



Department of
Woman & Child Development and Social Welfare
Government of West Bengal

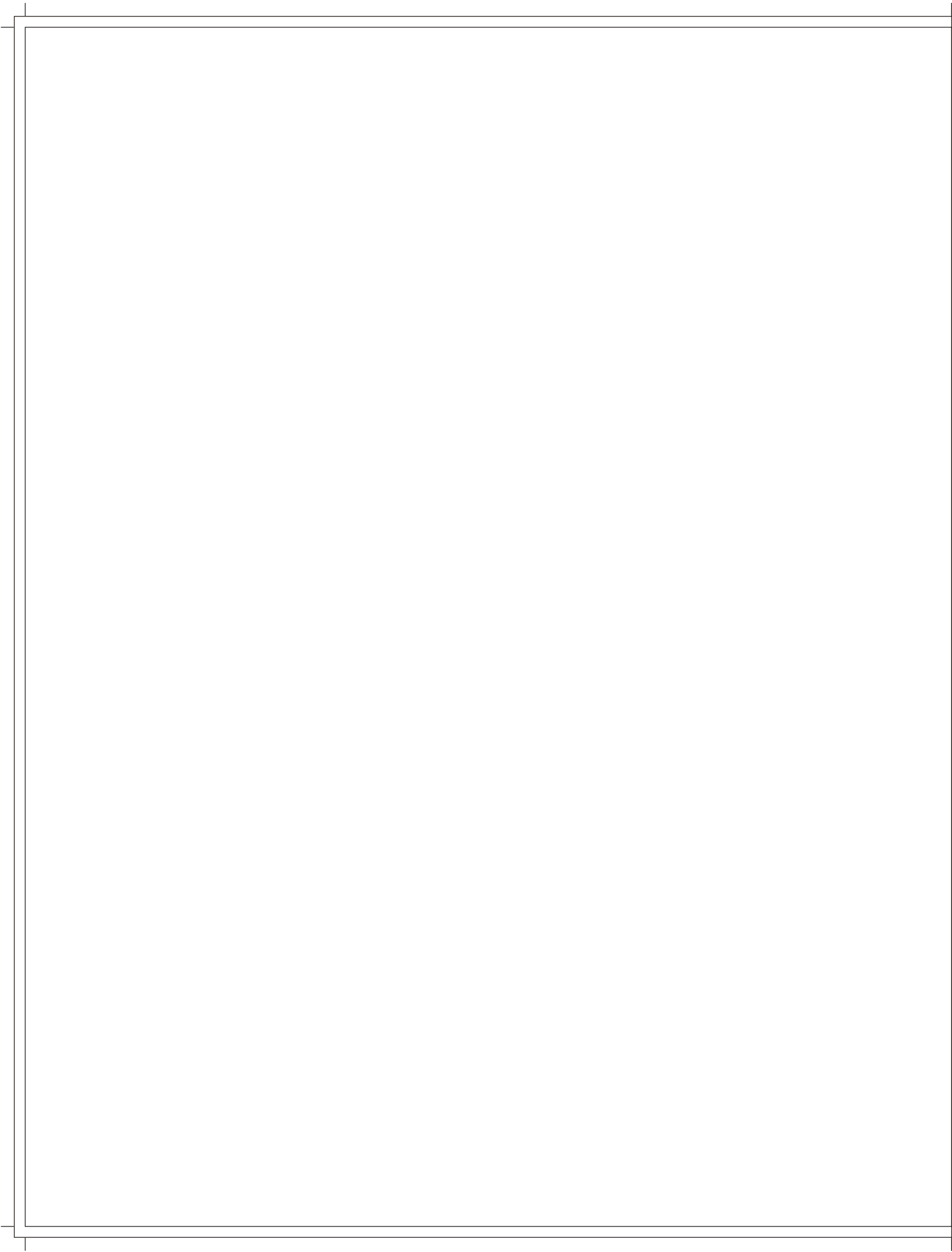
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INDUCTION TRAINING MANUAL CHILD PROTECTION COMMITTEE

(Including Equipping their
Master Trainers)
West Bengal, India

VOLUME 1: FACILITATORS' GUIDE

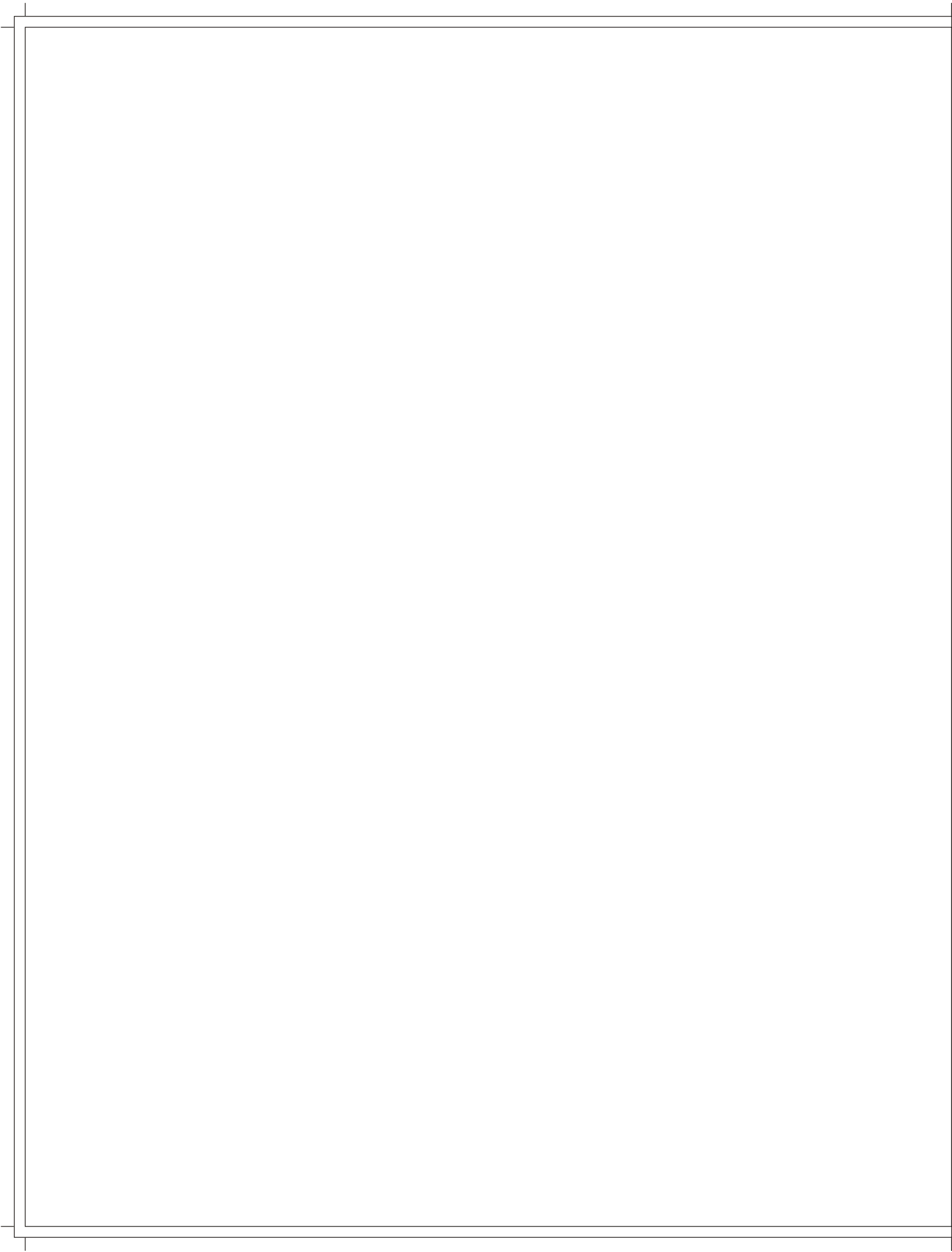


INDUCTION TRAINING MANUAL

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VOLUME 1: FACILITATORS' GUIDE





सत्यमेव जयते

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FOREWORD

Protecting children and promoting their welfare is a collective activity and responsibility, and I am pleased to commend this Child Protection Committee Facilitator's guidebook.

As responsible citizens of this country we have a number of responsibilities, obligations and duties in relation to the youngest citizens of our country. Paramount among these is ensuring their safety. No childhood should be shattered by abuse. No young life should be lived in the shadow of fear. While it is not possible to prevent all violence, nor possible to guarantee that no child will ever be harmed by neglect or aggression or exploitation or predation, it is our duty to do everything in our power as a society to prevent such harm. This begins by ensuring that children are safe and protected in all aspects of their lives – where they live, learn, pray and play.

Last year followed by the State Level Consultation on Child Trafficking the Child Protection guidelines of Child Protection Committees were released. This year a Guidebook will be released to help the departmental officers, NGO representatives to create the Child Protection Committee at different levels. The Guidebook for the Protection and Welfare of Children must be placed at the core of working with children. This Guidebook is also an aide to deliver accountable, consistent and transparent practices in protecting children.

This will be introduced to the representatives who has special expertise on issues of combating child trafficking, child labour and child abuse through a CPC induction training of trainers. This vision can only be achieved with the cooperation of the relevant professions across departments, support services and communities.

The task for all of us who are dedicated to making India safer for children is to use our professional skills, work together and offer an accountable, consistent and transparent child-centred service to protect children. This will result in more effective interagency cooperation and will provide for a more consistent and strong system for the protection of children.

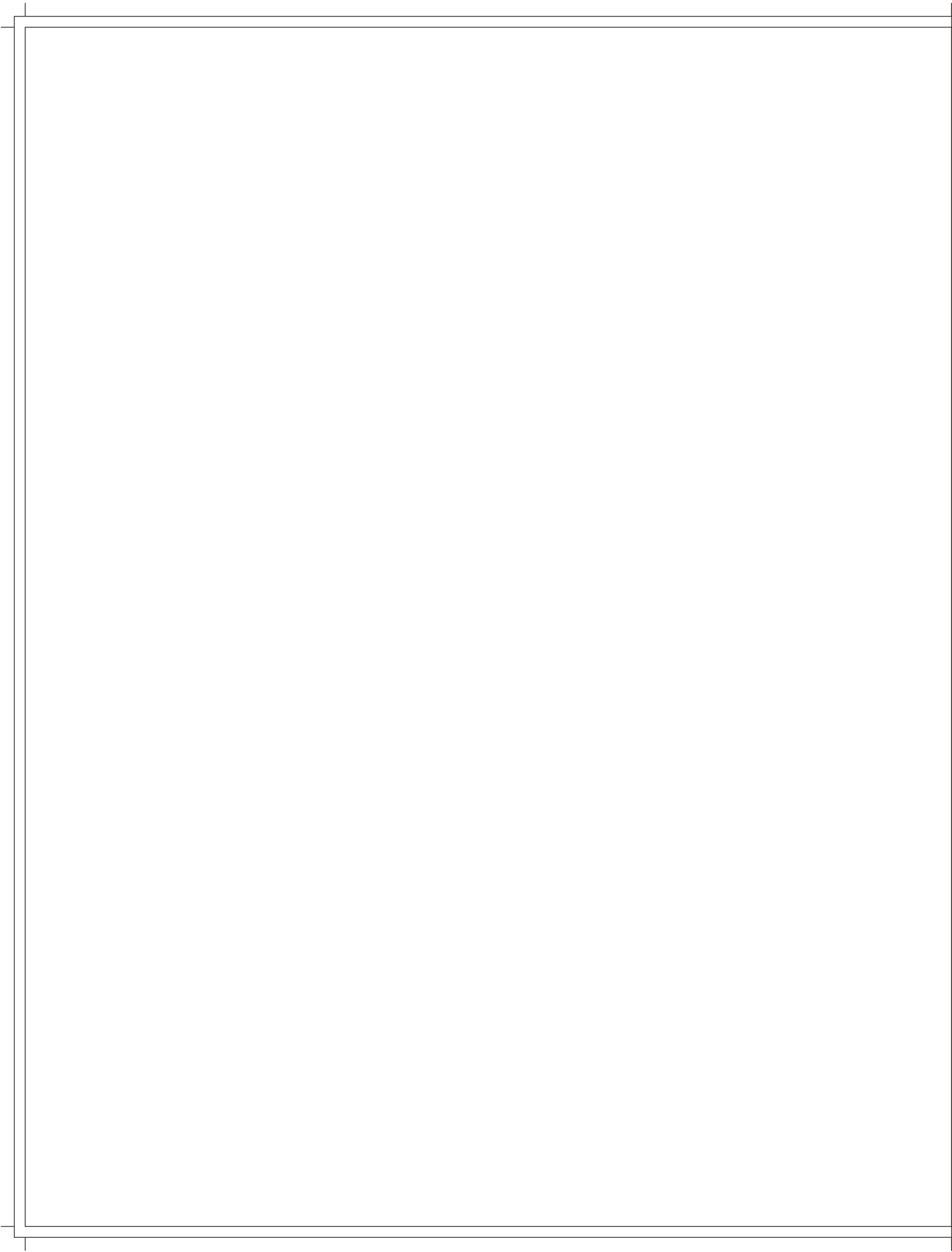
Shashi Panja

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It gives me great pleasure to bring out the Induction Training Manual for CPCs (including Master Trainers). It comprises of two volumes - a Facilitators' Guidebook and a Reference Handbook. These volumes have been compiled through a series of consultations with NGO partners and child rights experts. Also, the vulnerabilities of children to trafficking, child marriage, child labour etc. have been kept in mind while designing these materials. CPC Guidebooks of other States like Odisha were also used as reference.

We have started the process of creation of Child Protection Committees (CPC) at Block, Ward and Gram Samsad level throughout the State of West Bengal. The training manual would help equip and sensitize the functionaries of the CPC's to address these problems in an effective manner.

I acknowledge the support of Unicef in preparation of this manual. I hope that through the proper utilization of this manual, a robust safety net for children will be created.


Roshni Sen 7/8/15
Secretary

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Message from UNICEF

As the proverb goes 'it takes a village to raise a child', the role of the wider community in creating a protective environment for the development of the child is well accepted. Setting up community based safety nets to address urgent child protection issues within communities and raise awareness among people is globally accepted model. In India the Integrated Child Protection Scheme has provided the opportunity that is a recognized mandate and priority for the Government of West Bengal.

UNICEF is proud to be associated with this endeavor along with other civil society partners in the state. The Child Protection Committee Induction Training Manual is a step towards strengthening the community based protection mechanism to prevent violence, abuse, exploitation and unnecessary family separation.

I congratulate the Government of West Bengal for taking this initiative and following up closely with the progress in setting up and strengthening the capacities of the committee members in the state.

M. Asadur Rahman

Sri. M Asadur Rahman
Chief
UNICEF Office for West Bengal

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List of Acronyms

AIDS	Acquired Immune Deficiency Syndrome
BLPCPC	Block Level Child Protection Committee
BWO	Block Welfare Officer
CBO	Community Based Organisation
CCI	Child Care Institution
CCL	Child in Conflict with Law
CDPO	Child Development Project Officer
CMOH	Chief Medical Officer of Health
CNCP	Child in Need of Care and Protection
CLPRA	The Child Labour (Prohibition and Regulation) Act 1986
CPC	Child Protection Committee
CSO	Civil Society Organisation
CWC	Child Welfare Committee
DCPO	District Child Protection Officer
DCPU	District Child Protection Unit
DLSA	District Legal Services Authority
DPO	District Programme Officer
DM	District Magistrate
DSWO	District Social Welfare Officer
FIR	First Information Report
GoI	Government of India
GoWB	Government of West Bengal
GP	Gram Panchayat
GS	Gram Sansad
HIV	Human Immunodeficiency Virus
ICDS	Integrated Child Development Services
ICPS	Integrated Child Protection Scheme
IPC	Indian Penal Code 1860

List of Acronyms

ITPA	The Immoral Traffic (Prevention) Act 1956
JJ Act	The Juvenile Justice (Care and Protection of Children) Act 2000
JJB	Juvenile Justice Board
MO	Medical Officer
MT	Master Trainer
NGO	Non Government Organisation
PLV	Para Legal Volunteer
POCSO	The Protection of Children from Sexual Offences Act 2012
POWC	Protection and Women and Children Cell
PRI	Panchayati Raj Institution
PS	Police Station
RTE	Right to Education (The Right to Compulsory and Free Education Act 2009)
RTO	Regional Transport Office
SARA	State Adoption Resource Agency
SC	Scheduled Caste
SCPCR	State Commission for Protection of Child Rights
SCPS	State Child Protection Society
SHG	Self Help Group
SHO	Station House Officer
SJPU	Special Juvenile Police Unit
SMC	School Management Committee
ST	Scheduled Tribe
TOT	Training of Trainer
ULB	Urban Local Body
UNCRC	United Nations Convention on the Rights of the Child
VAC	Violence Against Children
VLCP	Village Level Child Protection Committee
WLCPC	Ward Level Child Protection Committee

CONTENTS

CONTENTS

INTRODUCTION

Prioritising Communities as Key Actors in Child Protection

Building capacities of communities for strengthening care and protection of children remains one of the prominent focus areas of the **Integrated Child Protection Scheme (ICPS)**. The flagship protection initiative of the Government of India (GoI), operationalised in 2009, recognises the pivotal role of families and communities in both preventive measures as well as facilitating swift responses for child protection violations. This emphasis draws from the understanding that the family remains the best place for children and essential for their development. Thus, families and - by extension communities - become the first key set of actors who can contribute in providing a secure childhood to their children. Of course, this also calls for supportive actions from a range of other stakeholders from government and non-government domains who inhabit that immediate space.

Local collectives of such multistake holder representatives are best suited for ensuring that children access their rights and that potential child protection violations are minimised. Thus, the preventive approach gets prioritised. Child protection violations that do occur also receive immediate attention with necessary actions as needed. Moreover, they can act as key supports in promoting alternative care¹ options and providing other inputs to facilitate reintegration of children as needed. They can also monitor local child protection services and offer valuable inputs for strengthening the same. Clearly, then, they help establish a local safety net for children that prevents and responds to situations of vulnerabilities and abuse.

A CPC is a community based group including duty bearers who are primarily responsible for creating and promoting a child friendly and safe community environment wherein all children's wellbeing, safety and rights are protected.

Department of Women and Child Development and Social Welfare, Government of West Bengal and Unicef (2014). Guidelines for the Formation and Strengthening of Child Protection Committees in West Bengal to be Constituted at Village and Block/Ward levels under the Integrated Child Protection Scheme

This local safety net is embodied in the concept of **Child Protection Committees** envisaged at the village and block (for rural) and ward (for urban) areas under the ICPS. Further, these Committees represent a key component of a comprehensive child protection system that connects communities with subsequent block, district, state and national levels. Partnership between government structures, civil society organisations and communities constitute the necessary foundation of this system. Understandably, establishing CPCs and enhancing their capacities becomes a key area of work for systemic structures and civil society collaborators. In **West Bengal**, a range of civil society organisations (CSOs) have been working with community level committees as a part of child protection initiatives. These experiences helped in shaping the guidelines for the CPCs in the state. This partnership continued into the finalisation of the Induction Training Manual.

¹Such as sponsorship, foster care, kinship care

Induction Training Design: Firming the Foundation

Undoubtedly, CPCs would require extensive inputs through structured trainings as well as handholding support to function as mandated under the ICPS. Standardised induction training would prove immensely valuable in providing essential and incremental inputs so that the CPCs can initiate functioning in a more effective manner. The **Induction for CPCs has been conceptualised as two phases of two days each**. This was done in keeping with the need to cover prioritised content areas without overwhelming participants with too many inputs at once. Balancing between delivering content and factoring time availability (including time needed for comfortable engagement and internalisation) became even more crucial for CPCs because of their multistakeholder membership with varying levels of exposure to child protection concepts. Significantly, the design also provided an interim period wherein the CPCs would undertake a specific task and then return for the second phase training. This would aid experiential learning and reflection.

It was also agreed that the CPCs' capacity building efforts would need to be facilitated by a pool of **Master Trainers (MTs)**. The MTs could be drawn from Secretary (Government Officer) of the Zilla Parishad, District Child Protection Officers (DCPOs) and other personnel in the District Child Protection Unit (DCPU), Child Development Project Officers (CDPOs), Medical Officers (MO), Block Welfare Officers (BWOs), Secretary of Nari O Sishu O Tran Sthayee Samity and from Non-Government Organisations (NGOs). Essentially, a Training of Trainers (TOT) model would be followed. The **MTs** would also undergo **two phases of Induction Training** so that they could undertake the modules for the CPCs. However, these would be of a slightly longer duration (**3 days each**) to accommodate time for clarifications and receiving inputs on facilitation skills. These trainings would be held at a cluster level bringing in representatives from about four districts together (maximum 40 participants). Identified **resource persons at the state level** would undertake their training.

Additional planning and follow up meetings were envisaged for MTs to enhance their preparation for the CPC trainings. These meetings would be held at the district level. Scope for such meetings was also incorporated for the BLCPCs who would undertake VLCPC trainings. The **overall process would be guided** by the State Child Protection Society (SCPS) with a key anchoring role for the DCPU. Nodal NGOs (and associate NGOs as available) in the districts would provide additional support. Periodic review of the process was also envisaged. (*See pg 3 for Training Design Flowchart*)

²The Guidelines were launched in English in July 2014 and were available in Bangla by September 2014. A revised version is expected to be shared shortly.

TRAINING DESIGN FOR CPCs AND RELATED MASTER TRAINERS

STEP 1: Identify and Orient State Level Resource Persons

- Share Training Manual with identified Resource Persons
- **One day orientation** on the training (Also: collective planning, clarifying doubts)

STEP 2: State Level Resource Persons Undertake Phase I Induction Training of MTs

- **3 day Phase I Induction Training of MTs** at cluster level (10 MTs/district brought together for four districts)

STEP 3: MTs Undertake Phase I Induction Training of BLCPCs and WLCPCs

- **1 day Planning meeting** at district level to finalise CPC training arrangements and provide other inputs as necessary (DCPU and Nodal NGO to coordinate)
- **2 day Phase I Induction Training** of BLCPCs and WLCPCs on core content in the districts

[Review for stocktaking of process undertaken so far and finalising next steps including refining/modifying proposed future steps]

STEP 4: BLCPCs Undertake Phase I Induction Training of VLCPCs

- **1 day follow up meeting** for planning and facilitation inputs for **BLCPCs** to undertake VLCPC training
- **2 day Phase I Induction Training** of VLCPCs in the districts
- MTs to provide support as needed

STEP 5: State Level Resource Persons Undertake Phase II Induction Training of MTs

- **3 day Phase II Induction Training of MTs** at cluster level (10 MTs/district brought together for four districts)

STEP 6: MTs Undertake Phase II Induction Training of BLCPCs and WLCPCs

- **1 day Planning meeting** at district level to finalise CPC training arrangements and provide other inputs as necessary (DCPU and Nodal NGO to coordinate)
- **2 day Phase II Induction Training** of BLCPCs and WLCPCs in the districts

STEP 7: BLCPCs Undertake Phase II Induction Training of VLCPCs

- **1 day follow up meeting** for planning and facilitation inputs for **BLCPCs** to undertake VLCPC training
- **2 day Phase II Induction Training** of VLCPCs in the districts
- MTs to provide support as needed

One month duration between the two phases

About the Training Manual

The Induction Training Manual for Child Protection Committees Including Equipping their Master Trainers has been developed as a ready reference to facilitate the trainings. It incorporates two volumes.

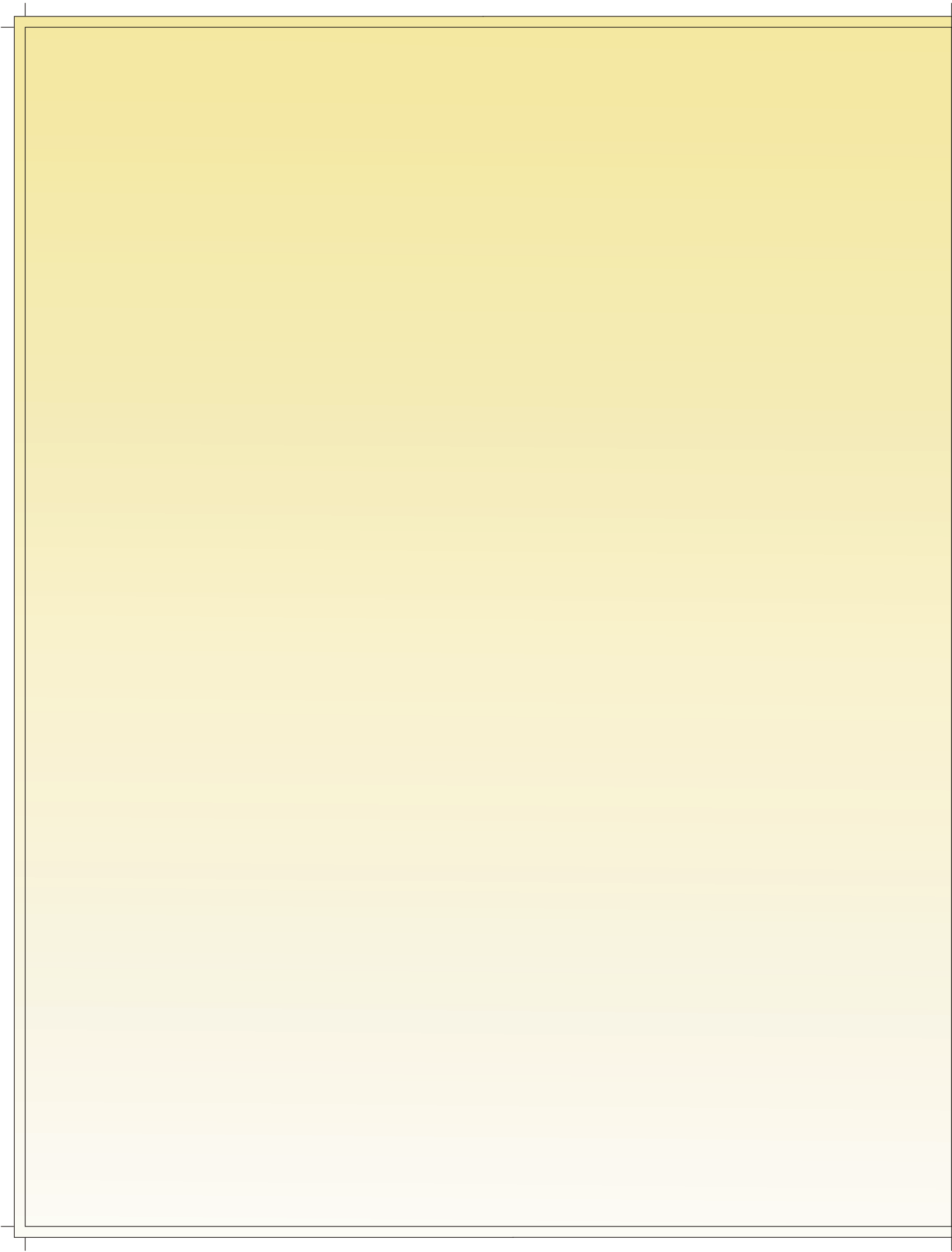
Volume I (Facilitators' Guide) contains the training modules for Phases I and II for MTs and CPCs. These have been consolidated within separate sections as per the stakeholder category in the document. In both cases, a uniform structure of detailed session plans with relevant instructions has been followed. Session aids (case study/situations for discussion, questions for quizzes etc.) have also been provided as required. Facilitators may need to adapt these further for local contexts. Also, the final selection of methods would be based on local availability of relevant materials as well. Possible options have been mentioned in several cases. Broad suggestions for planning and follow up meetings for MTs and BLCPCs have been included too. Possible handouts for CPCs have been presented in the concluding section of the document. The Pre and Post Training Assessment formats have also been provided.

NOTE FOR FACILITATORS: Key Points to Remember

- Be aware of the local socio-cultural aspects and sensitivities
- Be polite
- Try to create a friendly, participatory and lively training environment
- Utilise examples from the region and draw from the participants' experiences, particularly when explaining complex concepts
- Communicate in a simple and accessible manner
- Be non-judgmental
- Ensure special attention to facilitate participation of children
- Keep an eye on the clock! Try to maintain the schedule
- Be flexible as needed

PART 1

FOR MASTER
TRAINERS



(PART 1) FOR MASTER TRAINERS

BASICS

Training Objectives:

- To orient Master Trainers about their role in strengthening CPCs
- To equip them with information on key content areas so that they, in turn, help CPCs initiate functioning as mandated under ICPS
- To ensure that they can help CPCs familiarize themselves with key formats/records and other procedural aspects
- To internalise and aid CPCs in understanding the importance of collaboration between key child protection actors including referral mechanisms
- To provide inputs that promote their facilitation skills in undertaking CPC trainings

Two Modules:

Phase I: 3 days, Phase II: 3 day

Additional one day planning meeting after the training in each phase to finalise arrangements for CPC trainings and obtain further content and facilitation inputs as needed

PHASE I

Training Schedule		
No	Duration	Session
(Day 1)		
1(i)	10.00 - 11.15 pm	Introduction
	11.15 - 11.30 am	TEA BREAK
1(ii)	11.30 - 12.00 pm	Introduction (Contd)
2	12.00 - 1.30 pm	Looking Back and Looking Around: Reflections on Childhood and Children
	1.30 - 2.15 pm	LUNCH
3	2.15 - 3.30 pm	Children as Rights Holders
	3.30 - 3.45 pm	TEA BREAK
4	3.45 - 5.15 pm	Understanding Vulnerable Children
5	5.15 - 6.00 pm	Consolidation
(Day 2)		
1	10.00 - 10.30 am	Recapitulation
2	10.30 - 11.45 am	Safeguarding Children: Child Protection Framework in India
	11.45 - 12.00 pm	TEA BREAK
3 (i)	12.00 - 1.30 pm	CPCs in Action: Understanding their Roles
	1.30 - 2.15 pm	LUNCH
3 (ii)	2.15 - 3.00 pm	CPCs in Action: Understanding their Roles (Contd)
	3.00 - 3.15 pm	TEA BREAK
4	3.15 - 4.45 pm	Allies for CPCs: Key Support Structures and Pathways for Action
5	4.45 - 5.30 pm	Consolidation
(Day 3)		
1	10.00 - 10.30 am	Recapitulation
	10.30 - 10.45 am	TEA BREAK
2	10.45 - 12.15 pm	CPCs' First Responsibility: Understanding Status of Children
3	12.15 - 1.15 pm	Our Role as Master Trainers
	1.15 - 2.00 pm	LUNCH
4	2.00 - 3.15 pm	Enhancing Skills as Facilitators
5	3.15 - 5.30 pm	Mock Sessions (Tea Break to be included as feasible)
6	5.30 - 6.00 pm	Consolidation and Planning Ahead

(Note: This is a sample schedule. It can be modified based on the local contexts. However, the listed sessions need to be covered.)

(Day I) Session I

Introduction

Total Duration

1 hour 45 minutes

Learning Objectives

- Gain an understanding of the purpose of the training
- Gain familiarity with each other and expected process of learning and content areas of the training

Methodology

- Discussion
- Games
- Filling of Pre Training Assessment section

Materials Required

- Chart papers
- Sketch pens/markers
- Adhesive
- Colourful post its
- Computer, LCD projector and screen/wall surface
- Pre and Post Training Assessment Formats
- Display arrangement for charts

(ACTIVITY 1) Welcome and Participant Introductions

Suggested Time: 45 minutes

Materials: Training Schedule, computer, LCD projector and screen/wall surface

- The facilitator should warmly welcome all the participants
- The importance and purpose of the training should be highlighted briefly. The crucial role of MTs in strengthening capacities of CPCs should be stressed. The training objectives and schedule should be highlighted. This can be shared through powerpoint slides as well
- The facilitator should emphasize that participants can ask questions and seek clarifications throughout the training. He/she should state that this training is seen as a participatory learning exercise for all involved
- A round of introduction should be undertaken. Each participant can be given two minutes to quickly learn about the person sitting next to him/her. They can be asked to share the name, age, occupation (and designation as relevant) and hobbies. Subsequently, each pair can be asked to introduce each other before the larger group

(ACTIVITY 2) Expectations and Concerns

Suggested Time: 20 minutes

Materials: Colourful post its/pieces of chart papers, sketch pens, adhesive (if pieces of chart papers are being used), display arrangement

- The facilitator should ask all the participants to think about their expectations and concerns related to the training
- Two different coloured post it slips should be given the participants for writing these
- The slips should then be collected and pasted on a chart paper displayed within the room
- The facilitator should read out the concerns shared. He/she should respond to these. For instance, a participant may not be sure if he/she will understand completely what is being shared. Here, the facilitator should state that the participants should feel free to say if they cannot understand or if the pace seems too rushed. He/she can also add that the facilitators will also keep such aspects in mind
- Next, the facilitator should read out the expectations and provide appropriate responses. He/she may need to point out that the training is for a specific purpose and it may not be possible to cover topics beyond its realm
- He/she can quickly refer again to the training schedule to reaffirm the content areas of the training

(ACTIVITY 3) Setting Ground Rules

Suggested Time: 20 minutes

Materials: Chart paper, sketch pens/markers, display arrangement

- The facilitator should highlight the need for setting some ground rules for the training. These rules - sometimes also known as codes of cooperation - would help in establishing a conducive training environment
- Participants should be asked to share what these rules should be. If considered appropriate, participants may also be encouraged to show these through actions while others have to guess (like mime/dumb charades)
- The rules should then be written clearly or represented through symbols on a chart paper displayed within the room
- The facilitator should stress that these rules have been agreed on collectively and should be adhered during the duration of the training

(ACTIVITY 4) Filling Pre Training Assessment Section

Suggested Time: 15 minutes

Materials: Pre and Post Training Assessment Formats and sketch pens

- The Pre and Post Training Assessment Formats should be distributed to all the participants
- They should be given 10 minutes to fill the Pre Training Assessment section
- The facilitator should stress that the participants would be assessing their own knowledge levels prior to and after the training. Thus, this is self-evaluation and that they should fill the formats honestly
- He/she should collect the filled formats and keep them safely. The formats would be needed again in the last session of the training

(ACTIVITY 5) Forming Recapitulation Groups

Suggested Time: 5 minutes

- This activity can be initiated with an energiser called Bus Number. The facilitator should ask the participants to imagine that they are at a busy bus stop. All the participants have to take on specific roles. They could be waiting for a bus, hawkers selling their wares, people passing by etc.
- The facilitator should suddenly call out a number say 'Bus Number 6'. The participants would then have to form groups of six members
- The facilitator can repeat this for a few times. Finally, he/she should choose a number which enables participants to form four groups. These can then be the recapitulation groups (one group each for pre and post lunch sessions across the first and second day)
- The groups should be told that they have to undertake recapitulation. They can be encouraged to use various creative means to do so including using a photograph show, doing a news show etc.

(Day I) Session II

Looking Back and Looking Around

Reflections on Childhood and Children

Total Duration

90 minutes

Learning Objectives

- Utilise childhood experiences to aid identification with children's issues and needs
- Share about children living under different circumstances, particularly those who are vulnerable
- Become equipped to provide these inputs to CPCs

Methodology

- Group work with role play
- Brainstorming
- Discussion

Materials Required

- Chits of paper
- Blackboard and chalk/white board and markers
- Chart paper and sketch pens
- Display arrangement for chart paper

(ACTIVITY 1) Looking Back on Childhood

Suggested Time: 50 minutes

Materials: Chits of paper

- The facilitator should form groups (maximum five) of participants. This can be done by asking participants to call out numbers sequentially between one to five and then grouping them accordingly (i.e. all those who call out 'one' form one group and so on)
- Each group should be asked to send a representative
- The facilitator should keep five chits ready and ask the group representatives to pick one each
- These chits would contain specific situations of childhood i.e. being happy as a child, being sad as a child, being very excited as a child, being frightened as a child and feeling threatened or unsafe. The facilitator should instruct the groups to discuss situations from their own childhood linked to chit they pick. He/she will also share that the groups have to choose one situation and then enact it. The groups can be given 20 minutes for their discussion. The role play itself should not exceed five minutes
- The facilitator should become a part of the discussions in the groups. He/she should encourage participants who are comparatively shy to also share their experiences
- He/she should encourage the participants to perform

(ACTIVITY 2) Recognising Varied Experiences of Childhood

Suggested Time: 35 minutes

Materials: Blackboard and chalk/white board and markers, chart paper and sketch pen, display arrangement for chart

- The facilitator should draw from the role plays made to highlight varied experiences of childhood. He/she should first speak about the happy experiences and joys of childhood. Moments of excitement can also be covered here
- The facilitator should then highlight sad and stressful experiences of childhood as shared by the groups.
- He/she should then stress that childhood is shaped by a combination of factors from the family to the broader societal level
- The facilitator should encourage participants to identify factors or situations that make children vulnerable. This exercise can begin with the participants looking at their own childhoods and considering the immediate familial and community contexts. They can then be encouraged to consider at a broader level. The suggestions should be listed on a chart paper which is displayed within the training venue
- The participants should then be asked to reflect which of these categories are more pervasive/common in their areas. These can be circled
- The participants can also be asked to state if the CPC members (VLCPCs, BLCPCs and WLCPCs) would also agree with this listing. This aspect can be discussed further

(NOTE FOR FACILITATORS)

This session is expected to initiate a process of reflection on children's vulnerabilities. Specific concepts (such as categories of children i.e. Child in Need of Care and Protection, Child in Conflict with Law or Child in Contact with Law; or unpacking of the concept of abuse) will be done in a subsequent session. Thus, facilitators should restrain themselves from directing the discussion in terms of these categories and concepts.

The facilitator should summarise as needed and conclude the session.

(Day I) Session III

Children as Rights Holders

Total Duration

1 hour 15 minutes

Learning Objectives

- Gain familiarity with the age definition of children
- Achieve greater clarity on the concept of child rights and key reference points
- Become equipped to provide these inputs to CPCs

Methodology

- Brainstorming
- Presentation
- Discussion

Materials Required

- Blackboard and chalk/white board and markers
- Computer, LCD projector and screen/wall surface
- Handout

(ACTIVITY 1) Defining Children

Suggested Time: 25 minutes

Materials: Blackboard and chalk/white board and marker

- The facilitator should begin by asking participants the age group of children. He/she should write the suggestions of the participants on the board. Multiple responses against a suggestion can be noted by putting tick marks for each or circling the number
- The facilitator should ensure that all the participants have spoken
- He/she should point out the group's perceptions based on the responses
- The facilitator should then state that an individual upto the age of 18 years is categorised as a child. This definition was made by the United Nations Convention on the Rights of the Child (UNCRC). In India, this is reflected in The National Policy for Children 2013 and The Juvenile Justice (Care and Protection of Children) Act 2000 with its subsequent amendments (referred as JJ Act)
- The facilitator should also share that some other legislations have considered different age groups for children. However, he/she should stress that the JJ Act remains a key reference point in child protection and that 18 years should be considered as the age of child unless there is an explicit legal reason for not doing so. Even then, provisions from the JJ Act can be applied for ensuring child protection including responsive actions

(ACTIVITY 2) Understanding Child Rights

Suggested Time: 50 minutes

Materials: Blackboard and chalk/white board and marker, computer, LCD projector and screen/wall surface

- The facilitator should ask the participants to list what children need in their daily lives
- He/she should ask participants to also share whether these needs should be seen as essential and non-negotiable for children or as desirable but not essential. These can be written on the board in two columns
- The facilitator should reflect on the group's perceptions. He/she should then state that the non-negotiable essentials for a child have come to be recognised as child rights. There is usually an emphasis on making these rights legally binding i.e. legally enforceable
- The concept of child rights should then be outlined with the help of a presentation
- The UNCRC and the four key sets of child rights - survival, development, participation and protection should be highlighted
- Interlinkages between the rights should be stressed. The importance of looking at child protection in a holistic manner should be emphasised as well
- Further, the rights to child protection and participation should be elaborated further. It should be pointed out that these holds special significance for CPCs
- Next, child rights as incorporated within the Constitution should be shared
- The facilitator should encourage the participants to ask questions and clarify doubts
- The handout on child rights should be provided to the participants

The facilitator should summarise as needed and conclude the session.

(Day I) Session IV

Understanding Vulnerable Children

Total Duration

1 hour 30 minutes

Learning Objectives

- Articulate various categories of vulnerable children
- Learn about concept of violence against children and including types of abuse
- Become equipped to provide these inputs to CPCs

Methodology

- Screening of audio visual resource
- Brainstorming
- Presentation
- Discussion

Materials Required

- Computer, LCD projector and screen/wall surface
- Audio visual resource
- Sound system
- Blackboard and chalk/white board and markers
- Session aid
- Handout

(ACTIVITY 1) Highlighting Vulnerable Children

Suggested Time: 25 minutes

Materials: Computer, LCD Projector, screen/wall surface and sound box (if needed)

- The session should be initiated by screening an appropriate audio visual resource
- After the screening, the facilitator should encourage the participants to share their immediate thoughts
- He/she should encourage a brief discussion

(ACTIVITY 2) Identifying Vulnerable Children

Suggested Time: 30 minutes

Materials: Computer, LCD projector, screen/wall surface, chart paper with listing of vulnerable children (prepared earlier)

- The facilitator should introduce the concepts of Child in Need of Care and Protection, Child in Conflict with Law and Child in Contact with Law
- He/she should begin by referring to the list of vulnerable children prepared earlier and pointing out the category in which they may fit in. He/she may need to point out additional vulnerabilities that may have been missed by the group
- A powerpoint presentation can be used to show the definitions as per the JJ Act and ICPS. Here, the facilitator may speak briefly about the Act, particularly in terms of it being responsive and child friendly and being influenced by the UNCRC
- The dimension of gender and gendered discrimination should be highlighted as well
- The facilitator should also speak about the complex equations of caste, class, religion and other factors that contribute to vulnerabilities in the Indian context
- He/she should provide scope for participants to ask questions
- If required, he/she should share that an overview of ICPS would be provided and discussed later in another session

(ACTIVITY 3) Understanding Violence and Abuse

Suggested Time: 30 minutes

Materials: Blackboard and chalk/white board and markers

- The facilitator should share the definition of Violence Against Children (VAC). He/she should highlight that VAC is a broad term that incorporates abuse and exploitation
- He/she should then ask the participants to list possible locations where such violence can occur. These can be written on the blackboard/whiteboard. The facilitator may need to add to this list also

- He/she should highlight that a child can be vulnerable in any setting. Also, violence may occur irrespective of the socio-economic background of the child. However, some children may be at a greater risk than others
- Next, the facilitator should elaborate on the concept of abuse. A basic understanding of physical, sexual, emotional abuse and neglect should be provided
- The facilitator should share that critical issues such as child labour, child marriage, missing children and child trafficking represent violation of child rights and place children in abusive situations
- If time permits, the facilitator can ask for three volunteers. He/she should give each a situation and ask them to identify the kind of abuse depicted. The other participants can be asked to comment on this
- The handout can be shared for future reference

The facilitator should summarise as needed and conclude the session.

Session Aid: Identifying Child Abuse

Situation 1

Geeta is 13 years old. She belongs to a very poor family which includes her parents and three sisters. Geeta is forced to start working as a maid. Based on the demands of her employer, she starts living with them as well. She is forced to work all the time. She is often scolded and even beaten for minor mistakes. Whenever she argues with any family member, they do not give her food.

Situation 2

An uncle, a distant relative, became a frequent visitor at twelve year old Rani's house. He seemed to take a lot of interest in her. Since he was rich, Rani's family also encouraged him to spend time with her as he always brought gifts for her and the family. However, Rani started feeling uncomfortable. He would often try to hug her or find excuses to keep touching her. One day, when the other family members were away, he raped her. Rani was shattered. She did not know what to do. She felt that that her parents would probably not believe her or act against the man.

Situation 3

Raju and Nina, siblings, go to the same school. They belong to a lower caste family and are first generation learners. They take a bus to school. The conductor usually treats them badly. He speaks to them using abusive language. At school, some of the teachers often make remarks about their background and state that they will never be bright students. Both of them don't like going to school.

(These are indicative. The facilitators can choose to use other examples with greater local relevance.)

(Day I) Session V

Consolidation

Total Duration

45 minutes

Learning Objectives

- Revisit the key information shared during the day
- Become familiar with expected content areas for Day II

Methodology

- Quiz
- Discussion
- Feedback through mood-o-metre

Materials Required

- Black board and chalk/white board and markers
- Chart papers
- Sketch pens/markers
- Session aid
- Clock/stop watch

(ACTIVITY 1) Short Quiz

Suggested Time: 35 minutes

Materials: Session aid, blackboard and chalk/white board and markers, clock

- The participants can be grouped into five teams. This can be done by asking the participants to call out numbers sequentially and then forming groups accordingly
- The facilitator should explain the rules of the quiz. Essentially, this would be a rapid fire quiz with two rounds where participants get only three minutes to think of answers. Team members can consult each other within this time period. Each correct answer gets five points. The team with the highest points at the end of the three rounds wins
- The facilitator can do a trial question in the beginning and then move on to the quiz
- He/she should ensure that the time limit is maintained. Also, he/she should be impartial
- He/she can write the scores on the board
- After the quiz ends, the facilitator should clarify the wrong responses

(ACTIVITY 2) Feedback

Suggested Time: 10 minutes

Materials: Chart papers and sketch pens

- The facilitator should keep a chart paper ready with three columns drawn. One of these images should be drawn at the top of each of the columns - a clear mirror, a partially dirt mirror and a fully dirty mirror.

He/she should then explain that the clear mirror means that the participant has understood clearly what was shared during the day. The partially dirty mirror symbolises partial understanding. The fully dirty mirror suggests that the participant could not understand anything

- He/she should ask the participants to place a tick mark under the mirror which matches their experience of the day. He/she should stress that participants don't have to write their names
- After all the participants have marked, the facilitator should quickly reflect on the mood-o-metre
- He/she can ask the participants if any of them want to share anything in the larger forum. Positives as well suggestions for improvement can be shared
- The recapitulation groups for the next day should be reminded of their task. They can also be asked if they will need any specific equipment (i.e. computer and LCD, chart papers etc.)
- He/she can briefly touch upon the key content areas for the next day. The facilitator should close the day's proceedings on a positive note

Session Aid: Quiz

Round 1

Q1. All individuals up to which age are identified as children?

Ans: 18 years.

Q2. When was the Convention on the Rights of the Child adopted by the United Nations?

Ans: 1989.

Q3. Name the four broad sets of rights highlighted in the convention.

Ans: Rights to survival, development, participation and protection.

Q4. Name the four types or forms of abuse.

Ans: physical, emotional, sexual and neglect.

Q5. Allowing excessive absence of a child from school, not taking an interest in child's education and not following up on this can also be seen as a type or form of abuse. Name this type or form.

Ans: Neglect.

Round 2: True or False

Q1. Children affected by disasters are a part of the category of CNCP.

Ans: True.

Q2. Child protection is only about preventive aspects. The concept does not include taking actions after any incident has happened.

Ans: False.

Q3. A child who is caught stealing should always be reminded of it for the rest of his/her life so that he does not repeat it.

Ans: False.

Q4. Family members can never commit any act of violence on their children. Whatever they do, is usually out of concern and love.

Ans: False.

Q5. Passing sexually explicit remarks on a child cannot be considered sexual abuse.

Ans: False.

(Day II) Session I

Recapitulation

Total Duration

30 minutes

Learning Objectives

- Revisit the key information shared during Day I

Methodology

- As decided by recap groups
- Discussion

Materials Required

- As informed by recap groups

(ACTIVITY 1) Recapitulation

Suggested Time: 30 minutes

Materials: As needed by recap groups

- The facilitator should welcome all the participants
- He/she should then invite the recapitulation groups to do their presentation of the previous day's proceedings
- The facilitator should encourage all the participants to reflect on what they had learnt the previous day
- If considered appropriate, he/she can also ask which sessions they found difficult and why. The facilitator should stress that this feedback would enable them to improve the subsequent sessions
- Finally, the facilitator should quickly go over the schedule for the day

(Day II) Session II

Safeguarding Children

Child Protection Framework in India

Total Duration

1 hour 15 minutes

Learning Objectives

- Understand the primary role of families and communities in protecting children
- Identify key aspects of ICPS particularly importance of CPCs
- Gain an understanding of the concept of community based safety net
- Become equipped to provide these inputs to CPCs

Methodology

- Discussion
- Presentation

Materials Required

- Computer, LCD projector and screen/wall surface
- Blackboard and chalk/white board and markers

(ACTIVITY 1) Families and Communities as Primary Protectors of Children

Suggested Time: 25 minutes

Materials: Blackboard and chalk/white board and markers

- The facilitator should begin by asking who holds the primary responsibility for protecting children
- He/she should encourage the participants to share their thoughts on this. The responses can be noted on the blackboard/white board
- He/she should also ask participants about the possible roles of families and communities in child protection
- He/she should then state that families - and by extension - communities hold the primary responsibility. This is stressed in the ICPS as well which has envisaged CPCs in light of this

(ACTIVITY 2) ICPS and Prioritising Community Based Preventive and Responsive Actions

Suggested Time: 45 minutes

Materials: Blackboard and chalk/white board and marker, computer, LCD projector and screen/wallsurface

- The facilitator should make a brief presentation on ICPS. He/she can begin by sharing the key challenges and gaps in child protection policies and initiatives that led to the designing of the ICPS. He/she should share the objectives and focus areas of the ICPS

- The care, support and rehabilitation services under the ICPS can be highlighted
- The facilitator should then stress on the community based preventive and responsive actions promoted in the ICPS
- The concept of the community based safety net should be shared. The importance and role of Child Protection Committees, in this context, should then be discussed
- The facilitator should encourage participants to ask questions and seek clarifications

The facilitator should summarise as needed and conclude the session.

(Day II) Session III

CPCs in Action

Understanding their Roles

Total Duration

2 hours 15 minutes

Learning Objectives

- Articulate key roles and responsibilities of CPCs
- Gain an understanding of the boundaries of actions for CPCs
- Become aware of essential aspects to be followed by CPCs when working with children particularly Child Protection Code of Conduct
- Become equipped to provide these inputs to CPCs

Methodology

- Brainstorming
- Presentation
- Quiz
- Discussion

Materials Required

- Blackboard and chalk/white board and markers
- Computer, LCD projector and screen/wall surface
- Handout
- Session aids

(ACTIVITY 1) Key Roles and Responsibilities of CPCs

Suggested Time: 50 minutes

Materials: Computer and LCD Projector, handout, session aid (formats)

- The facilitator should use the presentation to highlight roles and responsibilities of the CPCs
- He/she should cover BLPCs, WLPCs and VLPCs. He/she should reiterate the commonalities and differences wherever applicable
- The boundaries of CPC functioning should be stressed
- Next, he/she should cover the format for recording minutes of meetings
- He/she should also go over the format for recording child protection risk/incident/vulnerabilities
- He/she should state that the format for quarterly progress report would be shared later
- He/she should engage with the participants during the presentation. Participants should be encouraged to seek clarifications
- He/she should highlight that CPCs should seek further guidance from the DCPUs as needed
- Some aspects, particularly detailed guidelines for financial management by CPCs, would be shared later as and when finalised by the SCPS. These would be conveyed to the CPCs later
- Handouts on key roles and responsibilities should be distributed

(ACTIVITY 2) CPCs Working with Children

Suggested Time: 25 minutes

Materials: Handout

- The facilitator should begin by asking the participants how they interpret the term 'child participation'
- He/she should also ask the participants how this term is generally understood or how CPC members may potentially interpret it
- The facilitator should stress that CPCs are mandated to play a key role in terms of interacting with children and responding to their concerns
- He/she should stress that CPCs should encourage child representatives to share their opinions. They should be involved in discussions and decision making processes
- Finally, the facilitator should focus on the Code of Conduct for adult CPC members
- He/she can share that the issue of child protection would be covered for CPCs in greater detail in a subsequent phase of capacity building

(ACTIVITY 3) Quiz

Suggested Time: 30 minutes

Materials: Session aid, blackboard and chalk/whiteboard and markers

- The participants can be grouped into five teams. This can be done by asking the participants to call out numbers sequentially and then forming groups accordingly
- The facilitator should explain the rules of the quiz. Essentially, this would be a quiz with two rounds where participants get only two minutes to think of answers. Team members can consult each other within this time period. Each correct answer gets five points. The team with the highest points at the end of the three rounds wins

- The facilitator can do a trial question in the beginning and then move on to the quiz.
- He/she should ensure that the time limit is maintained. Also, he/she should be impartial
- After the quiz ends, the facilitator should clarify the wrong responses

The facilitator should summarise as needed and conclude the session.

Session Aid: Quiz

Round 1

Q1. When was ICPS launched?

Ans: 2009.

Q2. One objective of the ICPS talks about community. What is it?

Ans: To strengthen child protection at family and community level)

Q3. What is the first key role for any CPC?

Ans: Understanding the local status of children.

Q4. When VLCPCs need help with referrals, who should they forward the related applications to?

Ans: BLCPC.

Q5. What should be the frequency of meetings for BLCPCs and WLCPCs?

Ans: Quarterly.

Round 2

Q1. If any member other than the chairperson and secretary wants to call for a meeting then a written request has to be made. This request needs to be backed by how many members?

Ans: Two-thirds.

Q2. If a decision is being taken by the CPC through voting and there is a tie, what should be done?

Ans: The chairperson's vote is seen as the deciding vote.

Q3. True or False: Child representatives can be allowed to share their thoughts. But they should not be a part of any decision making including voting for it.

Ans: False.

Q4. True or False: No action can be taken against any CPC member who is absent from three or more meetings.

Ans: False.

Q5. Which are the three reporting formats that CPCs are expected to use?

Ans: Minutes of meetings, Child protection risk/incident/vulnerability matrix and quarterly progress report.

Note: The reporting formats are given in the Annexure.

(Day II) Session IV

Allies for CPCs

Support Structures and Pathways for Action

Total Duration

1 hour 30 minutes

Learning Objectives

- List key stakeholders involved in child protection that CPCs must be aware of and interact with as required
- Develop familiarity with referral mechanisms relevant for CPCs
- Become equipped to provide such inputs to CPCs

Methodology

- Group work (including stakeholder mapping)
- Presentation
- Discussion

Materials Required

- Chart papers
- Sketch pens/markers
- Computer, LCD projector and screen/wall surface
- Handout

(ACTIVITY 1) Identifying Allies for CPCs

Suggested Time: 1 hour

Materials: Chart papers, sketch pens, computer, LCD projector and screen/wall surface

- The facilitator should highlight the importance of child protection actors for coordinated and collective actions that maximise reach and benefit. He/she should stress on the benefits of convergence
- He/she should then form four/five groups of participants. This can be done with the participants calling out numbers sequentially and then being grouped accordingly
- The groups should be entrusted with the task of listing stakeholders that the CPCs should work with for ensuring child protection. These stakeholders could be within the community and also upto the state level
- Depending on the number and profile of participants in the sub group, they can be assigned specific CPCs for consideration - i.e. VLCPC, BLCPC and WLCPC

- The groups should be given 20 minutes to discuss among themselves and then list the stakeholders on chart papers
- Next, each group should be asked to present
- The facilitator should summarise what has emerged
- He/she should then show a brief presentation on the possible allies as well. This should be linked with the child protection mechanisms put in place through the JJ Act and ICPS
- The facilitator should highlight that child protection can be seen in terms of levels which are interconnected and move from the families and communities to the state and national levels. He/she can also highlight that these structures are also initiated and aligned with international policies and conventions (i.e. UNCRC influenced the JJ Act)

(ACTIVITY 2) Referrals for CPCs

Suggested Time: 25 minutes

Materials: Handout

- The facilitator should use the handout to provide a quick overview of some key/common issues and referral mechanisms
- The facilitator should stress that referrals would be dealt with in greater detail in Module II
- Participants should be encouraged to share their opinions and clarify doubts

The facilitator should summarise as needed and conclude the session

(Day II) Session V

Consolidation

Total Duration

45 minutes

Learning Objectives

- Revisit the key information shared during the day
- Become familiar with expected content areas for Day III

Methodology

- Discussion
- Feedback through mood-o-metre

Materials Required

- Chart papers
- Sketch pens/markers

(ACTIVITY 1) Feedback

Suggested Time: 45 minutes

Materials: Chart papers, sketch pens

- The facilitator should use the mood-o-metre introduced in the consolidation session in Day I. This involved symbolic use of images of mirrors to learn about participants' comfort and engagement with the content shared (see pg 25 for instructions)
- After all the participants have marked, the facilitator should quickly reflect on the mood-o-metre
- He/she can urge the participants to share about their experiences in the larger forum
- He/she should point out that both positive aspects as well suggestions for areas of improvement can be shared. These inputs would be instructive for the facilitators and may provide pointers for improving the learning environment
- The facilitator should then quickly introduce the key topics to be covered on Day III
- He/she should end the day on a positive note

(Day III) Session I

Recapitulation

Total Duration

30 minutes

Learning Objectives

- Revisit the key information shared during Day II

Methodology

- As decided by recap groups
- Discussion

Materials Required

- As informed by recap groups

(ACTIVITY 1) Recapitulation

Suggested Time: 30 minutes

Materials: As needed by recap groups

- The facilitator should welcome all the participants
- He/she should then invite the recapitulation groups to do their presentation of the previous day's proceedings
- The facilitator should encourage all the participants to reflect on what they had learnt the previous day
- If considered appropriate, he/she can also ask which sessions they found difficult and why. The facilitator should stress that this feedback would enable them to improve the subsequent sessions
- Finally, the facilitator should quickly go over the schedule for the day

(Day III) Session II

CPCs' First Responsibility

Understanding Status of Children

Total Duration

1 hour 30 minutes

Learning Objectives

- Gain familiarity with format to be used for preliminary understanding of local status of children by CPCs
- Become aware of the importance of using data for prioritising actions for child protection at local levels
- Become equipped to instruct CPCs for using the format

Methodology

- Presentation
- Discussion

Materials Required

- Computer, LCD projector and screen/wall surface
- Handout (format)

(ACTIVITY 1) Sharing the Format

Suggested Time: 55 minutes

Materials: Computer, LCD projector, screen/wall surface, handout

- The facilitator should share copies of the format for Preliminary Understanding of Local Status of Children. This can also be displayed on the computer
- He/she should go over all the fields in the format
- He/she should share that a lot of the information can be collated from existing sources like the Anganwadi Worker, schools etc.
- The facilitator should state that the participants should encourage the VLCPC and BLCPC members to also undertake visits in the community to capture data
- The CPCs should be encouraged to divide the localities/households among themselves for complete coverage. They could rope in supportive volunteers as well. But these volunteers would need to be duly oriented
- The facilitator should also stress the importance of treating the emerging data as sensitive, particularly that is related to families at risk
- He/she should highlight the importance of dealing with this matter with caution and to not discuss it openly
- He/she should state that the format would be used for direct data collation by VLCPCs and WLCPCs. BLCPCs could provide support to the VLCPCs in the entire process
- The facilitator should encourage the participants to ask questions

(ACTIVITY 2) Consolidation of Data

Suggested Time: 30 minutes

Materials: Handout (format)

- The facilitator should share that VLCPCs and WLCPCs should be given a specific time frame within which to collect the data
- The VLCPCs and WLCPCs would be asked to consolidate the data at their own level. This consolidated data should be written on a chart paper using the structure of the format itself. They should make at least two copies of the chart
- In case of VLCPCs, one copy of the chart paper should be shared at the panchayat level and another with the relevant BLCPC
- When submitting the copy of the chart paper to the BLCPC, the VLCPC would also have to write a covering letter. In this letter, they should mention the three issues that they have identified for action based on the data and the reasons for the same. The kind of support that they would need from BLCPC for addressing these issues should also be outlined
- BLCPCs should review all the chart papers that come to it. They should also identify three key issues (for the block) that they feel needs to be prioritised for action. These issues and the reason for their prioritisation should be mentioned in a letter to the DCPU. The BLCPCs should also state the kind of support needed from the DCPU for addressing the same
- In case of WLCPCs, one copy should be made and given to the DCPU
- The WLCPC should also write a covering letter to the DCPU in which it should identify three issues for action. The support needed from the DCPU to address the same should also be mentioned
- The facilitator should stress that the nodal NGO and DCPU could be asked for support and guidance as needed
- Also, he/she should state that the consolidated findings of at least some VLCPCs, BLCPCs and WLCPCs would be shared and used for discussion in Phase II of the Induction Training
- He/she should stress that the ICPS prioritises such a comprehensive approach to data. This preliminary exercise would help the CPCs in subsequent activities including annual child protection planning. These aspects would be covered in later phases of CPC capacity building

The facilitator should summarise as needed and conclude.

(Day III) Session III

Our Role as Master Trainers

Total Duration

1 hour

Learning Objectives

- Develop clarity on the planned capacity building process for the CPCs
- Understand their role in the CPCs' training plan

Methodology

- Presentation
- Discussion

Materials Required

- Computer, LCD projector and screen/wall surface
- Black board and chalk/whiteboard and markers

(ACTIVITY 1) Understanding the CPC Capacity Building Efforts (Induction)

Suggested Time: 25 minutes

Materials: Computer, LCD projector and screen/wall surface

- The facilitator should highlight the training design for Induction of CPCs using a powerpoint presentation
- He/she should highlight that the current emphasis is on Induction training that provides essential inputs. It is not meant to be exhaustive
- The facilitator should then discuss the training design further explaining about the phased approach. Further, CPCs should be expected to complete a task and then return for the second phase
- He/she should reiterate that the MTs, accordingly, have to be equipped to facilitate the training in the two phases

(ACTIVITY 2) Roles and Responsibilities of MTs

Suggested Time: 30 minutes

Materials: Computer, LCD projector, screen/wall surface, blackboard and chalk/white board and markers

- The facilitator should share the expected roles and responsibilities of the MTs through the power point presentation
- He/she should emphasize that the MTs would play a crucial role in the process. In a way, they would help build the foundation of the CPC structures in the state and contribute significantly to its effectiveness
- The facilitator should encourage the participants to articulate any doubts and seek clarifications
- He/she can also point out that the participants would be linked to the nodal NGOs in the district and they can turn to them for support

- For any additional and subsequent clarifications, they could approach the DCPUs particularly the DCPO
- The facilitator should also share that another planning meeting would be organised at the district level to finalise arrangements for the BLCPC and WLCPC trainings

The facilitator should summarise as needed and conclude.

(Day III) Session IV

Enhancing Skills as Facilitators

Total Duration

1 hour 15 minutes

Learning Objectives

- Gain greater familiarity with participatory methodologies
- Become aware of the nuances and impact of communication and group dynamics in training settings and possible ways of dealing with them

Methodology

- Group work (using case study)
- Discussion

Materials Required

- Chart papers
- Sketch pens/markers
- Session aid

(ACTIVITY 1) Reflections on a Conducive Learning Environment

Suggested Time: 1 hour 10 minutes

Materials: Session aid, chart papers and sketch pens

- The facilitator should form five groups among the participants. This can be done by asking participants to call out numbers sequentially (one to five) and then grouping them accordingly
- Each group should be given a case study and asked to answer the related questions. They should be asked to select representative(s) who will share the responses in the larger group. Twenty minutes can be allotted for the group work
- Subsequently, the facilitator should ask the groups to make their presentations
- The facilitator should encourage other groups to also share their thoughts on the responses
- He/she should reflect on the discussion. He/she should point out that the case studies represent challenging situations that may occur during trainings

- Further, he/she should state that all these aspects hold significance in terms of developing a conducive learning environment
- The facilitator should then focus on the importance of participatory methodologies
- Next, he/she should speak briefly about undertaking effective communication including the importance of listening
- Other key aspects such as understanding cues provided by body language should also be covered
- The facilitator should also touch upon handling group dynamics
- He/she should clarify doubts as articulated by the participants

The facilitator should summarise as needed and conclude the session.

Session Aid

Situation 1

The facilitator has prepared a brief presentation. But on reaching the venue, he/she finds that the table arrangement made for him/her is far from the plug point. Meanwhile, participants have started to arrive for the training. With the help of some of the participants, he/she shifts the table closer to the plug point. Then, he/she realises that the plug point is not working. The facilitator has not brought any copies of the presentation. The participants are beginning to get restless.

What can the facilitator do? What prior preparation should he/she have done?

Situation 2

A session is going on. Two CPC members start arguing on a point. Gradually, it becomes very heated. Both these members are very strong personalities and also have considerable experience. They are both respected a lot by the other participants who remain silent.

What can the facilitator do? Are there any prior steps that he/she could have taken?

Situation 3

The facilitator is discussing about sexual abuse in a session. The participants become less responsive. Some of them avoid eye contact with the facilitator. None of them responds to any of the questions asked by the facilitator. When he/she pauses, there is an uncomfortable silence in the room.

What can the facilitator do? Are there any prior steps that he/she could have taken?

Situation 4

Some participants continue to hold side talks during the session. The facilitator checks them once. They stop for a while but then resume. This begins to disturb the other participants.

What can the facilitator do? Are there any prior steps that he/she could have taken?

Situation 5

The participant group includes both children and adults with the latter in a clear majority. The children are encouraged to speak. But in some sessions, some of the other adult participants keep commenting after they have spoken. While some of it is complementary, some also say things like 'children these days have become too mature before their age'. Two-three participants also keep interrupting if they feel that the children are taking too long to make their point. The children stop contributing enthusiastically.

What can the facilitator do? Are there any prior steps that he/she could have taken?

(Day III) Session V

Mock Sessions

Total Duration

2 hours 15 minutes

Learning Objectives

- Demonstrate facilitation skills and grasp of content areas
- Promote reflection on participatory methodologies
- Promote reflection on qualities of a good facilitator

Methodology

- Mock session
- Discussion

Materials Required

- As requested by participants undertaking mock sessions
- Copies of CPC Phase I Induction Module

(ACTIVITY 1) Mock

Suggested Time: 2 hours 15 minutes

Materials: As requested by participants undertaking the mock session

- The facilitator should form five groups of participants. This can be done using the numbering method described in earlier sessions
- The facilitator should provide each group with a topic. He/she should share that group members can choose to be facilitators and participants. However, one group member also has to be the observer. The facilitators would have to undertake a brief 20 minutes session on the specified topic. They could choose the methodology that was used for them or other options as mentioned in CPC module. They could also use any other methodology as well
- The groups should be given five minutes to decide on the roles and methodology
- The facilitator should then ask each group to perform. After each group finishes, he/she should invite the group observer to share his/her reflections on (i) facilitators' grasp of content and ability to deliver (ii) methodology adopted (iii) connect with the participants (iv) creating a conducive learning environment

Suggestions for Mock Sessions

The following can be considered:

- Conducting CPC Participant Introductions
- Defining Age of Children
- Understanding Child Rights
- Understanding Violence and Abuse
- Referrals for CPCs
- Feedback

- After all the groups have presented, the facilitator should ask all the participants to share their thoughts and comments
- He/she should then reaffirm the positives from the mock sessions. He/she should also clarify as needed. The facilitator should also stress that the CPC trainings should involve minimal use of presentation/lecture based methods and that discussions and other participatory means should be explored as far as possible
- Finally, the facilitator should briefly touch upon the qualities of a good facilitator

The facilitator should summarise as needed and conclude the session.

(Day III) Session VI

Consolidation & Planning Ahead

Total Duration

30 minutes

Learning Objectives

- Revisit the key information shared during the day
- Reiterate the next steps for the proposed training for the CPCs

Methodology

- Discussion
- Filling of Post Training Assessment section

Materials Required

- Blackboard and chalk/whiteboard and markers
- Pre and Post Training Assessment Formats
- Chart paper and sketch pens

(ACTIVITY 1) Reiterating Key Content Areas and Planning Ahead

Suggested Time: 20 minutes

Materials: Training schedule, computer, LCD Projector and screen/wall surface

- The facilitator should refer to the training schedule and quickly run through the key content areas covered
- He/she should emphasize that these content areas represent the initial set of inputs needed by CPCs. The MTs need to be equipped accordingly so that they can undertake the Phase I Induction Module for the CPCs

- He/she should encourage the participants to revisit the CPC module and the content shared in the Reference Handbook by themselves
- The facilitator should then discuss about the next steps. This includes the planning meeting for CPC training at the district level. He/she can share that arrangements for the CPC training would be done in coordination with the DCPU and the nodal NGO
- He/she should clarify any doubts or suggest the participants to get in touch with the nodal NGO or DCPU as appropriate.

(ACTIVITY 2) Feedback and Filling of Post Training Assessment Section

Suggested Time: 10 minutes

Materials: Sketch pens, Pre and Post Training Assessment Formats

- The facilitator should distribute the Pre and Post Training Assessment Formats and ask the participants to fill the appropriate column. Five minutes can be allotted for this task
- He/she should then request the participants to share their experiences of the training
- Finally, the facilitator should close the proceedings by thanking all the participants for their support during the training

Planning Meeting for MTs

It is advised that an additional meeting cum capacity building activity be organised for the MTs. This would provide the opportunity to finalise the arrangements for the BLCP and WLCP trainings at the district level. MTs would also be able to revisit their expected role. Further inputs linked to facilitation can also be provided. The DCPU and nodal NGO can organise and facilitate this meeting.

The key areas which can be covered in the meeting are given below.

Finalising the Training Plan for CPCs

- Dates
- Venues
- Expected participants and any related special considerations
- Logistics including training materials and other arrangement
- Specific responsibilities (MTs, Nodal NGO, DCPU)

Revisiting CPC Module

- Contextualising
- Clarifications if any

Participatory Methodologies

- Participatory methodologies
- Creating a conducive training environment
- Working with children and adult training participants

Communication and Group Dynamics

- Barriers to communication
- Effective communication
- Handling group dynamics including understanding of stages of a group

PHASE II

Training Schedule for MTs		
No	Duration	Session
(Day 1)		
1	10.00 - 11.30 pm	Introduction
	11.30 - 11.45 am	TEA BREAK
2	11.45 - 12.30 pm	Looking Back: Experiences as Master Trainers
3	12.30 - 1.30 pm	Looking Back : Facilitating CPC Sharing
	1.30 - 2.15 pm	LUNCH
4	2.15 - 4.15 pm	State of Our Children: Sharing of Local Status
	4.15 - 4.30 pm	TEA BREAK
5	4.30 - 5.30 pm	Strengthening Collective Actions: CPCs Roles and Functioning
6	5.15 - 6.00 pm	Consolidation
(Day 2)		
1	10.00 - 10.30 am	Recapitulation
2	10.30 - 11.45 am	Combating Violence Against Children
	11.45 - 12.00 pm	TEA BREAK
3 (i)	12.00 - 1.30 pm	Thematic: Child Labour and Actions that CPCs Can Take
	1.30 - 2.15 pm	LUNCH
3 (ii)	2.15 - 2.45 pm	Thematic: Child Labour and Actions that CPCs Can Take (Contd.)
	2.45 - 4.45 pm	Thematic: Child Marriage and Actions that CPCs Can Take
4	4.45 - 5.00 pm	TEA BREAK
5	5.00 - 5.30 pm	Consolidation
(Day 3)		
1	10.00 - 10.30 am	Recapitulation
	10.30 - 10.45 am	TEA BREAK
2	10.45 - 12.45 pm	Thematic: Child Trafficking and Actions that CPCs Can Take
3 (i)	12.45 - 1.30 pm	Thematic: Other Key Local Issues and Actions that CPCs Can Take
	1.30 - 2.15 pm	LUNCH

Training Schedule for MTs		
No	Duration	Session
(Day 3)		
3 (ii)	2.00 - 3.15 pm	Thematic: Other Key Local Issues and Actions that CPCs Can Take (Contd.)
	3.15 - 3.30 am	TEA BREAK
4	3.30 - 5.30 pm	Mock Sessions
5	5.30 - 6.00 pm	Consolidation and Planning Ahead

(Note: This is a sample schedule. It can be modified based on the local contexts. However, the listed sessions need to be covered.)

(Day I) Session I

Introduction

Total Duration

1 hour 30 minutes

Learning Objectives

- Gain an understanding of the purpose of the training
- Gain familiarity with each other and expected process of learning and content areas of the training

Methodology

- Discussion
- Filling of Pre Training Assessment section

Materials Required

- Chart papers of four colours
- Scissors
- Sketch pens/markers
- Adhesive
- Colourful post its
- Computer, LCD projector and screen/wall surface
- Pre and Post Training Assessment Formats
- Display arrangement for charts

(ACTIVITY 1) Welcome and Participant Introductions

Suggested Time: 45 minutes

Materials: Training schedule, computer, LCD projector and screen/wall surface

- The facilitator should warmly welcome all the participants. If possible, he/she can share a few lines appreciating efforts of the MTs in undertaking the Phase I CPC trainings
- He/she should highlight that the Phase II training is a natural extension of the earlier training
- The importance of the training, particularly in terms of deepening the content inputs for CPCs, should be highlighted briefly. Thus, the MTs also need to be equipped accordingly
- The continuing significant role of the MTs in strengthening capacities of CPCs should be stressed as well
- The training objectives and schedule should be shared. This can be done through powerpoint slides as well
- The facilitator should emphasize that participants can ask questions and seek clarifications throughout the training
- While many participants may be familiar with each other, a quick round of introduction should be undertaken. Each participant should be asked to share name, age, occupation (and designation) and the district to which they belong. To make this more interesting, they can also be asked to name their favourite animal and then make sounds or behave like it

(Option)

Participants can be asked to name a vegetable or fruit which resembles them/can be representative of them. They would also have to give reasons for their choice.

(ACTIVITY 2) Expectations and Concerns

Suggested Time: 15 minutes

Materials: Colourful post its/pieces of chart papers, sketch pens, adhesive (if pieces of chart papers are being used), display arrangement

- The facilitator should ask all the participants to think about their expectations and concerns related to the training
- Two different coloured post it slips should be given the participants for writing these
- The slips should then be collected and pasted on a chart paper displayed within the room
- The facilitator should read out the concerns shared. He/she should respond to these
- He/she should then read out the expectations and provide appropriate responses. He/she may need to point out that the training is for a specific purpose and it may not be possible to cover topics beyond its realm

(ACTIVITY 3) Setting Ground Rules

Suggested Time: 15 minutes

Materials: Chart paper, sketch pens/markers, display arrangement

- As outlined in the Phase I training, the facilitator should highlight the need for setting some ground rules i.e. codes of cooperation
- Participants should be asked to share these rules
- The rules should then be written clearly or represented through symbols on a chart paper displayed within the room
- The facilitator should stress that these rules have been agreed on collectively and should be adhered during the duration of the training

(ACTIVITY 4) Filling Pre Training Assessment Section

Suggested Time: 10 minutes

Materials: Pre and Post Training Assessment Formats and sketch pens

- The Pre and Post Training Assessment formats should be distributed to all the participants
- They should be given 10 minutes to fill the Pre-training section
- The facilitator should stress that the participants would be assessing their own knowledge levels prior to and after the training. Thus, this is self-evaluation and that they should fill the formats honestly

(ACTIVITY 5) Forming Recapitulation Groups

Suggested Time: 5 minutes

- The facilitator should prepare four sets of chits of different colours. The total number of chits should be the same as the number of participants. He/she should pass a bowl with the chits and ask the participants to pick one
- He/she should then state that the colour of the chit indicates the recapitulation group. For instance, red could mean Recap group for pre-lunch sessions of Day I while green could refer to post-lunch sessions. Similarly, two other colours could be linked to sessions on Day II
- The facilitator should share that each group would get 10 minutes. The groups should be encouraged to use various creative means for recapitulation including doing a news show, using music or visuals in some form etc.

(Day I) Session II

Looking Back

Experiences as Master Trainers

Total Duration

45 minutes

Learning Objectives

- Revisit Phase I training and post training experiences to reflect on strengths and areas of improvements as facilitators

Methodology

- Discussion

Materials Required

- Chits of paper
- Post its (of two colours)
- Sketch pens
- Chart paper
- Display arrangement for charts

(ACTIVITY 1) Looking Back

Suggested Time: 40 minutes

Materials: Chits of paper equaling number of participants, sketch pens/pens, post its of two colours, chart paper, display arrangement for chart paper

- The facilitator should give each participant a chit of paper. He/she should then ask them to think of their experience as a Maser Trainer and choose one word which symbolises it. This could be in terms of emotions (happy, stressful etc) or any other word that they strongly associate with their experiences. Participants should be given two minutes to think. The idea is to see what the instant association is
- Next, participants should be asked to share the word that they chose and their reasons for it
- The facilitator should also give post its of two colours to each participant. He/she should ask them to write one strength that they could identify in themselves as facilitators. The other post it should be used for mentioning one area of improvement. Again, the participants can be given a few minutes to think. Participants do not need to write their names
- The facilitator should then collect the post its and paste these within two columns on a chart paper displayed within the room
- He/she should then read the responses. He/she should then ask the participants if any of them would like to share in the larger group
- The facilitator should guide the sharing and discussion. He/she should pick from what one participant says and ask if others had similar experiences
- He/she should make it a point to highlight the positives i.e. strengths
- He/she should also respond to the areas of improvement that emerge. He/she can share that facilitation skills improve with conscious practice. He/she should also state that facilitation is often challenging and that the MTs were undertaking this task in a dynamic environment for participants from varied backgrounds
- He/she may need to remind participants to seek help from nodal NGOs and DCPUs as needed
- The facilitator should end the session on a positive note reaffirming the important role of MTs and the scope of their tremendous contribution in strengthening the child protection framework in the state

The facilitator should summarise as needed and conclude the session.

(Day I) Session III

Looking Back

Facilitating CPC Sharing

Total Duration

1 hour

Learning Objectives

- Assist CPCs in gaining understanding of links between the training content areas and their envisaged roles
- Assist CPCs in reflecting on their functioning

Methodology

- Discussion

Materials Required

- NA

(ACTIVITY 1) Reflecting on CPCs Experiences (Training and Post Training)

Suggested Time: 55 minutes

Materials: NA

- The facilitator should begin by asking participants about their feedback on the participation and expected retention of training inputs by CPC members
- He/she should encourage all the participants to share. He/she may have to guide the discussion by asking questions like:
 - Which topics were easy for CPC members to grasp and which were more difficult? Why?
 - What kind of questions did the CPC members ask in the training?
 - Do you think they understood their roles as CPCs as outlined in the session? Which aspects of the roles were easy to grasp and which weren't? Why?
 - Did all participate equally in the training? Who participated more and who participated less? Why did this happen?
 - What was done to encourage the relatively shy participants? Did it work?
- The facilitator can also ask about feedback on CPCs undertaking the specified task. The MTs can share from their own experiences or as learnt from the nodal NGOs
- The facilitator should reiterate that the perceptions of MTs are important. At the same time, he/she may have to stress that the CPC members come from varied backgrounds and cannot be expected to fully retain all the key information immediately and act accordingly
- He/she should share that the CPC members should be given space in the next training to share about their experiences just as the MTs have had the opportunity in this training
- The facilitator should also highlight that the MTs would have to undertake such a session
- He/she should stress that the participants (MTs) would have to ensure that the CPC members are able to

express themselves honestly without feeling judged. Here, the participants would have to create a conducive environment that promotes such sharing while also providing inputs/clarifications as needed.

- The facilitator should then encourage the participants to identify the key aspects that can be used to guide the CPC sharing. This can build on the guiding questions used for this session as well. The participants can also think of any contextual aspects that they may want to add.
- He/she can also ask the participants for suggestions that can help enhance the training experience of the CPC members. He/she may have to state that these suggestions would be discussed with the DCPUs and SCPS and those found feasible may be adopted.

The facilitator should summarise as needed and conclude the session.

(Day I) Session IV

State of Our Children

Sharing of Local Status

Total Duration

2 hours

Learning Objectives

- Assist CPCs in gaining greater understanding of local issues and other vulnerability factors/risks affecting children
- Promote enhanced clarity among CPCs on relating local child protection issues with the broader picture at the district, state and national levels
- Assist CPCs in achieving enhanced clarity on prioritising actions based on data

Methodology

- Presentation
- Discussion

Materials Required

- Computer, LCD projector and screen/wall surface
- Presentation/chart papers with findings of the local status of children task from at least one VLCPC (and related BLCPC) and WLCPC
- Chart papers and sketch pens
- Blackboard and chalk/white board and markers

(ACTIVITY 1) Interpreting and Utilising Data on Local Status of Children

Suggested Time: 50 minutes

Materials: Computer, LCD projector, screen/wall surface and chart papers with findings

- The facilitator should share the findings from the exercise on understanding the local status of children undertaken by one VLCPC. At this stage, he/she should not name the VLCPC (i.e. not disclose the location)
- Based on the findings, the facilitator should draw the participants into a discussion on identifying priority child protection issues for the GS. He/she should encourage the participants to provide reasons for their choices
- The facilitator should now reveal the name of the GS and other additional information that may be relevant for child protection issues (i.e. the GS is a part of a village situated close to interstate or international borders and is a trafficking prone area or that children are commonly sent out for child labour from this region etc). The list of priority issues may then be revisited if needed
- He/she should then ask participants how they can help CPC members in connecting the prevalence of local issues with the broader state picture. For instance, he/she may point out that in case of child marriage, one can link village scenario with districts which have become known for high incidence of child marriage (from the District Level Household Survey data or other sources)
- The facilitator should also similarly highlight the findings from a WLCPC. He/she can name the location as well
- He/she should encourage the participants to prioritise issues for action based on the findings for both the VLCPC and WLCPC under consideration. He/she should then check if the responses from the participants match the prioritisation done by the concerned VLCPC and WLCPC. He/she should then also briefly mention the issues prioritised by the concerned BLCPC (wherein the VLCPC is located)
- The facilitator should emphasize that the local scenario for every location is significant irrespective of whether it follows or fits in with district and state level trends. He/she should reiterate that the concept of CPCs gains in value because of this reach, ability to obtain and use data in a disaggregated manner and thereby, ensure that all children are covered with due actions taken
- The facilitator should state that the key child protection issues would be covered in subsequent sessions and this would guide the participants in making the connections as well

(ACTIVITY 2) Linking the Local with District and State Contexts

Suggested Time: 1 hour 5 minutes

Materials: Chart papers and sketch pens, any other specific material requested by the groups

- The facilitator should form five groups by using numbers as shared in earlier sessions
- He/she should ask each group to choose a level of CPC. He/she should ensure that the groups' choices cover VLCPCs and WLCPCs.
- The groups should be asked to use choose three priority child protection issues based on their estimation of local prevalence/magnitude
- The groups would then have to highlight the need for urgent action on these issues. They would also have to link the local scenario with the district and state context for these issues. The groups should be asked to think of specific data as well as any other information which they feel need to be shared with the CPCs

- The groups should be told to prepare themselves in a way that these inputs can be shared with the relevant CPC that they have chosen
- Thirty minutes can be given for group work. They should be told that the presentation should not exceed 10 minutes
- The facilitator should spend some time with the groups and help them if needed
- After the groups make the presentation, he/she should reaffirm the positives in terms of type of information and the manner in which it was shared
- He/she should also provide clarifications and suggestions as relevant
- He/she may need to stress the importance of beginning with relatable examples and then gradually moving to a broader picture. The need for providing few but important and striking numbers may also need to be highlighted

The facilitator should summarise as needed and conclude the session.

(Day I) Session V

Strengthening Collective Actions

CPC Roles and Functioning

Total Duration

1 hour

Learning Objectives

- Revisit information gained earlier on CPC roles, authority and boundaries
- Promote reflection on Protection Code of Conduct for working with children
- Achieve greater clarity on reporting formats to be used by CPCs
- Become equipped to provide these inputs to CPCs

Methodology

- Quiz
- Presentation
- Discussion

Materials Required

- Chits of paper
- Bowl
- Computer, LCD projector and screen/wall surface
- Chart papers and sketch pens
- Blackboard and chalk/white board and markers

(ACTIVITY 1) Revisiting CPC Roles

Suggested Time: 25 minutes

Materials: Chits of paper and bowl

- The facilitator should prepare chits equal to the number of participants. He/she should write CPC member on four chits and MT on another four. These should be folded and kept in a bowl
- All the participants should be asked to pick up a chit. Then those who get chits with MT or CPC member written on them should be asked to come forward and form two groups
- The facilitator should share that the group called CPC members should ask questions regarding CPC Roles and functioning to the MT group. Here, each CPC member will have to ask a question. He/she can choose one of the participants from the MT group to answer the question
- Each time, after the MT responds, the facilitator should clarify whether it is the correct response or not

(ACTIVITY 2) Revisiting CPC Roles

Suggested Time: 30 minutes

Materials: Presentation or handout

- The facilitator should use the handout or presentation to run through the roles and responsibilities of CPC members
- Other aspects like their tenure and boundaries should be covered
- He/she should also go over the Code of Conduct in dealing with children for adult CPC members
- He/she should stress the need for creating a supportive environment for child representatives within the CPC
- The facilitator can share that child participation will be dealt in greater detail in the next phase of capacity building of CPCs and that the MTs would also be equipped accordingly then

The facilitator should summarise as needed and conclude the session.

(Day I) Session VI

Consolidation

Total Duration

45 minutes

Learning Objectives

- Revisit the key information shared during the day
- Become familiar with expected content areas for Day II

Methodology

- Discussion
- Feedback through mood-o-metre

Materials Required

- Chart papers
- Sketch pens/markers

(ACTIVITY 1) Feedback and Revisiting Key Content Areas

Suggested Time: 45 minutes

Materials: Chart papers, sketch pens

- The facilitator should keep a chart paper ready with three columns drawn on it. He/she should draw one of these images in each of the columns - a happy face, face with neutral expression and a sad face. He/she should explain that happy face represents satisfaction terms of understanding what was shared today. The face with neutral expression denotes partial but not full understanding. The sad face represents unease and unhappiness with the ability to understand inputs shared today
- He/she should then ask the participants to place a tick mark under the face which matches their experience of the day. The participants don't have to write their names
- After all the participants have marked, the facilitator should quickly reflect on the mood-o-metre. He/she can also ask the participants if any of them want to share anything in the larger forum
- The facilitator should also use this opportunity to quickly run through the training schedule for the day and reiterate the key messages shared
- Next, the recapitulation groups for the next day should be reminded of their task. They can also be asked if they will need any specific equipment (i.e. computer and LCD, chart papers etc.)
- The facilitator can briefly touch upon the key content areas for the next day. He/she should then conclude the day's proceedings

(Day II) Session I

Recapitulation

Total Duration

30 minutes

Learning Objectives

- Revisit the key information shared during Day I

Methodology

- As decided by recap groups
- Discussion

Materials Required

- As informed by recap groups

(ACTIVITY 1) Recapitulation

Suggested Time: 30 minutes

Materials: As needed by recap groups

- The facilitator should welcome all the participants
- He/she should then invite the recapitulation groups to do their presentation of the previous day's proceedings
- The facilitator should encourage all the participants to reflect on what has been presented and to share their experiences as well
- Finally, the facilitator should quickly go over the schedule for the day

(Day II) Session II

Combating Violence Against Children

Total Duration

1 hour 15 minutes

Learning Objectives

- Revisit the concept of child rights in general and child protection in particular
- Refresh inputs received on ICPS particularly importance of preventive (family and community based) and responsive actions
- Revisit the concept of VAC and child abuse
- Become equipped to provide these inputs to CPCs

Methodology

- Discussion
- Puzzle
- Presentation

Materials Required

- Computer, LCD projector and screen/wall surface
- Handout
- Session Aid (as many as number of groups)
- Scissor
- A4 sheets of paper
- Adhesive/glue sticks

(ACTIVITY 1) Prioritising Child Protection

Suggested Time: 20 minutes

Materials: Blackboard and chalk/white board and markers

- The facilitator should begin by asking the participants about the four key sets of rights
- He/she should highlight the right to protection in particular
- He/she should then touch upon the ICPS as the flagship child protection initiative in the country
- The facilitator should refer to the key role of families and communities in protecting children as outlined in the ICPS
- He/she can briefly mention about the JJ Act, linkages between the JJ Act and the ICPS and how the two collectively provide the foundation of the child protection framework in the country

(ACTIVITY 2) Enhancing Understanding of VAC

Suggested Time: 50 minutes

Materials: Session Aid, Puzzle pieces, A4 sheets of paper, adhesive, handout, computer, LCD projector and screen/wall surface

- The facilitator should divide the participants into five or six groups. This can be done using numbers as shared earlier
- He/she should state a puzzle will be distributed to the groups. The puzzle comprises sets of words which collectively form a definition. The groups will be given the words and an A4 sized paper on which they will have to stick the words together. The group which completes the definition and pastes it on the paper first wins
- Subsequently, the facilitator should initiate a discussion on VAC. He/she can begin with the definition. The participants should then be asked to share their understanding of the concept
- The facilitator should reiterate that VAC represents a broad term and includes abuse in its various forms
- He/she can then use the presentation to highlight key information regarding VAC and its locations (ranging from within family to others)
- He/she should then talk about abuse and its forms - physical, sexual, emotional and neglect. He/she should ask participants to provide examples of the forms of abuse
- Moreover, he/she should reiterate how key issues such as child labour, child marriage and child trafficking can be considered as subsets of the broader concept of VAC as these place children in abusive situations
- The facilitator should ask participants if they have any queries and respond to the same

The facilitator should summarise as needed and conclude the session.

Session Aid: Puzzle

All forms of neglect or	physical or mental negligent treatment,	violence, maltreatment	injury or	and abuse, exploitation children
including	sexual abuse is considered as violence against			

The lines between the words indicate possible puzzle pieces

(Day II) Session III

Thematic: Child Labour

What CPCs Can Do

Total Duration

2 hours

Learning Objectives

- Gain a deeper understanding of the issue of child labour and its consequences on children
- Become aware of related legislations
- Identify actions that CPCs can take in related matters including facilitating contacts/referrals with other relevant stakeholders
- Become equipped to provide these inputs to CPCs

Methodology

- Brainstorming/Screening of audio visual resource
- Group work using case study
- Presentation
- Discussion

Materials Required

- Blackboard and chalk/white board and markers
- Chart papers and sketch pens
- Computer, LCD projector and screen/wall surface
- AV resource (if available)
- Session aid
- Handout

(ACTIVITY 1) Perceptions on Child Labour

Suggested Time: 25 minutes

Materials: Black board and chalk/white board and markers

- The facilitator should ask the participants what comes to their mind when they hear the words 'child labour' They can be asked to express this in one or two words
- He/she should write the words shared by the participants on the board
- He/she should ensure that all the participants are covered
- The facilitator should then reflect on the words and draw out the commonalities and differences in what the participants have said
- The discussion can also be used to get some preliminary thoughts from the participants on why they think child labour occurs and what are its effects on children

(Option)

Alternately, the facilitator can screen an appropriate audio visual resource like a short film on child labour. The screening can be followed with a discussion. Here, the facilitator can ask the participants their feelings when watching the film. Their perceptions regarding child labour can be explored through a brief discussion.

(ACTIVITY 2) Identifying Actions Against Child Labour

Suggested Time: 50 minutes

Materials: Session aid, chart paper and sketch pens

- The facilitator should form four groups of participants. This can be done using numbers as shared earlier
- He/she should then provide each group with a case study. The groups should be instructed to read the case study and answer the related questions. Each group would have to choose representatives who would share their responses with the larger group
- The groups should be given 20 minutes for discussion and five minutes for their presentation
- While the groups are discussing, the facilitator should spend some time with each of them. He/she may need to provide pointers to guide the discussion if needed
- After each group presents its responses, the facilitator should also ask the participants to provide their feedback on the same. They can also share any additional and even contrasting thoughts as well
- The facilitator should share his/her reflections on the responses. He/she can then share that these aspects would be clarified further in a presentation

(ACTIVITY 3) Child Labour and What CPCs Can Do

Suggested Time: 40 minutes

Materials: Handout

- The facilitator should discuss the issue of child labour, possible causes and the range of harmful effects on children
- He/she should highlight key legislative measures on child labour particularly The Child Labour (Prohibition and Regulation) Act 1986 and the subsequent notification in 2006. He/she can share that a process of amending the legislation is currently underway
- The facilitator may need to reiterate that provisions from the JJ Act can be applied to strengthen legal actions more so where children above 14 years are involved. Sections from other legislations and Indian Penal Code can also be applied as relevant
- He/she can also share about the links between child labour and child trafficking. He/she can mention that child trafficking would be covered in a separate section within the training
- He/she should then focus on the specific actions that CPCs can take for preventing child labour
- The possible responsive and rehabilitative actions, including involvement of relevant stakeholders should be covered next
- The facilitator should encourage participants to share their queries and clarify the same
- He/she can stress that participants can seek further guidance from nodal NGOs and DCPU on this matter

The facilitator should summarise and conclude the session.

Session Aid: Child Labour Case Studies

Case study 1

Twelve year old Rizwan goes to school. But he is becoming irregular. He belongs to a large family and they are poor. Rizwan has started helping his father in his carpentry work. He has also started working in a shop to earn some extra money. Rizwan does not even get enough time to sleep, rest or play.

Should the CPC in Rizwan's village intervene? What can it do?

Case study 2

Thirteen year old Bablu ran away from his home in a village and reached a neighbouring town. He started working in a small restaurant. The owner said he would pay him and also give him a place to stay at night. Soon, he started making him work from early morning to late night. Months passed and he did not pay any money. He started shouting and hitting Bablu if the latter did not follow his orders properly. One day, he hit Bablu repeatedly who then started bleeding profusely.

Should the CPC at the location where Bablu works intervene? What can it do?

Case study 3

Sometimes, fifteen year old Sunita's mother used to take her when she went to work in other people's homes. This happened when her mother was unwell and needed help. Gradually, her mother started involving her more in this work. Sunita then started working in two houses as a domestic help. She often had to face verbally abuse in one of these houses. Once they even hit her. Sunita now no longer goes to school.

Should the CPC intervene? What can it do?

Case study 4

A man has come to a village and has been contacting children above 12 years of age for work. He has said that the children will have to help in setting up mobile towers in different parts of the country. It will give them a chance to travel and they will earn good money.

Should the CPC intervene? What can it do?

(Day II) Session IV

Thematic: Child Marriage

What CPCs Can Do

Total Duration

2 hours

Learning Objectives

- Gain a deeper understanding of the issue of child marriage and its consequences on children
- Become aware of related legislations
- Identify actions that CPCs can take in related matters including facilitating contacts/referrals with other relevant stakeholders
- Become equipped to provide these inputs to CPCs

Methodology

- Brainstorming/Screening of audio visual resource
- Group work using case study
- Presentation
- Discussion

Materials Required

- Blackboard and chalk/white board and markers
- Chart papers and sketch pens
- Computer, LCD projector and screen/wall surface
- AV resource (if available)
- Handout

(ACTIVITY 1) Perceptions on Child Marriage

Suggested Time: 25 minutes

Materials: Black board and chalk/white board and markers

- The facilitator should ask the participants what comes to their mind when they hear the words 'child marriage'. They can be asked to share their thoughts
- The facilitator can write down the key words and phrases that emerge on the board
- He/she should then ask participants about the reasons for child marriage
- Next, the effects of child marriage on children should be discussed

(Option)

Alternately, the facilitator can screen an appropriate audio visual resource like a short film on child marriage. The screening can be followed with a discussion. Here, the facilitator can ask the participants their feelings when watching the film. Their perceptions regarding child marriage can be explored through a discussion.

(ACTIVITY 2) Identifying Actions Against Child Marriage

Suggested Time: 50 minutes

Materials: Session aid, chart paper and sketch pens

- The facilitator should form four groups of participants. This can be done using numbers as shared earlier
- He/she should then provide each group with a case study. The groups should be instructed to read the case study and answer the related questions. Each group would have to choose representatives who would share their responses with the larger group
- The groups should be given 20 minutes for discussion and five minutes for their presentation
- After each group presents its responses, the facilitator should also ask the participants to provide their feedback on the same
- The facilitator should sum up the points articulated and also share his/her reflections on the responses. He/she can then share that these aspects would be clarified further in a presentation

(ACTIVITY 3) Child Marriage and What CPCs Can Do

Suggested Time: 40 minutes

Materials: Handout

- The discussion on child marriage can now be consolidated. The possible causes and effects on children can be summarised
- The facilitator should speak briefly about The Prohibition of Child Marriage Act 2006
- He/she should highlight that besides parents and care givers, the Act also holds others involved in a child marriage including priests, those providing the venue, serving food etc as liable to imprisonment and fine
- He/she should also speak about the course of action where the child marriage could not be prevented
- Specific nuances can also be discussed. For instance, the facilitator may encourage participants to reflect on the instances of parents slapping kidnapping charges against boys who marry their daughters against parental consent
- At the same time, the links between child marriage and trafficking should also be briefly touched. The facilitator can share that the issue of child trafficking would be dealt with in a subsequent session
- He/she should then focus on the specific actions that CPCs can take for preventing child marriage
- The facilitator should encourage participants to share their queries and clarify the same
- He/she can stress that participants can seek further guidance from nodal NGOs and DCPU on this matter

The facilitator should summarise as needed and conclude the session.

Session Aid: Child Marriage Case Studies

Case study 1

Piu is 15 years old and in school. She wants to study further. But many of her relatives have started asking her parents to get her married off. She has to travel some distance to go to school and they have been pointing out that it is unsafe. Gradually, her parents start getting influenced by others. Then, a relative brings news of a match for her. Piu one day overhears her parents talking to each other and deciding to marry her off as early as possible.

Should the CPC intervene? What can it do?

Case study 2

Thirteen year old Nagma's parents are daily wage labourers. One day, a neighbour comes to their house. She shares that she has a relative - a twenty year old boy who lives in a city - who wants to get married. She wants Nagma's parents to consider this boy for her. Her parents become interested because the neighbor says that the boy does not want any dowry. A date for the marriage is fixed. Nagma is horrified. She wants to study further and is not ready for marriage.

Should the CPC intervene? What can it do?

Case study 3

Sixteen year old Pinky has started spending a lot of time with a 17 year old boy from her neighbourhood. The boy has said that he loves her and wants to marry her. The two families don't get along and Pinky is sure that her parents will never agree to the match. The two run away. News reaches their families that the two have got married.

Should the CPC intervene? What can it do?

Case study 4

A couple has recently come to a village and has started talking to a girl's family. They say that they know about many eligible boys in Haryana who would be willing to marry without taking any dowry.

Should the CPC intervene? What can it do?

(Day II) Session V

Consolidation

Total Duration

30 minutes

Learning Objectives

- Revisit the key information shared during the day
- Become familiar with expected content areas for Day III

Methodology

- Discussion
- Feedback through mood-o-metre

Materials Required

- Chart papers
- Sketch pens/markers

(ACTIVITY 1) Feedback

Suggested Time: 45 minutes

Materials: Chart papers and sketch pens

- The facilitator should draw three columns on a chart paper with the three faces (happy, neutral and sad) to obtain feedback from the participants. Please see page 43 for further instructions (this activity was done in the concluding session for Day I as well)
- After all the participants have marked, the facilitator should quickly reflect on the mood-o-metre
- He/she can ask the participants if any of them want to share anything in the larger forum
- The facilitator can also ask the participants to share if they found any particular session difficult and the reasons for the same. He/she should state that such feedback would be helpful in planning the subsequent sessions
- He/she can introduce the key topics to be covered on Day III before concluding the proceedings

(Day III) Session I

Recapitulation

Total Duration

30 minutes

Learning Objectives

- Revisit the key information shared during Day II

Methodology

- As decided by recap groups
- Discussion

Materials Required

- As informed by recap groups

(ACTIVITY 1) Recapitulation

Suggested Time: 30 minutes

Materials: As needed by recap groups

- The facilitator should welcome all the participants
- He/she should then invite the recapitulation groups to do their presentation of the previous day's proceedings
- The facilitator should encourage all the participants to reflect on what they had learnt the previous day
- Finally, the facilitator should quickly go over the schedule for the day

(Day III) Session II

Thematic: Child Trafficking

What CPCs Can Do

Total Duration

2 hours

Learning Objectives

- Gain a deeper understanding of the issue of child trafficking and its consequences on children
- Understand linkages between missing and trafficked children
- Become aware of related legislations
- Identify actions that CPCs can take in related matters including facilitating contacts/referrals with other relevant stakeholders
- Become equipped to provide these inputs to CPCs

Methodology

- Brainstorming
- Presentation
- Group work using case study
- Discussion

Materials Required

- Blackboard and chalk/white board and markers
- Chart papers and sketch pens
- Computer, LCD projector and screen/wall surface
- Handout

(ACTIVITY 1) Perceptions on Child Trafficking

Suggested Time: 25 minutes

Materials: Black board and chalk/white board and markers

- The facilitator should ask participants if they are aware of the phenomenon of child trafficking. He/she should ask them to share any specific experiences that occurred in their neighbourhoods or they received news of
- Four - five such instances can be shared. The facilitator can consciously attempt to present diverse situations by asking participants from urban and rural locations, from those living in bordering areas etc. He/she could also explore diversity in terms of the purpose of trafficking i.e. for child labour including domestic work, commercial sexual exploitation, illegal adoption etc.
- He/she should then encourage participants to reflect on causes or vulnerabilities that perpetuate child trafficking and the effects it has on children

(ACTIVITY 2) Child Trafficking and What CPCs Can Do

Suggested Time: 45 minutes

Materials: Handout

- The issue of child trafficking should then be discussed further
- The facilitator should cover the risks and vulnerabilities that give rise to child trafficking. The range of harmful effects on children should also be highlighted. The underlying link between missing and trafficking should be shared
- He/she should next highlight key legislative measures. This includes The Immoral Traffic (Prevention) Act 1956. He/she should stress the need for applying relevant sections from other legislations also to strengthen the chances for conviction of suspected traffickers. This includes use of the recent The Protection of Children from Sexual Offences Act 2012
- He/she should then focus on the actions that CPCs can take for preventing child trafficking
- The possible responsive actions should be covered next
- The facilitator should also highlight the role of CPCs in supporting reintegration of child survivors of trafficking
- He/she can stress that participants can seek further guidance from nodal NGOs and DCPU on this matter

(ACTIVITY 3) Reaffirming Actions Against Child Trafficking

Suggested Time: 45 minutes

Materials: Session aid, chart paper and sketch pens

- The facilitator should form four to five groups of participants. This can be done using numbers as shared earlier. He/she should then provide each group with a case study. The groups should be instructed to read the case study and answer the related questions. Each group would have to choose representatives who would share their responses with the larger group
- The groups should be given 20 minutes for discussion and five minutes for their presentation
- After each group presents its responses, the facilitator should also ask the participants to provide their feedback on the same. He/she should also share his/her reflections on the responses

The facilitator should summarise and needed and conclude.

Session Aid: Child Trafficking Case Studies

Case study 1

Fifteen year old Mary has started talking to a boy on the phone. She doesn't know him yet but likes talking to him. After about a month, he asks her to meet her at a bus stop. He says that he wants to take her away to a better place where the two can live together. However, he tells her not to tell anyone about him. Mary is tempted to leave with him. She is not happy in her family. Her parents, both daily wage labourers, rarely spend time with her. They are also poor and struggle to make ends meet. Her older brother hardly spends any time at home.

Should the CPC intervene? What can it do?

Case study 2

Seventeen year old Puja has been approached by a woman who says that she can get her a nice job in a city. Initially, Puja was not interested. But this woman, gradually struck up a friendship with her. She told her about other girls her age who work in the city, earn a lot of money and are able to spend it on themselves. One day, she even comes to Puja's home and talks to her parents. She gives them some advance money and takes Puja with her. Some money comes to the family on a monthly basis for three months. After that, they stop receiving money. The family loses touch with Puja. The woman also stops coming to their village.

Should the CPC intervene? What can it do?

Case study 3

A man comes to a village and starts talking to 14-16 year old boys. He says that he can offer them work in far off places. They will earn a lot and will soon be able to buy mobiles, motorcycles and other things that they desire. Some boys express willingness to leave with him.

Should the CPC intervene? What can it do?

(Day III) Session III

Thematic: Other Key Local Issues

What CPCs Can Do

Total Duration

1 hour 45 minutes

Learning Objectives

- Gain a deeper understanding of other key local issues such as needs and concerns of out of school children and children with special needs
- Become aware of related legislations
- Identify actions that CPCs can take in related matters including facilitating contacts/referrals with other relevant stakeholders
- Become equipped to provide these inputs to CPCs

Methodology

- Presentation
- Discussion

Materials Required

- Blackboard and chalk/white board and markers
- Computer, LCD projector and screen/wall surface

(ACTIVITY 1) Out of School Children and What CPCs Can Do

Suggested Time: 35 minutes

Materials: Handout

- The facilitator should ask participants to reflect on the issue of out of school children
- He/she can ask participants to share reasons that prevent children from going to school and its effects on the children and their families
- The links between education and protection can be highlighted. For instance, the former becomes a strategy for preventing child labour. The facilitator should also highlight linkages between education and breaking the cycle of poverty and ill health
- The related legislative measures including The Right of Children to Free and Compulsory Education Act 2009 (known commonly as RTE) should be highlighted
- Next, the facilitator should highlight the actions that CPCs can undertake to promote mainstreaming (i.e. enrollment in formal schools) of children. Provisions under the Sarva Shiksha Mission which facilitate retention (including provision of uniforms, clothes, mid-day meals etc) as well as RTE can also be covered briefly
- The facilitator should encourage the participants to clarify their doubts if any.

(ACTIVITY 2) Children with Special Needs and What CPCs Can Do

Suggested Time: 35 minutes

Materials: Handout

- The facilitator should ask the participants regarding their understanding of the word ‘disability’
- He/she should clarify that disability is a broad concept that incorporates a range of conditions including physical disability, visual disability, hearing impaired, mentally ill, and mentally retarded. Learning disorders are sometimes placed in the category of others
- He/she should state that children with disabilities are termed as ‘children with special needs’
- The facilitator should avoid going into too much details and share that such information can be provided as part of subsequent capacity building initiatives. However, he/she can refer them to some resources /organisations
- He/she should then outline some situations concerning children with special needs and the actions that CPCs can take

(ACTIVITY 3) Reaffirming Pathway of Action for CNCP and CCL

Suggested Time: 30 minutes

Materials: Handout

- The facilitator should run through the broad pathway of actions for CNCP and CCL. The pathway can be shown using flow charts. He/she should share that this is a generalised representation
- The range of key stakeholders involved and how they can possibly contribute (for both CNCP and CCL) should be revisited
- The facilitator should stress that the CPCs are expected to play an important role in being able to identify CNCP and ensure that they receive due support. This support includes prioritising family and community based care as far as possible. The CPCs are also crucial in facilitating reintegration efforts for CNCP and CCL as well
- He/she can stress that participants can seek further guidance from nodal NGOs and DCPU

The facilitator should summarise and conclude the session.

(Day III) Session IV

Mock Session

Total Duration

2 hours

Learning Objectives

- Demonstrate facilitation skills and grasp of content areas
- Promote reflection on use of participatory methodologies
- Promote reflection on qualities of a good facilitator

Methodology

- Mock session
- Discussion

Materials Required

- As requested by participants undertaking mock sessions
- Copies of CPC Phase II Induction Module

(ACTIVITY 1) Mock

Suggested Time: 2 hours

Materials: As requested by participants undertaking the mock session

- The facilitator should form five groups of participants. This can be done using the numbering method described earlier
- The facilitator should provide each group with a topic. He/she should share that group members can choose to be facilitators and participants. However, one group member also has to be the observer. The facilitators would have to undertake a brief 20 minutes session on the specified topic. They can choose the methodology that was used for them or other options mentioned in the CPC module. Participants could also use any other methodology
- The groups should be given five minutes to decide on the roles and methodology
- The facilitator should then ask each group to perform. After each group finishes, he/she should invite the group observer to share his/her reflections on (i) facilitators' grasp of content and ability to deliver (ii) methodology adopted (iii) connect with the participants (iv) creating a conducive learning environment
- After all the groups have presented, the facilitator should ask all the participants to share their thoughts and comments

Suggestions for Mock Sessions

- Enhancing Understanding of Reporting Formats
- Enhancing Understanding of VAC
- Perceptions on Child labour/Child marriage/Trafficking
- Actions that CPCs Can take on Child labour/Child marriage/Trafficking
- Recapitulation

- He/she should then reaffirm the positives from the mock sessions. He/she should also clarify as needed
- The facilitator should then ask participants to identify the qualities of a good facilitator
- He/she should also ask the participants to connect their experiences of the mock with the assessment of strengths and areas of improvement undertaken earlier on Day I. Participants can be encouraged to share their reflections
- The facilitator should provide pointers as necessary. He/she may stress that while the key inputs for the MTs may have been presentation based to enhance their understanding in a structured manner, they should explore other and varied methodologies for the CPCs. The related modules provide scope for the same
- He/she should also share that facilitation skills would be discussed further at the planning meeting for CPC trainings to be undertaken shortly

The facilitator should summarise as needed and conclude the session.

(Day III) Session V

Consolidation & Planning Ahead

Total Duration

30 minutes

Learning Objectives

- Revisit the key information shared during the day
- Reiterate the next steps for CPCs

Methodology

- Discussion
- Filling of Post Training Assessment section
- Feedback

Materials Required

- Blackboard and chalk/whiteboard and markers
- Pre and Post Training Assessment Formats
- Sketch pens

(ACTIVITY 1) Reiterating Key Content Areas and Planning Ahead

Suggested Time: 20 minutes

Materials: Training schedule, computer, LCD projector and screen/wall surface

- The facilitator should refer to the training schedule and quickly run through the key content areas covered during the day
- He/she should encourage the participants to revisit the CPC Phase II Induction module and the content shared in the Reference Handbook by themselves
- The facilitator should then discuss the next steps. This includes the planning meeting for CPC training at the district level. He/she can share that arrangements for the CPC training would be done in coordination with the DCPU and the nodal NGO
- The timelines for the BLCPC and WLCPC trainings can also be discussed
- He/she should clarify any immediate doubts as far as possible. He/she should also suggest the participants to get in touch with the nodal NGO or DCPU as appropriate for any further information and directions

(ACTIVITY 2) Feedback and Filling of Post Training Assessment Section

Suggested Time: 10 minutes

Materials: Sketch pens, display arrangement, Pre and Post Training Assessment Formats

- The facilitator should distribute the Pre and Post Training Assessment Formats. The participants should be asked to fill the Post Training Assessment section. Five minutes can be allotted for this task
- He/she should then collect the formats
- He/she should also request the participants to share their experiences of the training
- Finally, the facilitator should close the proceedings by thanking all the participants for their support during the training

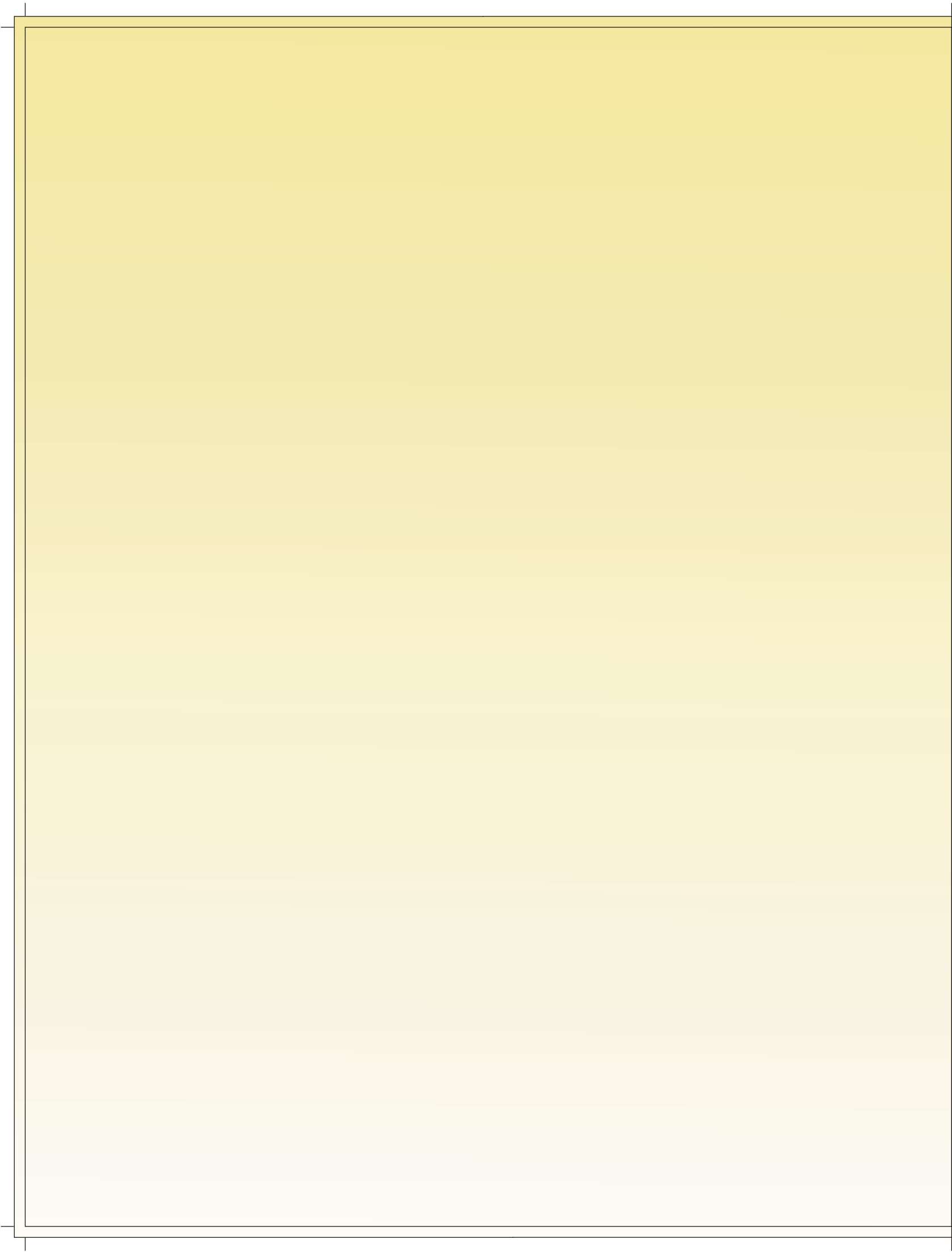
Planning Meeting for MTs

As recommended after the Phase I training, a similar meeting can be organised for the MTs. The training plan for the BLCPCs and WLCPCs can be collectively finalised here. The MTs can seek clarifications on content areas. Other specific aspects wherein further inputs are needed (i.e. linked to facilitation skills - these may emerge from the mock sessions) can also be covered here. The nodal NGO and the DCPU would be responsible for facilitating this meeting.



PART 2

FOR THE CPCS



(PART 2) FOR THE CPCS

BASICS

Training Objectives

To assist CPCs in recognising the importance of their role as a key child protection actor particularly in terms of operationalising community based safety net for children

To orient CPCs on specific core content areas to enable them to initiate functioning as mandated under the ICPS

To make them aware and build consensus on the Code of Conduct for working with children

To help CPCs familiarize themselves with key formats/records and other procedural aspects

To establish the importance of collaboration between key child protection actors including referral mechanisms

Two Modules

Phase I: 2 days, Phase II: 2 days

Additional, planning meeting after the training in each phase for BLCPCs to finalise arrangements for VLCPC trainings and obtain further content inputs as needed

PHASE I

Training Schedule		
No	Duration	Session
(Day 1)		
1	10.00 - 11.30 am	Introduction
	11.30 - 11.45 am	TEA BREAK
2	11.45 - 12.45 pm	Looking Back and Looking Around: Reflections on Childhood and Children
3	12.45 - 1.30 pm	Children as Rights Holders
	1.30 - 2.15 pm	LUNCH
4	2.15 - 3.45 pm	Understanding Vulnerable Children
	3.45 - 4.00 pm	TEA BREAK
5	4.00 - 4.45 pm	Consolidation
(Day 2)		
1	10.00 - 10.30 am	Recapitulation
2	10.30 - 11.30 am	Safeguarding Children: Child Protection Framework in India
	11.30 - 11.45 am	TEA BREAK
3	11.45 - 1.30 pm	CPCs in Action: Understanding their Roles
	1.30 - 2.15 pm	LUNCH
4	2.15 - 3.30 pm	Allies for CPCs: Key Support Structures and Pathways for Action
	3.30 - 3.45 pm	TEA BREAK
5	3.45 - 4.45 pm	Our First Responsibility: Understanding Status of Children
6	4.45 - 5.30 pm	Consolidation and Planning Ahead

(Note: This is a sample schedule. It can be modified based on the local contexts. However, the listed sessions need to be covered.)

(Day I) Session I

Introduction

Total Duration

1 hour 30 minutes

Learning Objectives

- Gain an understanding of the purpose of the training
- Gain familiarity with each other and expected process of learning and content areas of the training

Methodology

- Discussion
- Filling of Pre Training Assessment section

Materials Required

- Chart papers
- Sketch pens/markers
- Adhesive
- Colourful post its
- Computer, LCD projector and screen/wall surface
- Pre and Post Training Assessment Formats
- Display arrangement for charts

(ACTIVITY 1) Welcome and Participant Introductions

Suggested Time: 40 minutes

Materials: Training schedule, computer, LCD projector and screen/wall surface³

- The facilitator should warmly welcome all the participants
- He/she should briefly outline the purpose of the training. He/she should reiterate the importance of CPCs in the child protection framework in the country
- Next, the participants should be asked to introduce themselves. They can be asked to share their name, age, occupation (and designation as applicable). To make the introductions more interesting, they can also be asked to name their favourite animal and give reasons for the same. Other possible variations include naming favourite food, flower, historical or literary figure
- The facilitator should reflect on the varied backgrounds of the participants and share that this multistakeholder membership of CPCs makes them unique and more effective in reaching out to children and addressing their concerns across varied sectors. The potential of positive contribution of the CPCs in making a difference in children's lives should be stressed

³It is understood that it may not be possible to have computer and LCD projector at all locations. For all subsequent sessions, facilitators may focus more on using handout/relevant text from the Reference Handbook. Transparencies and overhead projectors can be used where possible.

- The training objectives and schedule should be highlighted. This can be shared through powerpoint slides/transparencies as well
- The facilitator should emphasize that participants can ask questions and seek clarifications throughout the training. He/she should state that this training is seen as a participatory learning exercise for all involved

(ACTIVITY 2) Expectations and Concerns

Suggested Time: 20 minutes

Materials: Colourful post its/pieces of chart papers, sketch pens, adhesive (if pieces of chart papers are being used), chart papers, display arrangement

- The facilitator should ask all the participants to think about their expectations and concerns related to the training
- Two different coloured post it slips should be given to the participants for writing these
- The participants can be given five minutes to think and write their responses
- The facilitator may need to interact with some of the participants and encourage them to write, particularly those who are new to a training environment like this
- The slips should then be collected and pasted on a chart paper displayed within the room
- The facilitator should read out the concerns shared. He/she should respond to these. For instance, a participant may not be sure if he/she will understand completely what is being shared. Here, the facilitator should share that the participants should feel free to state if they cannot understand or if the pace seems too rushed
- Next, the facilitator should read out the expectations and provide appropriate responses. He/she may need to point out that the training is for a specific purpose and it may not be possible to cover topics beyond its realm

(OPTION)

The facilitator can also draw two faces on a chart paper - a smiling and a sad face. He/she can share that the smiling face indicates expectations while the sad face represents concerns. He/she can then encourage the participants to share their expectations and concerns verbally while he/she writes them down. Another variation can be asking participants to discuss these among themselves in pairs and then one of them sharing and/or writing the responses. Summarisation and clarification can be done as mentioned in the steps alongside.

(ACTIVITY 3) Setting Ground Rules

Suggested Time: 15 minutes

Materials: Chart paper, sketch pens/markers, display arrangement

- The facilitator should highlight the need for setting some ground rules for the training. Also sometimes known as codes of cooperation, the rules would help in establishing a conducive training environment where all can participate equally
- Participants should be asked to decide these rules. If considered appropriate, participants may also be encouraged to show these through actions while others have to guess (like mime/dumb charades).
- The rules should then be written clearly or represented through symbols on a chart paper displayed within the room

- The facilitator should stress that these rules have been agreed on collectively and should be adhered during the duration of the training.

(ACTIVITY 4) Filling Pre Training Assessment Section

Suggested Time: 15 minutes

Materials: Pre and Post Training Assessment Formats and sketch pens

- The Pre and Post Training Assessment Formats should be distributed to all the participants
- They should be given 10 minutes to fill the Pre Training Assessment section using the colour codes as described on the format
- The facilitator should stress that the participants would be assessing their own knowledge levels prior to and after the training. Thus, this is a self-evaluation exercise and that they should fill the formats honestly

(Day I) Session II

Looking Back and Looking Around

Reflections on Childhood and Children

Total Duration

1 hour

Learning Objectives

- Utilise childhood experiences to aid identification with children's issues and needs
- Initiate reflection about children living under different circumstances, particularly those who are vulnerable

Methodology

- Game
- Brainstorming
- Discussion

Materials Required

- Chart paper and sketch pens
- Display arrangement for charts
- Music system/using music from a computer/mobile (if possible)

(ACTIVITY 1) Looking Back on Childhood

Suggested Time: 30 minutes

Materials: Four pieces of chart paper, scissors, cello tape, computer where music can be played/music system/music from a mobile phone (if possible)

- The facilitator should prepare four pieces of chart paper with each having one of the following words written in the local language(s) - happy, excited, sad and scared. If considered appropriate, four faces with related expressions can also be drawn on the chart papers (instead of writing the words)
- These four pieces should be placed at four corners of the room at clearly visible locations
- The facilitator should then explain that he/she will clap or play music. Participants would be expected to keep moving across the room during this time. When he/she stops clapping/music, the participants should quickly stand in one of the corners closest to them. Then, they would be asked to share their experiences of childhood linked to the emotion written/drawn in that corner. A trial round can be done to familiarize the participants
- The facilitator can encourage participants to volunteers to share their experiences. He/she should also gradually encourage those not speaking to share as well. The participant may need to keep track to ensure that speakers include men and women, government and community representatives, adults and children
- Depending on the pace of the sharing, two or more rounds can be done
- The facilitator should draw from the responses to highlight varied experiences of childhood. He/she should first speak about the happy experiences, excitement and joys of childhood
- The facilitator should then highlight sad, stressful and scary experiences of childhood as shared
- He/she should then stress that childhood is shaped by a combination of factors from the individual and family to the broader societal level
- The facilitator should encourage the participants to share any other thoughts on childhood. They can also be asked how they felt when they reflected on their childhoods

(Option)

The facilitator can prepare equal number of chits with the four words or with expressions (faces). These can be distributed to the participants. Then, they can be asked to share an experience depending on the chit they receive.

(ACTIVITY 2) Recognising Children Living Under Different Circumstances

Suggested Time: 25 minutes

Materials: Blackboard and chalk/white board and markers

- Drawing from the previous activity, the facilitator should highlight the variety of experiences of childhood that emerged. He/she should then pick up the thread of differing backgrounds and circumstances shaping childhood
- He/she should outline various scenarios like possible experiences of childhood in a rural family which is heavily in debt, in a large family with many children but inadequate means of income, where a parent is alcoholic, where the older girl is forced to drop out of school to take care of younger siblings. Other examples that are locally relatable can also be shared. He/she should pick experiences linked to vulnerabilities of children
- The facilitator should then stress that various factors make a child vulnerable wherein he/she may not experience the care that he/she is entitled to and risks of abuse and exploitation may turn into reality.

These factors may be located within the family or community. These may deal with social perceptions or even norms like gender and patriarchy. Meanwhile, characteristics like disability would also enhance vulnerability

- Participants should be asked to identify factors or situations that make children vulnerable. This exercise can begin with the participants looking within their communities and then moving to a broader level. The suggestions should be listed on a chart paper which is displayed within the training venue
- The facilitator may need to make some suggestions initially to trigger this process. However, he/she should not try to guide the discussion too much. The idea is to get a sense of the vulnerabilities that the participants identify on their own. A subsequent session provides the opportunity to take this dialogue further into categories of CNCP and CCL. So, the facilitator should not try to forcibly direct the discussion along these lines
- The participants should then be asked to reflect which of these vulnerabilities among children are more pervasive/common in their areas. These can be circled

The facilitator should summarise as needed and conclude the session.

(Day I) Session III

Children as Rights Holders

Total Duration

45 minutes

Learning Objectives

- Gain familiarity with the age definition of children
- Become aware of the concept of child rights and key reference points

Methodology

- Brainstorming
- Just a Minute
- Discussion

Materials Required

- Blackboard and chalk/white board and markers
- Handout

(ACTIVITY 1) Defining Children

Suggested Time: 15 minutes

Materials: Blackboard and chalk/white board and markers

- The facilitator should begin by asking participants the age group of children. He/she should encourage them to share their thoughts on this

- The facilitator should then state that an individual upto the age of 18 years is categorised as a child unless stated otherwise in specific legislation. This definition was made in the UNCRC. In India, this is reflected in the National Policy for Children 2013, the JJ Act and other key documents
- The facilitator should share that some legislations in India have considered different age groups for children. These examples can be shared
- However, he/she should stress that the JJ Act remains a key reference point in child protection and that 18 years should be considered as the age of child. Even where other legislations state different age group, provisions from the JJ Act can still be applied

(ACTIVITY 2) Understanding Child Rights

Suggested Time: 25 minutes

Materials: Chits of paper, blackboard and chalk/white board and markers and handout

- The facilitator should prepare four chits with child survival, child development, child participation and child protection written on each
- He/she should then ask for four volunteers. He/she should share that they will pick up a chit of paper and then have to speak for one minute on the topic mentioned therein
- After all four volunteers have spoken, then the facilitator should share that these four topics represent four broad sets of rights that are globally accepted. He/she can state that these were outlined in the UNCRC which was passed in 1989 and came into force in 1990. India ratified the Convention in 1992
- The facilitator should also emphasize that the non-negotiable essentials for a child have come to be known as child rights. He/she can give a few examples to differentiate between essential needs and additional wants (which are not essential)
- He/she should also state that rights are interconnected and apply for all children
- The facilitator should elaborate further on child rights using the handout. He/she should highlight the aspect of rights being legally enforceable
- He/she should point out that child rights hold special value for CPCs as it is their duty to ensure that children are protected, able to participate and develop to their full potential
- Next, child rights as incorporated within the Constitution should be shared
- The facilitator should encourage the participants to ask questions and clarify doubts

The facilitator should summarise as needed and conclude the session.

(Day I) Session IV

Understanding Vulnerable Children

Total Duration

1 hour 30 minutes

Learning Objectives

- Recognise key categories of vulnerable children
- Become familiar with concepts of violence against children and types of abuse

Methodology

- Screening of audio visual resource
- Brainstorming
- Presentation
- Discussion

Materials Required

- Computer, LCD projector and screen/wall surface
- Sound system
- Blackboard and chalk/white board and markers
- Handout
- Session aid

(ACTIVITY 1) Highlighting Vulnerable Children

Suggested Time: 25 minutes

Materials: Computer, LCD projector, screen/wall surface, audio visual resource, sound box (if needed)

- The session should be initiated by screening an appropriate audio visual resource
- After the screening, the facilitator should encourage the participants to share their immediate thoughts
- The facilitator should then share that it is important to recognise vulnerabilities and risk situations for children and that this session would focus on this theme

(ACTIVITY 2) Identifying Vulnerable Children

Suggested Time: 30 minutes

Materials: Chart paper with vulnerable children (prepared in an earlier session)

- The facilitator should begin by referring to the vulnerable children listed in the chart paper prepared in an earlier session. He/she should ask participants if they want to make any additions to the list
- Next, the facilitator should introduce the concepts of child in need of care and protection, child in conflict with law and child in contact with law as outlined in the JJ Act and the ICPS. He/she can speak very briefly about the JJ Act and ICPS (these will be elaborated further in subsequent sessions)

- He/she should now involve the participants in placing the vulnerabilities listed in the chart paper within these categories. He/she may need to point out additional vulnerabilities that may have been missed by the group
- The dimension of gender and gendered discrimination should be highlighted
- Further, the facilitator should encourage participants to reflect on the vulnerabilities that are considered to be more prevalent in the local context. He/she may need to give examples to aid reflection. Aspects such as caste, class, community, living in remote areas etc can be highlighted
- Understanding of the definitions, as per the JJ Act and ICPS, should be stressed
- The facilitator should provide scope for participants to ask questions
- The facilitator should state that the role of CPC vis-à-vis children who are vulnerable would be elaborated subsequently. He/she should also state that the JJ Act and ICPS have provided a framework of responsive structures as well and these would be shared too

(ACTIVITY 3) Understanding Violence and Abuse

Suggested Time: 30 minutes

Materials: Handout

- The facilitator should ask the participants to share what comes to their mind when they hear the word 'abuse'
- After a few participants have shared, he/she should ask what comes to mind when they hear the words 'child abuse'
- The facilitator should encourage participants to speak. He/she should assure them that all perceptions are important
- He/she should summarise what has emerged from the group
- He/she should then share that abuse itself is now considered as part of a broader concept - Violence Against Children. The definition of VAC should be shared
- The facilitator should then ask participants where such violence can occur. He/she should then consolidate by stating locations particularly family, community, schools and educational institutions, in CCIs and at workplaces
- Next, the facilitator should speak about the concept of abuse. A basic understanding of physical, sexual, emotional abuse and neglect should be provided. He/she should provide examples to aid understanding
- The effects of abuse on children - both short term and long term - should be stressed
- He/she should highlight that a child can be vulnerable in any setting. Also, violence may occur irrespective of the socio-economic background of the child. However, some children may be at a greater risk than others
- The facilitator should state that child labour, child marriage, missing and trafficked children also place children at risk of abuse and can be considered as part of the broader concept of VAC
- If time permits, the facilitator can ask for three volunteers. He/she should give each a situation and ask them to identify the kind of abuse depicted. The other participants can be asked to comment on this. The session aid used for MT training (See pg 23) can be used here). The facilitator can also use any other examples that may be more relevant locally

The facilitator should summarise as needed and conclude the session

(Day I) Session V

Consolidation

Total Duration

45 minutes

Learning Objectives

- Revisit the key information shared during the day
- Become familiar with expected content areas for Day II

Methodology

- Quiz
- Discussion
- Feedback through mood-o-metre

Materials Required

- Chart papers
- Sketch pens/markers
- Session aid
- Black board and chalk/whiteboard and markers

(ACTIVITY 1) Short Quiz

Suggested Time: 30 minutes

Materials: Session aid, black board and chalk/whiteboard and markers

- The participants can be grouped into four teams. This can be done by asking the participants to call out numbers sequentially and then forming groups accordingly
- The facilitator should explain the rules of the quiz. Essentially, this would be a rapid fire quiz with two rounds where participants get only three minutes to think of answers. Team members can consult each other within this time period. Each correct answer gets five points. The team with the highest points at the end of the two rounds wins
- The session aid given on Pg 26 can be used here. The facilitator can also include any other questions that he/she deems fit
- The facilitator can do a trial question in the beginning and then move on to the quiz
- He/she should ensure that the time limit is maintained. Also, he/she should be impartial
- The score can be written on the board
- After the quiz ends, the facilitator should clarify the wrong responses

(ACTIVITY 2) Feedback

Suggested Time: 15 minutes

Materials: Chart papers and sketch pens

- The facilitator should draw three columns on a chart paper. He/she should draw one of these images in each of the columns - a clear mirror, a partially dirt mirror and a fully dirty mirror. He/she should then explain that the clear mirror means that the participant has understood clearly what was shared during the day. The partially dirty mirror symbolises partial understanding. The completely dirty mirror suggests that the participant found it very difficult to understand anything that was shared during the day. It is best if the chart paper with the three columns and symbols is prepared beforehand to save time
- He/she should then ask the participants to place a tick mark under the mirror (in the relevant column) which matches their experience of the day in terms of understanding the information shared. He/she should stress that participants don't have to write their names
- After all the participants have marked, the facilitator should quickly reflect on the mood-o-metre. He/she can also stress that this was the first day of the training and the participants may feel more comfortable with the environment and content the following day
- The facilitator can briefly touch upon the key content areas for the next day. He/she should then end the day's proceedings on a positive note

(Day II) Session I

Recapitulation

Total Duration

30 minutes

Learning Objectives

- Revisit the key information shared during Day II

Methodology

- Game
- Discussion

Materials Required

- Ball

(ACTIVITY 1) Recapitulation

Suggested Time: 30 minutes

Materials: Ball

- The facilitator should welcome all the participants
- He/she should then share that the recapitulation would be done through a game
- The participants should be asked to stand in a circle. The facilitator should also be a part of the circle. He/she should hold a ball in his/her hand and share one important message that he/she learnt the previous day. Next, he/she should throw the ball at any participant who would have to catch it and, in turn, share one important message that he/she learnt the previous day
- This participant would then throw the ball at another participant and the process would continue
- The facilitator can decide how long to continue this game. He/she may have to add any key points that are missed
- Finally, the facilitator should quickly go over the schedule for the day

(Day II) Session II

Safeguarding Children

Child Protection Framework in India

Total Duration

1 hour

Learning Objectives

- Understand the primary role of families and communities in protecting children
- Identify key aspects of ICPS particularly importance of CPCs
- Gain an understanding of the concept of community based safety net

Methodology

- Debate
- Discussion
- Presentation

Materials Required

- Blackboard and chalk/white board and markers

(ACTIVITY 1) Families and Communities as Primary Protectors of Children

Suggested Time: 25 minutes

Materials: NA

- The facilitator should begin by asking who holds the primary responsibility for protecting children. He/she should then ask those who believe that families (and by extension) communities hold this responsibility to raise their hands
- He/she should then ask the remaining participants who did not raise their hands to state who they held responsible
- Next he/she should ask participants holding these two different positions to provide reasons for their responses. To make the discussion interesting, he/she can also ask one group to respond to the arguments presented by the other
- He/she should also ask participants about the possible roles of families and communities in child protection
- He/she should then state that families - and by extension - communities hold the primary responsibility. This is stressed in the ICPS as well which has envisaged CPCs in light of this

(ACTIVITY 2) ICPS: Prioritising Family and Community Based Actions

Suggested Time: 30 minutes

Materials: Black board and chalk/white board and markers (if needed)

- The facilitator should speak briefly about ICPS, particularly on strengthening child protection at the family and community level should be stressed
- He/she should then move on to the concept of the community based safety net.
- He/she should then provide preliminary information about the CPCs. He/she should share that the roles and other aspects would be elaborated in a following session
- The facilitator should stress the importance of collective action between actors for enhancing the safety net for children and providing prompt measures for those who fall out of it. He/she should stress the benefits of convergence for securing child protection

The facilitator should summarise as needed and conclude the session.

(Day II) Session III

Understanding Our Roles

CPCs in Action

Total Duration

1 hour 45 minutes

Learning Objectives

- Gain an understanding of key roles and responsibilities of CPCs
- Recognise boundaries of actions for CPCs
- Become aware of essential aspects to be followed when working with children mainly the Code of Conduct

Methodology

- Presentation
- Discussion

Materials Required

- Blackboard and chalk/white board and markers
- Handouts
- Session aid

(ACTIVITY 1) Key Roles and Responsibilities of CPCs

Suggested Time: 45 minutes

Materials: Session aid and handout

- The facilitator should read out five statements and ask participants to share whether they think these are True or False. The statements are linked to the roles and responsibilities of CPCs. The responses can be used as a starting point for the session
- The facilitator should highlight that the information shared in this session is particularly crucial as CPCs would be expected to perform accordingly. He/she should reiterate that the participants should clarify their doubts
- The hand out can be used to share the content
- The facilitator should focus on the roles and responsibilities of CPCs
- The boundaries of CPC functioning should be shared
- He/she should highlight that CPCs should seek further guidance from the DCPUs and nodal NGOs as needed
- Some aspects, particularly detailed guidelines for financial management by CPCs, would be shared later as and when finalised by the SCPS. This should be stated
- The facilitator should encourage participants to seek clarifications

(ACTIVITY 2) Using Formats

Suggested Time: 30minutes

Materials: Handouts

- The facilitator should introduce the key reporting formats to be used by the CPCs
- He/she should state that there are three formats - recording minutes of meeting, child protection risks/incidents/vulnerability matrix and quarterly progress report
- At this stage, the focus would be on the minutes of meeting and child protection risks/ incidents/ vulnerability matrix
- He/she should go over these formats and explain how these are to be filled
- He/she should encourage participants to ask questions

(ACTIVITY 3) CPCs Working with Children

Suggested Time: 30 minutes

Materials: Handout

- The facilitator should begin by asking the participants how they interpret the term 'child participation'
- The facilitator should share about child participation highlighting involvement of children in any decision that affects them
- He/she should also highlight that child participation does not mean that adults give up their responsibility completely. Instead, it is a gradual process wherein children are provided space to voice their opinions, gain in confidence and can move on to participating in decisions and taking actions
- The facilitator should reiterate that the CPCs are mandated to play a key role in terms of interacting with children and responding to their concerns. Thus, encouraging child participation is particularly relevant for them. The adult members should create a supportive environment where the child representatives feel comfortable and share

- Finally, the facilitator should share the Code of Conduct. He/she should encourage the participants to articulate doubts if any
- He/she should share that child participation would be covered in greater detail at a later stage with them

The facilitator should summarise as needed and conclude the session.

Session Aid: True or False Statements for Activity 1

Q1. CPC members can speak to parents and share key messages like send all children to school and do not marry them off before the legal age.

Ans: True

Q2. The CPC chairperson is supposed to send letters to members inviting them for the meetings.

Ans: False

Q3. For any doubts, VLCPCs should directly approach the DCPU. They don't need to first check with BLCPCs

Ans: False

Q4. CPCs are supposed to conduct all the activities on their own.

Ans: False

Q5. Even if some judicial process is on, CPCs can get the parties involved together and help them arrive at a settlement.

Ans: False

(Day II) Session IV

Our Allies

Support Structures and Pathways for Action

Total Duration

1 hour 15 minutes

Learning Objectives

- List key stakeholders that CPCs must be aware of and interact with as required for ensuring protection and well being of children
- Develop familiarity with referral mechanisms relevant for CPCs

Methodology

- Group work (including stakeholder mapping)
- Presentation
- Discussion

Materials Required

- Chart papers
- Sketch pens/markers
- Handout

(ACTIVITY 1) Identifying Allies for CPCs

Suggested Time: 45 minutes

Materials: Chart papers and sketch pens

- The facilitator should draw a circle in the middle of chart paper with CPC written on it. The chart paper should be displayed at a location that is visible to all the participants
- He/she should share that the participants and the facilitators would now collectively list all the stakeholders that the CPCs need to work with for ensuring safety and well being of their children
- He/she should discuss with the participants and draw several circles (of increasing size) corresponding with relevant levels. For instance, for VLCPCs, the circles could correspond to GS, village, GP, block and district. Circles for state and national levels can also be added
- Next, the facilitator should encourage the participants to start naming stakeholders. He/she can write these on the chart paper himself/herself or ask volunteers from the participants to do so
- He/she should then consolidate while also mentioning any key stakeholders that may have been left out

(ACTIVITY 2) Referrals for CPCs

Suggested Time: 25 minutes

Materials: Handout

- Linking with the previous activity, the facilitator should provide a quick overview of some key/common child protection concerns and the referral mechanisms
- The facilitator should stress that referrals would be dealt with in greater detail in the next phase of the induction training
- Participants should be encouraged to share their opinions and clarify doubts

The facilitator should summarise as needed and conclude the session.

(Day II) Session V

Our First Responsibility

Understanding Status of Children

Total Duration

1 hour 30 minutes

Learning Objectives

- Gain familiarity with format to be used for preliminary understanding of local status of children by CPCs
- Become aware of the importance of using data for prioritising actions for child protection

Methodology

- Discussion

Materials Required

- Handout (format)

(ACTIVITY 1) Sharing the Format

Suggested Time: 60 minutes

Materials: Handout

- The facilitator should share copies of the format for Preliminary Understanding of Local Status of Children
- He/she should share that the VLCPCs and WLCPCs are expected to use this format and collect information. The BLCPCs are expected to support the VLCPCs in collecting data
- The facilitator should read out all the fields in the format and elaborate on them as necessary
- He/she should state that a lot of the information can be obtained from existing sources like the Anganwadi Worker, schools etc.
- The facilitator should emphasize the importance of direct engagement with children and communities in filling the format as well
- He/she can share the localities/households can be divided among the CPC members for complete coverage. They could rope in supportive volunteers as well. But these volunteers would need to be duly oriented. In case of wards, the facilitator and the participants can collectively explore practical means for maximising coverage
- The facilitator should also stress the importance of treating the data that emerges as sensitive, particularly that is related to families at risk
- He/she should highlight the importance of dealing with this matter with caution and to not discuss it openly
- He/she should encourage the participants to ask questions

(ACTIVITY 2) Consolidation of Data

Suggested Time: 25 minutes

Materials: Handout (format)

- The facilitator should share that the VLCPCs and WLCPCs should be given a specific time frame within which to collect the data
- The VLCPCs and the WLCPCs would be asked to consolidate the data at their own level. This consolidated data should be written on a chart paper using the structure of the format itself. They should make at least two copies of the chart
- In case of VLCPCs, two copies of the chart paper should be prepared. One of these would be shared at the panchayat level and the other given to the relevant BLCPC
- The VLCPC would also need to write a covering letter to the BLCPC in which it should identify three issues for action (based on the data) and the reasons for selecting these. Further, it should mention the support needed from the BLCPC to address these issues
- The BLCPCs would consider all the data coming to them from the VLCPCs. They too would need to identify three issues for action at the block level. These issues and the reasons for selecting the same should be mentioned in a letter to the DCPU. The BLCPCs should also state the kind of support they would need from the DCPU to address these issues
- In case of WLCPCs, they would need to make one copy of the chart paper. This copy should be given to the DCPU along with a letter mentioning three prioritised issues, related reasons and support needed from DCPU
- The facilitator should stress that the nodal NGO and DCPU could be asked for support and guidance as needed
- Also, he/she should state that the consolidated findings of at least some VLCPCs, BLCPCs and WLCPCs would be shared and used for discussion in Phase II of the Induction Training
- He/she should stress that the ICPS prioritises such a comprehensive approach to data. This preliminary exercise would help the CPCs in subsequent activities of need assessment and annual child protection planning. These aspects would be covered in later phases of CPC capacity building

The facilitator should summarise as needed and conclude the session.

(Day II) Session VI

Consolidation & Planning Ahead

Total Duration

45 minutes

Learning Objectives

- Revisit the key information shared during the training
- Reiterate the next steps for the proposed training for the CPCs

Methodology

- Discussion
- Filling of Post Training Assessment section
- Feedback through mood-o-metre

Materials Required

- Blackboard and chalk/whiteboard and markers
- Pre and Post Training Assessment Formats
- Chart paper and sketch pens

(ACTIVITY 1) Reiterating Key Content Areas and Planning Ahead

Suggested Time: 25 minutes

Materials: Training schedule

- The facilitator should refer to the training schedule and quickly run through the key content areas covered
- He/she should emphasize that these content areas represent the initial set of inputs needed by CPCs
- He/she should reaffirm that the CPCs would undergo Phase II Induction training wherein they would be able to share their experiences as CPCs and also present what they find from the local data on children. The key content areas in the Phase II training should also be shared. If possible, tentative timeline for the training can be shared as well
- In case of BLCPCs, the facilitator should share that an additional planning meeting for the VLCPC training will be held. The timelines for this can also be shared if possible
- The facilitator should highlight that the CPCs can turn to the nodal NGOs and the DCPU for support as and when needed. The modalities of such communication can also be shared
- He/she should clarify any doubts or queries that the participants may have

(ACTIVITY 2) Feedback and Filling of Post Training Assessment Section

Suggested Time: 20 minutes

Materials: Post Training Assessment Formats, chart paper, sketch pens and display arrangement (for the chart)

- The facilitator should distribute the Pre and Post-Training Assessment Formats. Participants should be asked to fill the Post Training Assessment section. Five minutes can be allotted for this task
- He/she should then ask all the participants to provide their feedback in terms of the mood-o-metre as done at the end of Day I
- He/she should request the participants to share their experiences of the training
- Finally, the facilitator should thank all the participants for their support and participation in the training
- He/she should reiterate the important role that CPCs can play in ensuring that children access better opportunities for a secure and joyous childhood and facilitate supportive measures for those who slip through the community based safety net

(Option)

If time permits, the training can be concluded with the facilitator lighting a candle and placing it at a convenient point in the room. Next, he/she should encourage the participants to come one by one and light their candles and place them together. Alternately, they can be asked to light the candles from each other. The facilitator can share that lighting the candle from each other is symbolic. It represents sharing the light of knowledge and also coming together to create a beautiful environment, more so in the best interests of children.

PHASE II

Training Schedule		
No	Duration	Session
(Day 1)		
1	10.00 - 11.30 pm	Introduction
	11.30 - 11.45 am	TEA BREAK
2	11.45 - 12.45 pm	Looking Back: Module I Training and Post Training Experiences
3	12.45 - 1.30 pm	State of Our Children: Sharing of Local Status
	1.30 - 2.15 pm	LUNCH
4	2.15 - 3.15 pm	State of Our Children: Sharing of Local Status (Contd)
	3.15 - 3.30 pm	TEA BREAK
5	3.30 - 4.30 pm	Strengthening Collective Actions: CPCs Roles and Functioning
6	4.30 - 5.15 pm	Consolidation
(Day 2)		
1	10.00 - 10.30 am	Recapitulation
2	10.30 - 11.45 am	Combating Violence Against Children
	11.45 - 12.00 am	TEA BREAK
3	12.00 - 1.00 pm	Thematic: Child Labour and What CPCs Can Do
	1.00 - 1.45 pm	LUNCH
4	1.45 - 2.45 pm	Thematic: Child Marriage and What CPCs Can Do
	2.45 - 3.00 pm	TEA BREAK
5	3.00 - 4.00 pm	Thematic: Child Trafficking and What CPCs Can Do
6	4.00 - 4.50 pm	Other Key Local Issues and What CPCs Can Do
7	4.50 - 5.30 pm	Consolidation and Planning Ahead

(Note: This is a sample schedule. It can be modified based on the local contexts. However, the listed sessions need to be covered.)

(Day I) Session I

Introduction

Total Duration

1 hour 30 minutes

Learning Objectives

- Gain an understanding of the purpose of the training including the link with the previous phase
- Gain familiarity with each other and expected process of learning and content areas of the training

Methodology

- Discussion
- Filling of Pre Training Assessment section

Materials Required

- Chart papers of four colours
- Scissors
- Sketch pens/markers
- Adhesive
- Colourful post its
- Pre and Post Training Assessment Formats
- Display arrangement for charts

(ACTIVITY 1) Welcome and Participant Introductions

Suggested Time: 50 minutes

Materials: Training schedule

- The facilitator should warmly welcome all the participants. He/she should begin by highlighting positives emerging from CPC functioning in the area. Specific examples can be shared or he/she could commend the positive intent and energy of CPC members
- He/she should highlight that the Phase II training is a natural extension of the earlier training
- The importance of the training, particularly in terms of providing more in-depth inputs for CPCs, should be highlighted briefly
- However, the facilitator should also stress that this training completes the Induction phase. CPCs would require further structured training and hand-holding support on various issues. These would be coordinated by the DCPU

(Option)

Participants can be asked to name their favourite animal/flower/ vegetable or fruit. They would also have to give reasons for their choice. In the case of animals, they can also be asked to act or make sounds like their favourite!

- The training objectives and schedule should be shared
- The facilitator should emphasize that participants can ask questions and seek clarifications throughout the training
- While many participants may be familiar with each other, a quick round of introduction should be undertaken. Each participant should be asked to share name, age, occupation (and designation) and the district to which they belong. To make this more interesting, they can also be asked to share one line from their favourite song. They can be asked to state or sing it. They should also be asked to reveal why they like this song

(ACTIVITY 2) Expectations and Concerns

Suggested Time: 15 minutes

Materials: Chart papers, sketch pens and display arrangement

- The facilitator should ask all the participants to think about their expectations and concerns related to the training
- They should then be encouraged to share these one by one. This sharing can be initiated with participants who volunteer. The facilitator can then prompt others to speak. He/she should ensure that all have spoken
- The facilitator should write down the responses under two columns titled expectations and concerns on a chart paper. The chart paper should remain displayed within the room
- The facilitator should read out the concerns shared. He/she should respond to these
- He/she should then read out the expectations and provide appropriate responses
- The facilitator may need to reiterate the key content areas for the training and highlight that meeting all content related expectations in this training may not be possible. Nonetheless, he/she should encourage them to share related suggestions with the nodal NGOs and DCPU. In case of VLCPCs, they can first inform the BLCPCs

(ACTIVITY 3) Setting Ground Rules

Suggested Time: 15 minutes

Materials: Chart paper, sketch pens/markers and display arrangement

- As done in the Phase I training, the facilitator should reiterate the importance of setting some ground rules for the training
- Participants should be asked to share what these rules should be. If considered appropriate, participants may also be encouraged to show these through actions while others have to guess (like mime/dumb charades)
- The rules should then be written clearly or represented through symbols on a chart paper displayed within the room
- The facilitator should stress that these rules have been agreed on collectively and should be adhered during the duration of the training

(ACTIVITY 4) Filling Pre Training Assessment Section

Suggested Time: 10 minutes

Materials: Pre and Post Training Assessment Formats and sketch pens

- The Pre and Post Training Assessment Formats should be distributed to all the participants
- They should be instructed to fill the Pre Training Assessment section in 10 minutes
- The facilitator should stress that the participants would be assessing their own knowledge levels prior to and after the training. They should fill the formats honestly as it would enable them to gauge their own knowledge levels more realistically

(Day I) Session II

Looking Back

Module I Training and Post Training Experiences

Total Duration

1 hour

Learning Objectives

- Gain understanding of links between the training content areas and their envisaged roles
- Promote reflections on their functioning as CPCs

Methodology

- Game
- Discussion

Materials Required

- A4 papers
- Scissors
- Sketch pens
- Bowl (for keeping the chits)
- Blackboard and chalk/white board and markers

(ACTIVITY 1) Reflecting on CPCs Experiences (Training and Post Training)

Suggested Time: 55 minutes

Materials: Chits of paper with happy and sad faces drawn on them (There should be equal number of chits for the two expressions and these should also be enough to cover all participants), black board and chalk/white board and markers

- The facilitator should place all the chits in a bowl. He/he should ensure that all the participants pick up one chit

- He/she should then state that each participant would have to share their experiences of the Phase I linked to the expression on the chit. For instance, if a participant has a chit with a happy expression, he/she can talk about anything during the Phase I training that made him/her happy or satisfied. The sad expression can be equated with anything they did not like or when they had problems in understanding
- The sharing can be initiated on a voluntary basis or sequentially as per the seating arrangement
- After all the participants have shared, the facilitator should summarise. He/she should reflect on both the positives as well as the areas of dislike or difficulty
- He/she should also draw out any lessons for facilitators that may emerge from the sharing. He/she could also state that these lessons would be kept in mind within this training as far as possible and for further trainings
- Next, he/she should collect the chits back from the participants. These should be placed in the bowl and distributed again
- This time, participants should be asked to share experiences related to their functioning and the task given linked to the expression on their chit
- The facilitator should ensure, as far as possible, that all participants speak
- He/she should also support participants in reflecting on their roles and performance as CPCs thus far. He/she can ask them to speak about whether the inputs received in the Phase I training helped in some measure. Which aspects of the roles were easy to grasp and undertake and which weren't? Why?
- The facilitator can share that aspects related to their roles would be discussed in a subsequent session. In fact, the points emerging here should be noted and the facilitator should keep these handy when taking that session. However, there may be aspects which remain beyond the purview of this training. In such cases, these can be noted and reported to the DCPU. Alternately, the participants can also be encouraged to share the same with the concerned personnel
- The facilitator can also seek suggestions for topics for further capacity building. He/she can also ask the participants for suggestions that can help enhance the training experience of the CPC members. He/she may have to state that these suggestions would be discussed with the DCPUs and SCPS and those found feasible may be adopted
- He/she should stress that the CPCs are at the beginning of an important journey. Sometimes, it may appear that their work is very challenging and overwhelming. But they have allies as all stakeholders must come together and that the government is committed to facilitating such collective actions. He/she should assure them that thematic inputs and other support would be provided to help them in undertaking their significant role in child protection

The facilitator should summarise as needed and conclude the session.

(Day I) Session III

State of Our Children

Sharing of Local Status

Total Duration

1 hour 45 minutes

Learning Objectives

- Gain greater understanding of local issues and other vulnerability factors/risks affecting children
- Promote enhanced clarity on relating local child protection issues with the related broader picture at the district and state levels
- Achieve enhanced clarity on prioritising actions based on data

Methodology

- Presentation
- Discussion

Materials Required

- Computer, LCD projector and screen/wall surface
- Presentation/chart papers with findings of the local status of children task from at least one VLCPC/BLCPC/WLCPC as relevant
- Chart papers and sketch pens
- Blackboard and chalk/white board and markers

(ACTIVITY 1) Interpreting and Utilising Data on Local Status of Children

Suggested Time: 1 hour 40 minutes

Materials: Computer, LCD projector, screen/wall surface and chart papers with findings

- The facilitator should share the findings from the exercise on understanding the local status of children undertaken by one VLCPC/WLCPC as relevant. At this stage, he/she should not name it (i.e. not disclose the location)
- Based on the findings, the facilitator should draw the participants into a discussion on identifying priority child protection issues for that CPC. He/she should encourage the participants to provide reasons for their choices
- The facilitator should now reveal the name and location. Concerned participant/s (i.e. from VLCPC/WLCPC whose status was shared) can then be asked to provide any further information that he/she/they want to share (i.e. the village is situated close to interstate or international borders and is a trafficking prone area or that children are commonly sent out for child labour from this region etc). The facilitator would need to brief the particular participant before the start of the session about his/her expected role

- The three issues as prioritised by that VLCPC/WLCPC should be revealed now. Differences in prioritisation (as done by participants and the specific VLCPC/WLCPC), in any, should be discussed. The prioritisation of issues as done by related BLCPC (in case of WLCPC) should also be shared
- The facilitator should then connect the local issues with the broader state picture. For instance, in case of child marriage, the village scenario can be linked with districts which have become known for high incidence of child marriage (from the District Level Household Survey data or other sources). Related state and national data, as available, can be shared as well
- At the same time, the facilitator should emphasize that the local scenario for every village/block/ward is significant irrespective of whether it follows or fits in with district and state level trends. He/she should reiterate that the concept of CPCs gains in value because of this reach, ability to obtain and use data in a disaggregated manner and thereby, ensure that all children are covered with due actions taken
- The facilitator should then speak briefly about the importance of prioritising actions based on the data - i.e. choosing the issues based on their current magnitude or expected rise. He/she should state that such considerations must be factored when deciding on activities and figuring resources for the same
- He/she should also share that the key child protection issues would be covered in subsequent sessions and this would guide the participants in making the connections as well
- The facilitator should share about the next steps. He/she can suggest a timeline within which the participants can reconsider and complete this exercise of prioritisation and share with DCPUs (this is in case of BLCPCs and WLCPCs; VLCPCs would need to first share with their respective BLCPCs). He/she should need to consult with the DCPU and nodal NGOs earlier before speaking on this before the participants

The facilitator should summarise as needed and conclude the session.

(Day I) Session IV

Strengthening Collective Actions

CPC Roles and Functioning

Total Duration

1 hour

Learning Objectives

- Revisit information gained earlier on CPC roles, authority and boundaries
- Promote reflection on Code of conduct for working with children
- Achieve greater clarity on reporting formats to be used by CPCs

Methodology

- Discussion
- Presentation

Materials Required

- Handout
- Copies of formats
- Copies of filled formats
- Blackboard and chalk/white board and markers

(ACTIVITY 1) Revisiting CPC Roles

Suggested Time: 35 minutes

Materials: Handout, Black board and chalk/white board and markers

- The facilitator should link this session with the earlier discussion on experiences of participants as CPC members
- He/she should then refer to the handout to go over the roles and responsibilities of CPC members
- Related concerns and clarifications, including those articulated earlier in Session II, can be addressed here
- The facilitator should encourage the participants to approach the concerned personnel particularly the DCPU and nodal NGOs for further support. In case of VLCPCs, the facilitators should stress that they should share their issues and concerns with the respective BLCPCs

(ACTIVITY 2) Enhancing Understanding of Formats

Suggested Time: 25 minutes

Materials: Copies of formats, copies of filled formats/scanned copy (in case of latter - computer, LCD projector and screen/wall surface)

- The facilitator should share the formats for recording minutes of meetings and child protection risk/incidents/vulnerabilities matrix
- He/she should first enquire how many of the participants have filled these formats. He/she should ask them about their experience in filling the same. They can be asked to reflect on both positives and areas of concern/difficulty
- The facilitator should display some filled formats. This can be done through a presentation where feasible or such copies can be shared for a round of viewing by the participants
- He/she should then run through the formats stating the key instructions as relevant
- Any due timelines for sharing of filled formats by participants can be shared. The facilitator would need to speak to the DCPUs on this prior to the training so that they can share the appropriate information

The facilitator should summarise as needed and conclude the session.

(Day I) Session V

Consolidation

Total Duration

45 minutes

Learning Objectives

- Revisit the key information shared during the day
- Become familiar with expected content areas for Day II

Methodology

- Discussion
- Feedback through mood-o-metre

Materials Required

- Chart papers
- Sketch pens/markers
- Display arrangement for the chart

(ACTIVITY 1) Feedback and Revisiting Key Content Areas

Suggested Time: 45 minutes

Materials: Chart papers, sketch pens and display arrangement

- The facilitator should draw three columns on a chart paper. He/she should draw one of these images in each of the columns - a happy face, face with neutral expression and a sad face. He/she should explain that happy face represents satisfaction terms of understanding what was shared today. The face with neutral expression denotes partial but not full understanding. The sad face represents unease and unhappiness with one's ability to understand inputs shared today
- He/she should then ask the participants to place a tick mark under the face which matches their experience of the day. He/she should stress that participants don't have to write their names
- After all the participants have marked, the facilitator should quickly reflect on the mood-o-metre
- He/she can ask the participants if any of them want to share anything in the larger forum. This could be positive as well suggestions for improvement
- The facilitator should then quickly run through the training schedule for the day and reiterate the key messages shared
- Finally, he/she should briefly introduce the key topics to be covered the following day before formally closing the proceedings for the day

(Day II) Session I

Recapitulation

Total Duration

30 minutes

Learning Objectives

- Revisit the key information shared during Day I

Methodology

- Discussion

Materials Required

- Backboard and chalk/whiteboard and markers

(ACTIVITY 1) Recapitulation

Suggested Time: 30 minutes

Materials: NA

- The facilitator should welcome all the participants
- He/she should engage the participants in quickly going over the proceedings of the previous day
- He/she should encourage the participants to share what they had learnt. Some key words and messages can be written on the board if needed
- Finally, the facilitator should share the schedule for the day

(Day II) Session II

Combating Violence Against Children

Total Duration

1 hour 15 minutes

Learning Objectives

- Revisit the concept of child rights in general and child protection in particular
- Refresh inputs received on ICPS in terms of the range of preventive (family and community based) and responsive actions
- Revisit the concept of VAC and child abuse

Methodology

- Just a Minute
- Discussion
- Presentation

Materials Required

- Handout
- Session Aid
- Black board and chalk/white board and markers

(ACTIVITY 1) Revisiting Child Rights and ICPS

Suggested Time: 40 minutes

Materials: Session aid, blackboard and chalk/white board and markers

- The facilitator should form four groups of participants. The groups can also be asked to choose a name for themselves
- Next, the facilitator should share they will use a method called Just a Minute. Here, each group would have to send a representative. Each of them will get a turn to pick up a chit. The chit will contain a topic. The participant would then have to give a brief impromptu speech on that topic for one minute. Here, the participants will be marked on their ability to provide relevant and correct information (maximum 5 marks) and presentation skills (maximum 5 marks). Two or three rounds of JAM can be conducted based on the time available and the interest of the participants. However, the teams will have to send different representatives each time
- The facilitator would maintain the scores. These can be written on the board as well
- At the end of the rounds, the facilitator should announce the winner
- He/she should then clarify the wrong responses as well
- The facilitator should then quickly go over the four key child rights. The facilitator should also very briefly touch upon child rights in the Constitution
- Next, the facilitator should speak briefly about the ICPS stressing on preventive measures and other aspects of community based care
- He/she should highlight the role of CPCs in taking preventive and responsive measures on child protection

(ACTIVITY 2) Enhancing Understanding of VAC

Suggested Time: 25 minutes

Materials: Handout

- The facilitator should initiate a discussion on VAC. He/she can begin by asking the participants to share their understanding of the concept. He/she may need to encourage participants to speak
- The facilitator should reiterate that VAC represents a broad term and includes abuse in its various forms
- He/she should then ask the participants to share the definition of VAC
- He/she should highlight the definition and reiterate key information regarding VAC and its locations (ranging from within family to others)

- He/she should then talk about abuse and its forms - physical, sexual, emotional and neglect
- He/she ask participants to provide examples of the forms of abuse
- The facilitator should then share that child labour, child marriage, missing children and child trafficking are serious issues where children's rights are violated and they are placed in such abusive situations. These aspects would be discussed further in the following sessions
- The facilitator should ask participants if they have any queries and respond to the same

The facilitator should summarise as needed and conclude the session.

Session Aid: Possible Topics for JAM

- Right to Survival
- Right to Development
- Right to Protection
- Right to Participation
- ICPS
- Family as the best place for a child
- Community based safety net for children
- Role of CPC in child protection
- Linkage between CPC and other actors for child protection
- Preventive aspect of child protection
- Link between VLCPC and BLCPC
- Link between CPCs and DCPU

(Day II) Session III

Thematic: Child Labour

What CPCs Can Do

Total Duration

1 hour

Learning Objectives

- Gain a deeper understanding of the issue of child labour and its consequences on children
- Become aware of related legislations
- Identify actions that CPCs can take in related matters including facilitating contacts/referrals with other relevant stakeholders

Methodology

- Brainstorming/Screening of audio visual resource
- Case study
- Presentation
- Discussion

Materials Required

- Blackboard and chalk/white board and markers
- Chart papers and sketch pens
- Computer, LCD projector and screen/wall surface
- AV resource (if available)
- Session aid
- Handout

(ACTIVITY 1) Perceptions on Child Labour

Suggested Time: 25 minutes

Materials: Black board and chalk/white board and markers

- The facilitator should ask the participants what comes to their mind when they hear the words 'child labour'. They can be asked to express this in terms of one or two words
- He/she should write the words shared by the participants on the board
- He/she should ensure that all the participants are covered
- The facilitator should then reflect on the words and draw out the commonalities and differences in what the participants have said
- The discussion should be used to cover aspects like why child labour occurs and its effects on children

(Option)

Alternately, the facilitator can screen an appropriate audio visual resource like a short film on child labour. The screening can be followed with a brief discussion.

(ACTIVITY 2) Identifying Actions Against Child Labour

Suggested Time: 30 minutes

Materials: Session aid and handout

- The facilitator should share four case studies. For each case study, the facilitator should engage with the participants and ask them to respond to the associated questions. The session aid with case studies on pg 71 can be used. The facilitator can also use other case studies which are more relevant locally
- He/she should highlight key legislative measures on child labour particularly The Child Labour (Prohibition and Regulation) Act 1986 and the subsequent notification in 2006. He/she can mention about the process of revising the legislation that is currently underway
- The facilitator may need to reiterate that provisions from the JJ Act can be applied to strengthen legal actions more so where children above 14 years are involved
- The facilitator should briefly touch upon the issue of child trafficking for child labour. He/she can share that the issue of child trafficking would be covered in a subsequent session
- He/she should then focus on the actions that CPCs can take for preventing child labour as well as their contribution in rehabilitative measures
- The facilitator should encourage participants to share their queries and clarify the same
- He/she can stress that participants can seek further guidance from nodal NGOs and DCPU on this matter

The facilitator should summarise as needed and conclude.

(Day II) Session IV

Thematic: Child Marriage

What CPCs Can Do

Total Duration

1 hour

Learning Objectives

- Gain a deeper understanding of the issue of child marriage and its consequences on children
- Become aware of related legislations
- Identify actions that CPCs can take in related matters including facilitating contacts/referrals with other relevant stakeholders

Methodology

- Brainstorming/Screening of audio visual resource
- Case study
- Presentation
- Discussion

Materials Required

- Blackboard and chalk/white board and markers
- Chart papers and sketch pens
- Computer, LCD projector and screen/wall surface
- AV resource (if available)
- Session aid
- Handout

(ACTIVITY 1) Perceptions on Child Marriage

Suggested Time: 25 minutes

Materials: Black board and chalk/white board and markers

- The facilitator should ask the participants what comes to their mind when they hear the words 'child marriage'. He/she should write the words shared by the participants on the board
- He/she should ensure that all the participants are covered
- The facilitator should also encourage discussion on why child marriage occurs and its effects on children

(Option)

Alternately, the facilitator can screen an appropriate audio visual resource like a short film on child marriage. The screening can be followed with a discussion.

(ACTIVITY 2) Identifying Actions Against Child Marriage

Suggested Time: 30 minutes

Materials: Session aid and handout

- The facilitator should share four case studies and ask participants to respond to the associated questions. The session aid with case studies on pg 75 can be used. The facilitator can also use other case studies which are more relevant locally
- He/she should speak briefly about The Prohibition of Child Marriage Act 2006 which includes provisions for punishment and fine for anyone associated - including the priests, people who provide the location or arrange for the food. The process for declaring a child marriage null or void should also be shared
- The facilitator should stress that child marriage sometimes constitutes another form of child trafficking. He/she can share that the issue of child trafficking would also be covered in this training
- He/she should then focus on the actions that CPCs can take for preventing child marriage
- The facilitator should encourage participants to share their queries and clarify the same
- He/she can stress that participants can seek further guidance from nodal NGOs and DCPU on this matter

The facilitator should summarise as needed and conclude the session.

(Day II) Session V

Thematic: Child Trafficking

What CPCs Can Do

Total Duration

1 hour

Learning Objectives

- Gain a deeper understanding of the issue of child trafficking and its consequences on children
- Understand linkages between the phenomena of trafficking and missing children
- Become aware of related legislations
- Identify actions that CPCs can take in related matters including facilitating contacts/referrals with other relevant stakeholders

Methodology

- Brainstorming
- Presentation
- Case study
- Discussion

Materials Required

- Blackboard and chalk/white board and markers
- Chart papers and sketch pens
- Session aid
- Handout

(ACTIVITY 1) Perceptions on Child Trafficking

Suggested Time: 25 minutes

Materials: Black board and chalk/white board and markers

- The facilitator should ask participants if they are aware of the phenomenon of child trafficking. He/she should ask them to share any specific experiences that occurred in their neighbourhoods or they received news of
- He/she should encourage participants to reflect on causes or vulnerabilities that perpetuate child trafficking. He/ she should also focus on varied purposes of trafficking i.e. for child labour including domestic work, commercial sexual exploitation, adoption etc.
- He/she should ask participants about the effects it has on children
- The facilitator should interweave the dimension of missing children and point out the overlaps and differences between the two phenomena as well

(ACTIVITY 2) Identifying Actions Against Child Trafficking

Suggested Time: 30 minutes

Materials: Session aid and handout

- The facilitator should share four case studies. For each of these case studies, the facilitator should ask participants to respond to the associated questions. The case studies shared on pg 80 can be referred
- He/she should highlight key legislative measures. This includes The Immoral Traffic (Prevention) Act 1956. He/she should stress the need for applying relevant sections from other legislations also to strengthen the chances for conviction of suspected traffickers. This includes use of the recent The Protection of Children from Sexual Offences Act 2012
- He/she should then focus on the specific actions that CPCs can take. This should include preventive and responsive aspects including support in reintegration of child survivors of trafficking
- The facilitator should encourage participants to share their queries and clarify the same
- He/she can stress that participants can seek further guidance from nodal NGOs and DCPU on this matter

The facilitator should summarise as needed and conclude the session.

(Day II) Session VI

Thematic: Other Key Local Issues

What CPCs Can Do

Total Duration

50 minutes

Learning Objectives

- Gain a deeper understanding of other key local issues such as needs and concerns of out of school children and children with special needs
- Become aware of related legislations
- Identify actions that CPCs can take in related matters including facilitating contacts/referrals with other relevant stakeholders

Methodology

- Presentation
- Discussion

Materials Required

- Blackboard and chalk/white board and markers
- Handout

(ACTIVITY 1) Supporting Other Vulnerable Children

Suggested Time: 30 minutes

Materials: Handout

- The facilitator can first focus on out of school children. He/she can ask participants to share reasons that prevent children from going to school and its effects on the children and their families
- The links between education and protection can be highlighted. For instance, the former becomes a strategy for preventing child labour
- The broader consequences for society can also be explored. The facilitator should also highlight linkages between education and breaking the cycle of poverty and ill health
- The facilitator should then highlight related legislative measures including RTE
- Next, the facilitator should highlight the actions that CPCs can undertake to promote mainstreaming (i.e. enrollment in formal schools) and retention of children
- The facilitator should then speak briefly about children with special needs as another vulnerable group. He/she can share that children with disabilities are now being increasingly referred to as children with special needs
- He/she should outline some key actions that CPCs can take to support children with special needs
- The facilitator should avoid going into too much details. He/she can state that these issues would be covered in more detail in subsequent capacity building initiatives. However, he/she can highlight some resources/organisations that can offer support

(ACTIVITY 2) Reaffirming Pathway of Action for CNCP and CCL

Suggested Time: 15 minutes

Materials: Handout

- The facilitator should give an overview of the broad pathway of actions for CNCP and CCL
- The facilitator should stress that the CPCs are expected to play an important role in being able to identify CNCP and ensure that they receive due support. This support includes prioritising family and community based care as far as possible. The CPCs are also crucial in facilitating reintegration efforts for CNCP and CCL
- He/she can stress that participants can seek further guidance from nodal NGOs and DCPU

The facilitator should summarise as needed and conclude the session.

(Day II) Session VII

Consolidation & Planning Ahead

Total Duration

40 minutes

Learning Objectives

- Revisit the key information shared during the day
- Reiterate the next steps for CPCs

Methodology

- Discussion
- Filling of Post Training Assessment section
- Feedback through mood-o-metre

Materials Required

- Blackboard and chalk/whiteboard and markers
- Pre and Post Training Assessment Formats
- Chart paper and sketch pens

(ACTIVITY 1) Reiterating Key Content Areas and Planning Ahead

Suggested Time: 25 minutes

Materials: Training schedule

- The facilitator should refer to the training schedule and quickly reiterate the key content areas covered during the entire training
- He/she should also reiterate that the participants can get in touch with the nodal NGO or DCPU as appropriate for any further information and directions
- The facilitator should then outline the next steps for the CPCs. He/she would have to consult the DCPU prior to the training for this

(ACTIVITY 2) Feedback and Filling of Post Training Assessment Section

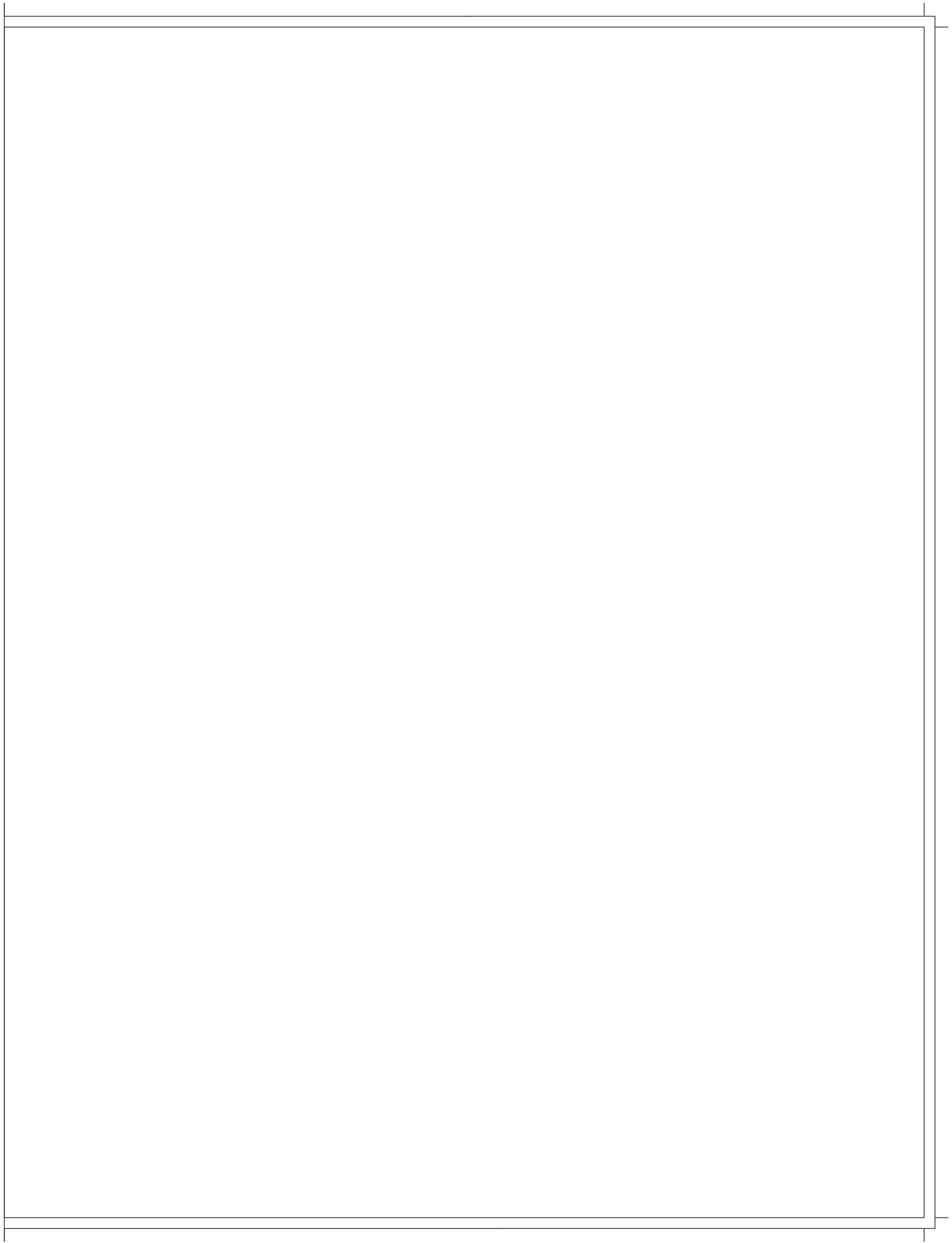
Suggested Time: 15 minutes

Materials: Chart papers, sketch pens, display arrangement, Pre and Post Training Assessment Formats

- The facilitator should distribute the Pre and Post Training Assessment Formats. The participants should be asked to fill the Post Training Assessment section. Five minutes can be allotted for this task
- He/she should then ask all the participants to provide their feedback in terms of the mood-o-metre as done on the previous day
- He/she should request the participants to share their experiences of the training
- Finally, the facilitator should close the proceedings by thanking all the participants for their support during the training

Planning Meeting for BLCPCs

As recommended after the Phase I training, a similar meeting can be organised for the BLCPCs. The training plan for VLCPCs can be finalised in consultation with the BLCPCs here. Other specific aspects wherein further inputs are needed can also be covered. The nodal NGO and the DCPU would be responsible for facilitating this meeting.





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Department of

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Government of West Bengal

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