This lesson, discusses how children themselves can act as Child Protection Actors. The role of CGs, CLAs and CG representatives is explored.

Box 21: Children's Groups as Child Protection Actors

Adults and duty bearers have a responsibility to ensure Child Protection in their environment.

Children themselves should learn to develop mechanisms to protect themselves, their siblings, their peers, from abuse in the family, school and community. This must be done in a sensitive manner where children are firm, but do not put themselves into risk situations. Neither should they be in any way antagonised against family and adults as a whole. It is important that stereotype messages are not given i.e. fathers are drunkards, mothers do not provide for children, teachers are rude etc.

Instead the CG Facilitator should enable children in their groups to regularly discuss and analyse situations in their daily lives and identify the abusive experiences they go through. They list them to review from time from time. With knowledge and understanding of abuse and the mechanisms they can develop and/or access, they come up with suitable actions to prevent such situations, to seek recourse and justice when abuse takes place. They also come up with a list of trusted peers, adults and institutions who they can go to, individually or as a group to share their problems, and seek advice.

With facilitation from the CG Subcommittee they come up with this list in a participatory manner and then discuss and come up with a reporting system to report abuse. All these steps are to be done in a child-friendly manner that safeguards the best interest of the child.

Children who are organised in CGs, who have access to information, who can express themselves and have control over their decisions are less likely to be abused. Active involvement of children in CGs can contribute to protecting themselves from abuse.

The CLA can lobby, that children from CGs have their representatives in the Child Protection structures where they have direct access to what is going on around them. Exchange visits of CG representatives from one group to another to share and discuss child protection issues would be of great value. This sharing could include:

- List of abusive situations identified
- List of trusted peers, adults, institutions
- List of Child Protection Actors in the environment
- Informal sharing of what is happening in each environment



Learning objectives

By the end of this lesson participants:

- Realise that CGs are important Child Protection Actors
- Know the role of CGs in Child Protection
- Understand CLA's involvement with CGs in Child Protection
- Know the steps children should take to enhance Child Protection in the community

OBJECTIVES

Activity 6.3.1.: Seeing Things Differently

Facilitator holds up each card given below and asks participants to explain what they see on the card. Participants are encouraged to describe in detail what they see. Then facilitator turns the card upside down or sideways and asks the participants to explain what they now see in detail. This way, we see how one image can portray different things from different angles. The same way children see things differently than adults do. It is therefore important that children provide inputs to situations that affect them.

Now participants form 3 groups.
In each group participants come 2 happy

situations and 2 abusive situations that children go through.

In their groups they discuss how adults would perceive each situation and how children would perceive the situation differently.

The 3 groups come together and discuss the situations they have come up with and how adults and children would perceive each situation differently.

This way, participants realize that children in many cases experience things differently. Therefore it is very important that children themselves are involved in child protection issues.

Time:

5-10 minutes

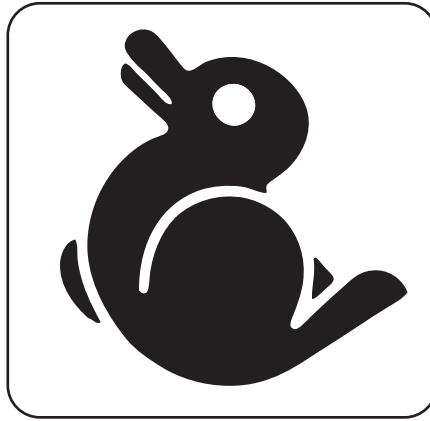
Method:

Show and Tell

Materials:

Cards Given Below to be Printed Out or Sketched

ACTIVITY



Activity 6.3.2.: Discussing Private Issues Comfortably

Participants form 5 groups . They discuss situations, issues in their daily lives that they would only talk to their women friends, relatives.

They also explain why in such situation they are comfortable to talk only to other women.

They therefore understand that certain things can only be discussed with like minded people who understand one's views. In the same way children feel more comfortable to discuss certain things with

each other first before an adult can be approached.

It is therefore important that children:

- open up and discuss situations they go through in CG meetings
- analyse these situations to agree on what is acceptable and what is abuse
- children themselves participate in discussions and actions taken by Child Protection Actors

Time:

10-15 minutes

Method:

Group Activity

Materials:

Not Needed

ACTIVITY

Activity 6.3.3.: Issues and Persons Involved in Child Protection

Participants form 3 groups.

One group discusses and develops a list of abusive situations children could face but feel uncomfortable to talk to adults. It would be good if all 5 types of Abuse are covered (physical, emotional, sexual abuse, neglect and exploitation)

The second group discusses and develops a list of possible trusted peers, adults and institutions in their environment whom the

children could feel comfortable to approach.

The third group discusses the benefits of CG Representatives sharing with other CGs on Child Protection Issues. Each group presents their findings to the rest of the participants.

This helps the participants to understand issues and persons involved in Child Protection

Time:

15-20 minutes

Method:

Group Activity

Materials:

Paper, Pens

ACTIVITY

Points for Reflection

- What are ways children are involved in decision making in your community?
- What role does a CG play in Child Protection?
- How is a child in a CG better protected than one who is alone and not well informed?
- Why should children be involved with Child Protection Actors?
- Who are some potential trusted peers and adults that children can confide in?

REFLECT

6.4 ACCESS TO RESPONSE MECHANISMS

In this lesson, roles of the CLA in immediate rehabilitation of an abused child are discussed.

Box 22: Access to Response Mechanisms

In cases of abuse when the perpetrator lives in close proximity, the child needs to be physically protected from the offender. These could be cases of physical violence, sexual abuse, gross neglect etc. In such serious cases of abuse, it should be reported to the relevant authorities and suitable action needs to be taken against the perpetrator.

The disclosure of Abuse can also be a sensitive issue leading to the child being further victimised. The capacity of the CLA needs to be built on how to handle such situations appropriately.

How ever, there could be cases such as sexual abuse where the CLA would need support and assistance from people trained in Child Protection, like Social workers, or Psychosocial service providers. The CLA needs to establish linkages with other actors who can handle disclosure (to collect information from the abused child in a sensitive manner) and provide Psychosocial support for the affected child. Psychosocial support will help the child to gradually come out of the mental trauma that they have gone through and restore the child's relationship to his or her immediate surroundings. At the same time the CLA and the CG subcommittee needs to maintain a high level of confidentiality and know which information to share with whom and how.

Initially the Child Protection officer from the promoting organisation or a person trained

in such areas could provide the above information. Later, the CLA needs to collect information on the rehabilitation services available in the community and nearby communities. It is important that the CLA reports the case to the available Child Protection Actors. It is important that the CLA knows how and where to report these cases of abuse.

LOCAL CHILD SAFETY NET

It is important that formal and informal Child Protection Actors come together and relate to each other to form a child safety net to ensure that children are protected, cases of abuse are reported, acted on, and further abuse prevented. The CLA will be a major actor to facilitate such a safety net and keep it responsive to the needs of children. Children who are aware of their rights can identify potential abusers in the community. Children in the CGs can provide this information to relevant Actors in the Child Safety Net. They not only protect themselves but also assist other vulnerable children to be protected. CGs can be linked with local safety nets to get information needed by children.

Relevant Actors in the safety net can provide information and inputs to children on how to avoid abuse. The CG passes on information to other children on where they can get help and report abuse. The CG demands accountability from adult Duty Bearers that need to ensure the rights of children.



Learning objectives

By the end of this lesson participants:

- Understand how to respond in cases of child Abuse
- Know that in serious cases they need to take the issue to other child protection Actors who could respond to the situation
- Realise that Abused children need Psychosocial support
- Understand how a Local Safety Net can be formed and be responsive

OBJECTIVES

Activity 6.4.1.: Response of CLA to Child Abuse

Participants identify 3 of the most common types of abuse in their community out of the 5 i.e. Physical, Mental, Sexual, Exploitation and Neglect.

They divide into 3 groups, each group taking up 1 of the 3 types of Abuse. Each group comes up with 1 incident of abuse under the type they have selected and prepare a role-play to act out this incident.

Participants come together and each group performs the role-play they have prepared.

After each role-play participants discuss the first response of the CLA to such a situation and the steps the CLA will take. They will also discuss the positive and negative reaction from other members in the community towards these steps taken by the CLA.

The steps taken could also include linking with other Child Protection Actors. This way, the CLA is sensitised of their role in responding to Child Abuse in the community.

Time:
20-25 Minutes
Method:
Group Activity
Materials:
Not Needed

ACTIVITY

Activity 6.4.2.: The Need for Other Child Protection Actors

Participants form 2 groups.

1 group represents the children who are abused.

1 group represents the CLA members.

The group representing children comes up with 2 incidents of child abuse where the child is affected very badly, and prepares a role-play to be acted.

The second group comes up with a list of formal and informal Child Protection Actors in the community to include institutions groups and individuals.

The 2 groups come together and the first group acts out one of the 2 role-plays.

All the participants discuss how the CLA

should respond and which Child Protection Actors to involve in the case.

After they have thought of suitable options the first group now acts out the second role-play. The group again discusses the response of the CLA and support sought from other Actors.

The CLA thus realises that there are others who could support the CLA, when Child Abuse is taken up. They also realise that the response of the CLA could vary depending on the incident.

Time:

15-20 Minutes

Method:

Group Activity

Materials:

Not Needed

ACTIVITY

Activity 6.4.3.: Identifying Child Protection Actors in Authority who can Help in Situations of Child Abuse

Participants think of the people in places of authority whom they could go to deal with situations of abuse.

Each participant comes forward and draws or writes down the person on flip charts.

They also sketch or write situations where this person could help. i.e. the Headmaster to deal with an abusive teacher, a policeman could help with dealing with a perpetrator who has sexually abused a child in his family, medical institutions for

examining a sexually abused child, the chief in cases of exploitation, Social workers for Psychosocial counselling, Child Protection Shelters for temporary rehabilitation of an abused child, etc.

This way, people in authority who could help the CLA respond to Child Abuse are identified. The situations they could help with are also discussed.

Time:

5-10 Minutes

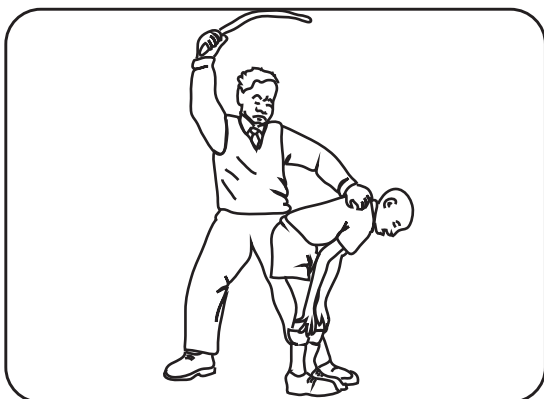
Method:

Group Discussion

Materials:

Flip Chart, Markers

ACTIVITY



Activity 6.4.3.: Identifying Child Protection Actors in authority who can Help in Situations of Child Abuse

Participants think of the people in places of authority whom they could go to deal with situations of abuse.

Each participant comes forward and draws or writes down the person on flip charts. They also sketch or write situations where this person could help. i.e. the Headmaster to deal with an abusive teacher, a policeman could help with dealing with a perpetrator who has sexually abused a child in his family, medical institutions for

examining a sexually abused child, the chief in cases of exploitation, Social workers for Psychosocial counselling, Child Protection Shelters for temporary rehabilitation of an abused child, etc.

This way, people in authority who could help the CLA respond to Child Abuse are identified. The situations they could help with are also discussed.

Time:

5-10 minutes

Method:

Group discussion

Materials:

Flip chart, Markers

ACTIVITY

Activity 6.4.4: Local Safety Net

Participants form 4 groups.

Each group decides what Local Safety Net they Represent.

Each group calls out what they represent i.e. Community Watch group (informal), Child Protection Committee (formal), Government Social Worker(formal), Chief/Headman (formal), School Management Committee (formal), Community Health Committee (formal), Health Volunteers(informal) etc. One member from each group steps aside. Those members from each group represent a child.

The rest of the group participants stand behind each member that represent a child.

Then each member representing a child must fall back and the rest of the group participants must form a group and hold out their arms and catch the member who is falling.

Each group takes turns to catch the member who represents a child.

As each member representing a child fall backwards, the rest of the participants again call out what Local Safety Net they represent.

Time:

5-10 minutes

Method:

Group Activity

Materials:

Not Needed

ACTIVITY



Points for Reflection

- How can a CLA respond to incidences of Child Abuse?
- Why does the CLA need other Child Protection Actors to support them in their response?
- What procedure should be followed in situations of abuse? What are the risks?
- Which professionals can be contacted to build the capacity of the CLA on child abuse?
- Why is it important to create a Local Safety Net for children?
- In what ways can CGs help CLAs to prevent children from Abuse?

REFLECT

Topic 7

Monitoring and Learning

In this topic the CLA roles with regard to formation of CG, monitoring and sustaining the groups are discussed. It further discusses the roles of the CG in monitoring and sustaining the groups. The methods to do this are explained.



7.1 INCORPORATING CG PROMOTION IN THE CLA ACTION PLAN

In this lesson the CLA roles in forming, monitoring and sustaining CGs are discussed. Some of the tools are also explained.

Box 22: Incorporating CG Promotion in the CLA Action Plan

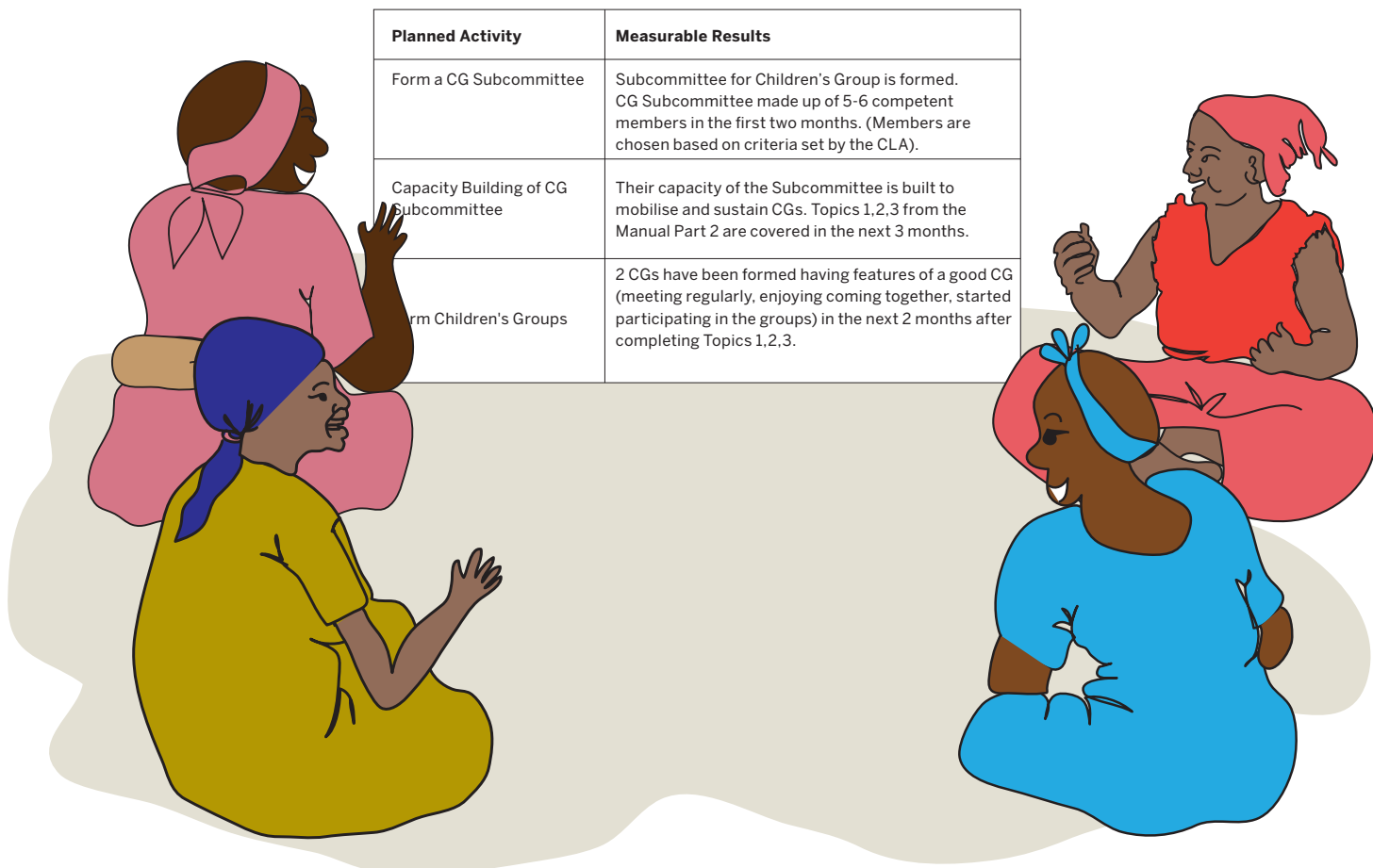
Once the CLA is convinced about the need for CGs, Forming, Monitoring and Sustaining CGs becomes part of their CLA roles. As soon as they have the basic

capacity building inputs, they include CG promoting activities in their 6 month action-plan with clear results which are measurable. A Basic Outline of Activities related to Children's Group to be adapted in the CLA Action Plan is given below:

| Planned Activity | Measurable Results |
|--------------------------------------|--|
| Form a CG Subcommittee | Subcommittee for Children's Group is formed. CG Subcommittee made up of 5-6 competent members in the first two months. (Members are chosen based on criteria set by the CLA). |
| Capacity Building of CG Subcommittee | Their capacity of the Subcommittee is built to mobilise and sustain CGs. Topics 1,2,3 from the Manual Part 2 are covered in the next 3 months. |
| Form Children's Groups | 2 CGs have been formed having features of a good CG (meeting regularly, enjoying coming together, started participating in the groups) in the next 2 months after completing Topics 1,2,3. |

When the CLA meets every month to follow up their plan, they also discuss planned activities for CGs. The CG Subcommittee provide a report on the progress made, share the problems faced and seek advice and support of the CLA where necessary. The CLA guides the CG Subcommittee on how to effectively implement the plan. At the end of the plan period (often 6 months) the CLA makes a self-assessment of the implementation of the plan. At this time the planned activities related to CGs are also assessed based on the Measurable Results set. The CLA compares and grades their achievement with the Measurable Results set, on a 0-2-4-6 scale. Low scores are analysed and Activities adjusted to achieve better results in the next Action Plan. 2 Representatives from CGs as and when necessary, to share, observe and

participate, particularly in issues related to children. CLA members also periodically visit CGs to observe and encourage children, being careful not to control or dominate in these meetings. Such interaction between the CGs and CLA strengthen the sense of responsibility of the CLA and support their monitoring efforts. The feeling of belonging needs to be constantly nurtured between CLA and CG. The CG Subcommittee is an important link between the CLA and the CGs. Normally 1 member of the CG Subcommittee is assigned to 1 CG. When the number of CGs exceeds the number of CG Subcommittee members, a CG Subcommittee member can facilitate more than 1 group. Owning the CG lies with the children, while furthering the process and nurturing the CGs lies with the CLA.



Learning objectives

By the end of this lesson, participants:

- Realise that forming, monitoring and sustaining CGs is the role of CLA and that the CLA needs a CG Subcommittee
- Know to include activities related to CGs in their Action-plan
- Know to assess planned activities related to CGs at the end of the plan period and to take action wherever necessary
- Understand the interactions between CLA, CG Subcommittee, CG representatives and CGs

OBJECTIVES

Activity 7.1.1: Including CG Issues in the CLA Meeting/Action Plan

Participants form 3 groups. Each group imagines they are a CLA and have met for their monthly meeting. Two people from the group represent the CG Subcommittee members. They think of 2 or 3 points regarding the Children's Group that need attention and discussion in the CLA meeting. They bring these points to the rest of the CLA members.

Points for discussion:

- What are the 2 or 3 points for discussion brought up by the CG Subcommittee

- Should the Children's Group be part of the CLA action-plan
- When should the points of the CG Subcommittee be discussed
- How should points brought up by the CG Subcommittee be taken up
- What are issues that could be sorted out in the CLA meeting and what are issues that need to be included in the CLA Action Plan

This way, the CLA understands that the Children's Group issues should be a part of the CLA discussions and Action Plans.

Time:
15-20 minutes
Method:
Group Discussion
Materials:
Not Needed

ACTIVITY

Activity 7.1.2: CG Ownership and CLA Responsibility

Participants form 3 groups. One group will represent a CLA that controls, and dictates everything a Children's Group does.

The second group represents a CLA that is totally negligent and careless about their CGs.

The third group represents a CLA that facilitates and encourages a Children's Group.

Each group creates and acts out a role play of a visit to their CG and shows the interaction between the CLA members and the children.

After each group has performed the role play, these points can be discussed:

- How was the meeting?
- Who was in charge during the meeting? In what ways was this helpful to the children or hindering them?
- Who should have been in charge?

- What were the objectives of this interaction between the CLA and the CG?
- In what ways were the CLA members involved in the 3 scenarios?
- In what ways were the children involved in the 3 scenarios?
- How did the children feel in the 3 scenarios?
- How did the CLA members feel in the 3 scenarios?
- How do you think a good interaction between the CLA and CG could be?
- What are the points that CLA members should remember to respect the ownership of children in their CG?
- How do you think the next meeting will be?

Through this exercise CLA members realise that although they are responsible for the CG, the children own the CG and the CLA should facilitate this ownership, upholding the best interests of the child

Time:

20-25 minutes

Method:

Group Activity

Materials:

Not Needed

ACTIVITY

Activity 7.1.3: Equal Priority Given to CG and CLA

Children from the Elephant CG need a drum set, Flip Chart and markers.

They first send a note through the CG Subcommittee to the CLA.

Scenario 1:

CLA refuses saying no money and we can't provide.

CG must mobilise resources themselves.

The CG then decides to have a visitor's book and get visitors to sign and demand money from them.

Visitors are taken aback by this demand and feel uncomfortable to give such a large amount and are discouraged from visiting the CG again

CG does not get any resources and slowly children stop coming to the meetings.

Scenario 2:

CLA does not respond to the CG when the request comes through the CG Subcommittee.

The CG sends a reminder after 2 months and the CLA decides to remain silent again.

The CG loses confidence in the CLA.

When bigger issues come up they refuse to go the CLA for help and support.

Scenario 3:

CLA provide flip chart and markers immediately, and tell the children to play

with locally made drums till they can mobilise resources for a good drum set for CG which they promise within 3 months. They include this need to mobilise resources for a drum set in their action plan.

After 1 month they manage get money for the drum set from a child focused NGO.

Give money to CG Facilitator who along with the 2 CG representatives go to nearest town and buy the drum set needed for the CG Activities.

The CG's confidence in the CLA is greatly enhanced.

Points for discussion:

What is the CLA response in Scenario 1
Scenario 2 and Scenario 3?

How was the interaction between the CG ,
and CLA in the three scenarios?

What was the role of the CG Subcommittee
member responsible for the CG in the 3
Scenarios? Could she have done more in
Scenario 1 and 2?

Should CLAs be financially stable before
they can start forming CGs?

This way, participants begin to understand
how positive interactions and response
between CG and CLA can be encouraged
and maintained.

Time:

20-25 minutes

Method:

Group
Discussion

Materials:

Not Needed

ACTIVITY

Points for Reflection

- How can experience sharing add value to CGs and CG Subcommittees
- How can the CLA facilitate this
- What are the different linkages that can be formed with CG and CG Subcommittee?
- How can CGs and CG Subcommittees benefit from such linkages?
- How can the CLA facilitate relevant linkages?

7.2 EXPERIENCE-SHARING AND CREATING LINKAGES

In this lesson, the importance of experience-sharing between CGs and between different CG Subcommittees is discussed. Establishing linkages with other actors is explored.

Box 23: Experience-Sharing and Linkages

CGs and CG Subcommittees are not isolated to carry out tasks on their own. Hence it is good practice for one CG to meet another at least once in 6 months and share experiences with each other. This helps them learn from one another and enrich their groups which gives them greater confidence and motivation continue and grow as a group. The CG Subcommittee with support from the CLA can organise these exchange visits.

In the same way, the CG Subcommittee of one CLA meeting its counterpart of another CLA at least once in 6 months can benefit them greatly from sharing and learning. Meeting at least once in 6 months to share and learn will be of great value. During these meetings, interactive sessions can occur with role-plays and demonstrations on how CG meetings and activities are carried out. These role-plays and demonstrations bring out both negative and positive aspects opening up opportunities for sharing and learning as well as motivating one another.

In the initial stages the CLA can organise such visits. Establishing relevant linkages for the CG Approach is very important as it builds the

capacity of children, builds the facilitation skills of the CG Subcommittee and develops into long-term relationships.

Examples of such linkages could be:

- Link with a large private school to mobilize sports and musical equipment and learn these skills
- Link with a company to mobilize resources for children to make educational trips and to learn what they are doing
- Link with the education department of a university to build the capacity of CG Subcommittee on pedagogy
- Link with one or two NGOs who provide inputs on child rights to CLA, CG Subcommittee and children on an on going basis
- Link to the Child, Youth and Sports Department of the Government to mobilise training and material resources
- Establish links with various departments of the local government that can extend facilities to the CGs

In the first 6 months of CG Formation, the Promoting Organisation (if they are still around) facilitates the CLA, CG Subcommittee and children to provide information and establish linkages. The goal, however, is to empower CLAs to facilitate the process, sustain the relationships and establish new ones.



Learning objectives

By the end of this lesson, participants:

- Realise that CGs need to interact with each other to observe, share, learn, encourage and be motivated to apply what they have learnt
- Realise that CG Subcommittees need to interact with each other to learn, share and discover positive and negative aspects of how to deal with children
- Know the role of the CLA in facilitating interactions for CGs and CG Subcommittees
- Understand the importance of useful linkages with other actors
- Learn to identify actors who can positively contribute to CGs and CG Subcommittee

OBJECTIVES

Activity 7.2.1: Sharing Different Perspectives

Participants form 2 groups.

Each group kneads and prepares clay as needed.

The 2 groups decide to create a particular object.

It could be a house an elephant, a flower, a local musical instrument

However both the groups should decide on the same object

Both groups sit apart and prepare their object without looking at what the other group is doing.

Once they are finished both the groups come together and set their creations in front preferably on stool or a bench next to each other

The participants look closely at both creations and discuss the similarities and

differences.

They further discuss the process used to create the object.

This simple activity shows that the same object can be created in the way but made to look different, highlighting different features.

This simple activity helps the participants also understand, that CGs and CG Subcommittees can perform their tasks differently.

Therefore experience-sharing visits can help them learn from one another and broaden their thinking.

It further motivates and helps the groups when they meet together.

One group sharing with another motivates, helps and encourages both groups.

Time:

15-20 Minutes

Method:

Group Activity

Materials:

Locally Available Clay

ACTIVITY

Activity 7.2.2: Importance Of Linkages

Participants form 2 groups.
One group represents a CG and 1 group represents the CG Subcommittee.
The group representing the CG wants to go for picnic to lake that is 20 kms away.
This group thinks of 2 to 3 Actors they need to approach to make this happen and act it out.
The group representing the CG Subcommittee wants to learn to facilitate and involve all children in the CG.
They think of 2 or 3 Actors from whom they can receive inputs.

Participants come together and act their role-play.
This activity shows, that, having relevant links with Individuals, organisations and institutions can help the CG and CG Subcommittee achieve more and therefore understand the importance of linkages.

Time:
15-20 minutes
Method:
Group Activity
Materials:
Not Needed

ACTIVITY

Activity 7.2.3 : Need for Linkages

Participants form 2 groups.
One group thinks of Activities related to CGs
The other group thinks of Activities related to CG Subcommittee
Each group lists 5 Activities, which they cannot do on their own and would need linkages with 1 or 2 Actors. They write down these 5 Activities on a flip chart.
Against each activity, in a different colour, they write the Actor/s with whom they need

to link and for what.
The 2 groups come together and present their Flip Charts and explain what they discussed.
Participants from the other group can add to what the group presents.
Through this exercise participants understand the value of linkages and Actors with whom they could possibly link.

Time:
15-20 minutes
Method:
Group Activity
Materials:
Flip Chart, Markers, Pens

ACTIVITY

Points for Reflection

- How can experience sharing add value to CGs and CG Subcommittees
- How can the CLA facilitate this
- What are the different linkages that can be formed with CG and CG Subcommittee?
- How can CGs and CG Subcommittees benefit from such linkages?
- How can the CLA facilitate relevant linkages?

REFLECT

7.3 INVOLVING CHILDREN IN MONITORING

In this lesson, a step by step process of Children's Groups performing self-assessment exercises are explained. Some aspects of assessment at each of the levels are also mentioned.

Box 24: Involving Children in Monitoring

Since CGs belong to the children, it is important that they are involved in monitoring the progress of their groups. This monitoring can be performed at 3 levels. About 6 months after the Children's group is formed, the CG members perform an assessment exercise that is similar to the one CLAs perform. The CG Subcommittee can initially facilitate this process with the Children's Groups. Later the children conduct the self-assessment themselves highlighting the positive and listing the negative aspects of their group. They think back to 6 months earlier and list all the major activities done during all those months. They then come up with ways where the positive things can be enhanced and the negative points can be avoided.

Some areas for this 1st level assessments are:

- Are children opening up and sharing in their meetings?
- Do all members share and how do we encourage the silent ones to open up?
- Is every member allowed to voice their opinion?
- Are opinions taken seriously and acted upon?
- Do some members over power the others?
- Are overall objectives of CGs being met?
- Is child Protection becoming a reality?

After this assessment the children perform an assessment of the CG Subcommittee member (the adult CG Facilitator) who is assigned to their group. In this 2nd level some areas of assessment are:

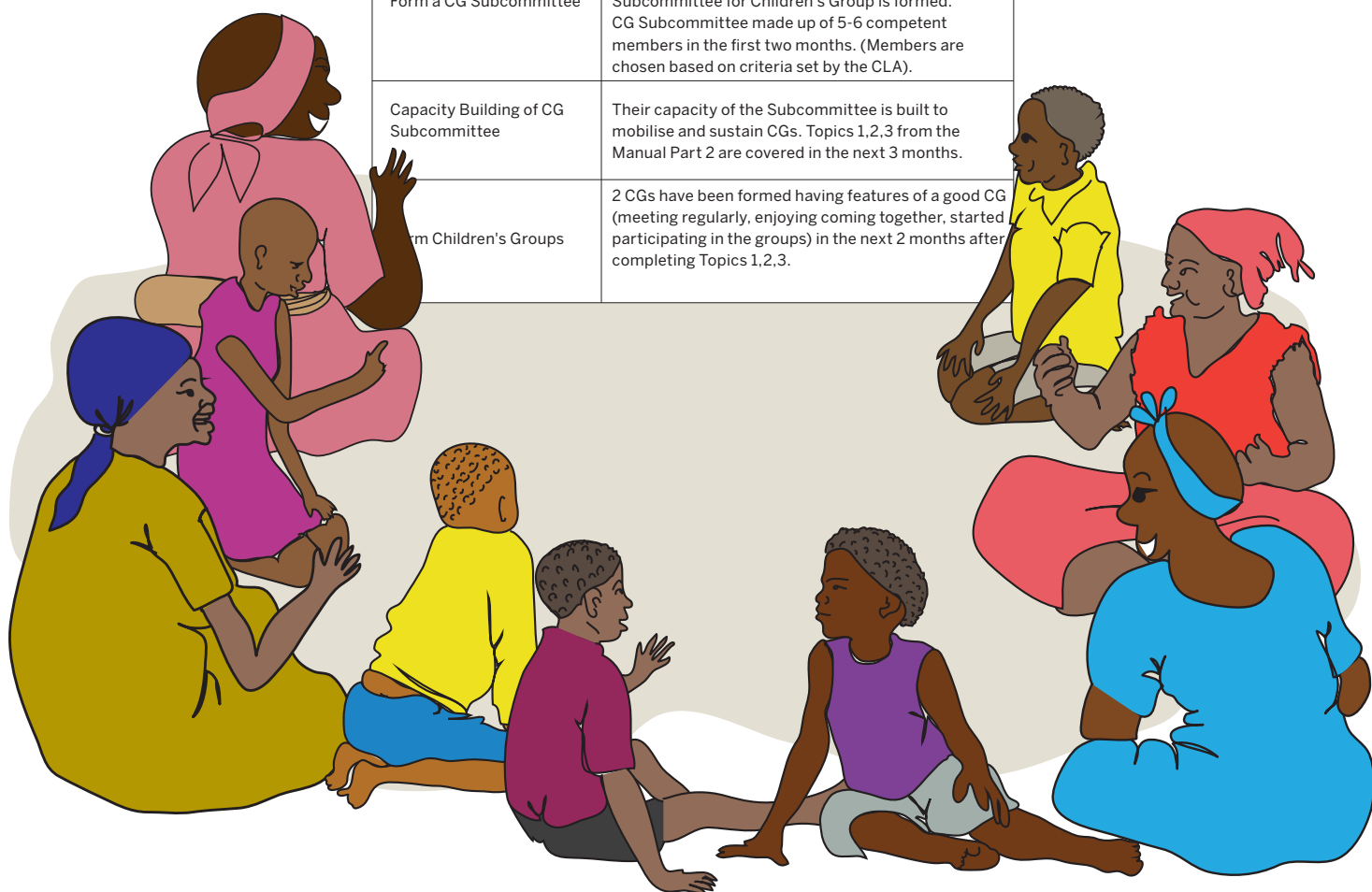
- How much do they help?
- In what ways and which areas do they interfere?
- Can they help in more ways?
- What more can they do to facilitate the sustaining of the Children's Group

After this level of assessment the children perform a 3rd assessment. Here the children assess the CLA on the following areas. Some areas for 3rd level of assessment are:

- Is the CLA responsive to needs taken to them by the children?
- Are there interactions between CLA and Children's Group?
- Are these interactions beneficial?
- Is the CLA taking responsibility for the CG?
- What more can the CLA do to facilitate the sustaining of the Children's Groups?

Finally, all these assessments should be presented to the CLA. This provides the CLA a child's perspective, a clearer picture, and gives the CG assurance that they are part of the People's Institution. Each CG should repeat these assessments every year.

| Planned Activity | Measurable Results |
|--------------------------------------|--|
| Form a CG Subcommittee | Subcommittee for Children's Group is formed. CG Subcommittee made up of 5-6 competent members in the first two months. (Members are chosen based on criteria set by the CLA). |
| Capacity Building of CG Subcommittee | Their capacity of the Subcommittee is built to mobilise and sustain CGs. Topics 1,2,3 from the Manual Part 2 are covered in the next 3 months. |
| Form Children's Groups | 2 CGs have been formed having features of a good CG (meeting regularly, enjoying coming together, started participating in the groups) in the next 2 months after completing Topics 1,2,3. |



Learning objectives

By the end of this lesson participants:

- Understand the 3 levels of assessment that the CG performs
- Know how to perform these self-assessment exercises to be able to facilitate the CGs
- Realise that these assessments need to be done after the first 6 months and thereafter on a yearly basis
- Know steps to be taken based on assessment results
- Help CGs understand that the assessments are for monitoring their CG and strengthen the link with the People's Institution

OBJECTIVES

Activity 7.3.1.: Positive and Negative Aspects

Participants form a line standing side by side.

The game begins when one participant mentions a positive aspect about herself e.g. she is kind, she likes to cook things for others, she helped an old man today etc.

As she mentions this, she takes one step forward.

Others follow, mentioning a positive aspect about themselves and take a step forward.

While participants are taking steps forward they also think of negative aspects about themselves e.g. I am lazy at times,

she does not like Irish potatoes, I scolded my daughter out of anger today etc.

When a participant mentions a negative aspect she takes a step backward. Each participant thinks of both positive and negative aspects about themselves, mentioning these aspects aloud, and taking steps forward or backward respectively.

This simple exercise shows how a self-assessment can be performed. This also shows that in self-assessment exercises both positive and negative aspects need to be discussed.

Time:

5-10 minutes

Method:

Group Activity

Materials:

Not Needed

ACTIVITY

Activity 7.3.2.:Positive and Negative Aspects of the CLA

Participants form 3 groups.
One type of bean or button represents positive aspects and another one represents negative aspects.
Participants think of the positive aspects of their CLA and how they relate to CGs.

Some of the positive aspects could be:

- Children feel free to approach them
- Each time children approach them take time to listen
- Larger matters are included in the CLA Action Plan

Participants also think of negative aspects of their CLA and how they relate to CGs

Some of the negative aspects could be:

- Children's requests have been pending for over 2 months
- Children hesitate to approach the CLA
- CLA are not a priority for the CLA

They discuss both negative and positive aspects collecting the representing beans or buttons in 2 separate piles in the centre of each group.

At the end of the discussion each group counts the beans or buttons to sum up the total positive and negative aspects.

The 2 groups meet together and share their findings.

Through this exercise positive and negative aspects of a CLA in relation to their CGs can be assessed.

Time:

10-15 minutes

Method:

Group Activity

Materials:

2 Different Types or Colours of Beans or Buttons

ACTIVITY

Activity 7.3.3.: Responding to Self-assessments

In the same group as the previous exercise participants now sketch or write out the positive and negative aspects on opposite sides of a flip chart.

Then they discuss ways where the positive aspects can be enhanced and the negative aspects can be avoided. They sketch or write these next to the aspects mentioned.

Each group presents their flip chart to the rest of the participants.

This way, positive and negatives aspects of CLAs are assessed and ways to address each aspect are explored.

Time:

15-20 minutes

Method:

Group Activity

Materials:

Flip Chart, Pens

ACTIVITY

Points for Reflection

How can CLAs respond positively to CGs?

- What are the negative aspects and how can they be avoided?
- How can the relationship between CG and CLA be enhanced?
- Why are self-assessments needed and why do they need to be done periodically?

REFLECT



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