

# **CHILD RIGHTS PROCESS DOCUMENT**

**CHILD RIGHTS PARALEGAL  
TRAINING PROGRAMME**

**2016-17**



**IDEAL  
CENTRE FOR  
SOCIAL JUSTICE**

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## **PART-I: Introduction**

### **Chapter-1**

#### **Objective and relevance of the programme**

As a matter of fact, children constitute 40 percent of the population of India, which is at 400 million is the world's largest child population. Children are the most important asset of any nation. The Constitution of India has granted equal rights to its entire citizen which includes the children of the country.

However, the present situation of children in the country is dismal. The children are ignorant from the development scenario, the reasons are too many, poverty, education, health are the major factors which contribute to the overall development of a child. In a country like India where there is insufficient food, employment and education facilities for its citizens, it then becomes difficult for the families to provide necessary basic amenities to their children.

According to National Crime Research Bureau report of 2014, there were 15085 crime incidents took place in Madhya Pradesh against children which comprises 16.9 % of total crimes reported against children where the estimated population of children in MP is 300.8 lakhs.<sup>1</sup>

Sadly, India is also home for child laborers of the world. It's also among top countries where child sexual abuse is very prevalent. As per UNDP report which says, India has the world largest number of sexually abused children with a child below the age of 16 years get raped every 155<sup>th</sup> minute.

The situation of Madhya Pradesh is no different. The socio-economic conditions have considerable impact on the increased crimes against children. Madhya Pradesh has been excessively slow in the implementation of the Juvenile Justice (Care and Protection of Children) Act, 2000. Despite Madhya Pradesh consistently topping the list of "juvenile crimes", there are no Observation Homes in 32 districts. (Asian Centre for Human Rights, 2012)

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<sup>1</sup><http://www.ncrb.gov.in/StatPublications/CII/CII2014/Table%206.1.pdf>

The State Government of Madhya Pradesh admitted during the 29th Project Approval Board (PAB) meeting of the Integrated Child Protection Scheme (ICPS) of the Ministry of Women and Child Development on 22 November 2011 that 15 out of the 18 Observation Homes were underutilized.

Evidently, the NCRB reported that during 2011, about 450 juveniles were sent to Special Homes. However, Madhya Pradesh has only three Special Homes with a total sanction capacity of 200 juveniles.

These facts and figures led us to take an initiative on working towards reducing and removing the violence against children and provide children with the security. The attempt has been made for creating an ecosystem which should protect the rights and interest of the children.

Centre for Social Justice has been a pioneer in the world of 'paralegalism'. It has developed a cadre of paralegals who should be competent enough to work as a lawyer or in the support of a lawyer. From this programme, the idea is to select volunteers from the community and equip them enough so that they can work with rights based approach to justice and through them everyone has an access to justice enshrined under the Constitution of India.

UNICEF acknowledged this expertise of CSJ in developing paralegals and so created a platform where five organizations came together and worked collaboratively on ending violence against children. These five organizations have had different experiences of working in the field of child rights. These organizations work at different parts of Madhya Pradesh mainly Bhopal, Shivpuri and Rajgarh and have expertise in grassroots mobilization.

Eka is a grassroots organization working with people living in slums addressing their issues regarding basic livelihood. Aarambh has been working for the child rights in Bhopal and a part of childline working in Bhopal centre. Muskaan is an organization working with children living in slums and deprived of basic education. Muskaan provides them with study materials and necessary support for their basic education.

Bharat GyanVigyanSamiti (BGVS) is an organization works in the rural parts of the country mainly focused on the free and elementary education of children who are deprived of education.

Parhit is an organization working on issues of children in various themes mainly education and actively involved in implementing government flagship programmes from time to time.

CSJ coordinated with these five organizations and created a network where issues regarding child rights can be dealt with a legal approach. Centre for Social Justice has a law centre in Bhopal namely Kanuni Margdarshan Kendra (KMK) which has been involved in providing legal aid to the vulnerable and marginalized of the society. The organization aims at providing services in the form of affordable legal aid. The law centre comprises of lawyers and paralegals working on 'access to justice framework'.

### **Objective of the programme**

Experiencing and witnessing the violence and situation of children in Madhya Pradesh, the need of the paralegal training programme was felt. The objective of this programme is to develop a cadre of paralegals from all three districts Bhopal, Shivpuri and Rajgarh who can identify violence from rights based approach and can perform the role of a paralegal.

A paralegal is the one who can bridge the gap between the needs of the community and the working of the relevant institutions. A paralegal would primarily be responsible for all the tasks and responsibilities, which would focus from identifying the needs of the children of the community to take it to the appropriate forum so that they can work towards protecting the rights of the children from the community.

Furthermore, the programme would mobilize actors linked with the process of justice delivery including police, lawyers from districts level state authority, district child protection unit and other stakeholders who should be held responsible as well as accountable for protecting the rights of the children.

This programme is also a way to reach out to thousands of children who are being affected in some or the other way.

## **Chapter 2**

### **The programme**

#### **2.1 Preparation Stage**

CSJ engages extensively in capacity building process. This process is primarily based on Freire principle where he insisted on the idea that the function of education was to build on the language, experiences and skills of the ‘educatees’ rather than imposing on them the culture of ‘educators’. From a monologue process, it becomes a process of dialogue in which educators and educatees engage in mutually respectful learning.

A core component of the theory is that learning begins with action, is then shaped by reflection, which gives rise to further action. Learning is thus a continuous process, directed at enhancing the learners’ capacity to act in the world and change it.

Accordingly, the child rights paralegal programme was designed based on this principle through learning begins with action. The paralegals have been trained through making them do actions in the form of field research, exposure, visits and assignments. Disseminating information through lectures is as much important as seeing the real implementation on the ground. These paralegals have been given training on enhancing their skills so that they should know how should they work on issues which involve child rights violations. Throughout the training the attempt was made to develop rights based approach for the issues they have been dealing with. Developing a perspective cannot be achieved through one or two events. It requires continuous engagement with the volunteers and a dialogue process where the idea is not just to disseminate information but the learners should understand the concept behind the information disseminated and should develop the skill of disseminate the information further.

This training stage covers the process right from the identification of the volunteers through need assessment to the guided fieldwork where participants have been guided through the assignments and the fieldwork they did. Furthermore, based on their learning they come back received the inputs and go back to the work they did on field. The information has been reinforced several times through different methods.

#### **2.2 Needs assessment**

This FGD was a part of the training programme where the idea was to assess the participants recognizes their capabilities and then try to include them in a best possible manner. The participants were the volunteers of Parhit (Shivpuri), Eka, Aarambh, Muskaan (all three Bhopal), BGVS (Rajgarh) who have been working in Bhopal and other parts of Madhya Pradesh. This FGD was conducted in three different places with five organizations.

We discussed as a team in CSJ and then narrowed down our thought of assessment into these categories which are:

- Their ability to identify problems related to children.
- Their sensitivity to the problems.
- Their ability to prioritize problems and solutions.
- Their ability to articulate and then communicate.
- Their experience in doing rights based work.
- Their ability to work in a group.

The needs assessment is primarily based on these above mentioned categories and observations. This observation includes participants' response, attitude, energy level, interest, awareness as well as their queries in that particular activity. In addition to this, we had a half of hour meeting with the partner organization after each FGD so that we could share our general observation with them, try getting their opinion on the same and decide on the selected participants mutually. For example, at few places after we conducted FGDs we shared our list of selected participants, discussed with them and took their response so that any competent volunteer should not be left behind.

### **FGD 1: Volunteers of Parhit, Shivpuri**

CSJ's Bhopal team members carried out the first FGDs in Shivpuri District on 2<sup>nd</sup> and 3<sup>rd</sup> August for the FGDs where they met with 4 batches of volunteers with around 90 people. Mr. Pradeep from Parhit as well as other staff members was present for the FGDs.

### **Group profile**

The volunteers of Parhit were part of their Bal Samooh, KishoriSamooh and YuvaSamooh (16-40 years). Many of them were labourers themselves. Some of the participants were school students and

who have completed their primary level of schooling. A lot of them are continuing their studies while few left due to various reasons.

### **Activity 1: “Breaking the Ice”**

#### **Methodology**

Participants were asked to introduce themselves, tell their experiences about the kinds of problems children face in the society around them. They were also asked to talk about one thing they were proud to have done while working on child rights and one thing they were sorry about in their field of work.

#### **Conceptual Underpinnings**

The introduction was of course, a way to get to know the participants better including finding out about their experience of working in the field of child rights. Some of the questions were directed to assess their ability to identify problems related to children.

#### **Observations**

- Most of Parhit’s volunteers were quite active in the field. They have worked for RTE and Child Marriage.
- Some were proud they got children to attend school, teachers teach more diligently. Some were sorry they could not do anything about bad and misbehaving teachers after a lot of effort.

### **Activity 2: “Rights of Children”**

#### **Methodology**

The question asked to the participants was: What are all the rights that children should have and in what different ways are they denied to children?

The participants were asked follow up questions asking them to justify the existence of some of the rights (eg. “Why should children be given a right to decision making in a house?”)



### **Conceptual Underpinnings**

Because the participants were already exposed to the rights framework, they were asked this question to see if they could articulate problems and needs in terms of rights as well as if they could defend rights based positions. The activity also led to assessing their sensitivity to the problems of children.

### **Observations**

Together, the participants managed to cover all rights that can be thought of with respect to a child. The kind of awareness found was impressive. Their answers ranging from “good” education, life, and security, development to participation, choice and identity. They could also name examples of situations in which these are denied.

They also defended their positions on the importance of these rights well. Interesting discussions ensured particularly on the right to participation and whether it has limits (“Whether it would include the right to choose life partners and the right to decide what crop should be sowed?”).

They were largely aware of the laws that were related to child rights and could connect them to rights that they aimed to protect.

### **Activity 3: “Poster Making”**

The participants were divided into four groups and given one particular kind of right to make a poster on in order to explain the right to a layperson. These included: the Right to Life, the Right to Security, the Right to Development and the Right to Participation.

They were told to focus on the content of the right, the problems related to the right and how they could be enforceable.

After the groups made their posters, they were asked to present them.

### **Conceptual Underpinnings**

The poster making activity was aimed at assessing their skills of articulating legal information in a way it is communicated to the community. It was also a group work exercise and observations were made on the basis that whether they can make the process of discussions and presentation

participative or not. This was also a way to ensure participation of those participants who were perhaps shy to make a point in a larger group.

### **Output**

The activities helped in breaking the ice between the participants and us. They shared their knowledge and understanding on legal issues. Also, after poster making activity participants came up with more ideas. These activities helped them to bridge the gap between themselves, they worked as a team and presented in that way.

### **Observation**

It was apparent that the participants found the activity a little challenging. Some of the groups performed very well. Other groups saw more active participation of only some of their members and the more recluse members had to be coaxed into participating.

### **Overall observation about the Participants**

- Participants had a good knowledge as well as understanding of child rights. They also had working knowledge of at least some of the relevant laws.
- They have also had a good exposure to working in the field of child rights.
- They seemed enthusiastic about the training workshop and learning process.

### **FGDs Set 2: Volunteers of Eka (Bhopal)**

Ashaji conducted this FGD on behalf of the CSJ Bhopal Team on 10<sup>th</sup> August. The participants were met in a single batch of around 20 persons. Staff members of Eka were also present there in the discussion.

### **Group profile**

The participants were part of Eka organization and they have been working on child rights issues from a long time now. The age ranged from 14 years to 35 years. Also, most of them were school

going studies, few male participants were part time worker and few women participants were married and home makers.

### **Activity 1: “Breaking the Ice”**

#### **Methodology**

Participants were asked to give their own introduction and tell about what work related to child rights they have done in their life which made themselves feel good about it and what work they have done which they regret or feel sad about it.

#### **Conceptual Underpinning**

See Above.

#### **Observation**

Participants showed good participation and potential to learn more about laws. They didn’t have exact knowledge of specific laws, though they were aware of their fundamental rights.

They also shared their life incidents and shared their level of engagement in some real life incidents.

### **Activity 2 “Role Play”**

#### **Methodology**

Participants were divided into four groups and given the topics: the Right to Life, Security, Development and Participation to present through role plays.

#### **Conceptual Underpinnings**

Like the poster making activity, this activity assess the ability of the participants to identify rights violations and put across legal information in a manner people in their community can understand them though a little more unconventionally.

Again like the poster making, it also assesses their ability to work in a team.

#### **Observation**

Participants were able to connect those rights with their life incidents and shared their experiences elaborately.

Through their role-plays, they brought out their own experiences of rights violations in their homes and in the society they inhabit.

### **Activity 3: “Case studies”**

#### **Methodology**

Participants were given two case studies, one of them was related to sexual harassment of children and the other one was related to Juvenile Justice Act and asked to discuss specific questions. These were:

1. Guddu is 16 years old. He is an orphan. He grew up on the streets and was never admitted to a school. Lately, Guddu had been spending time with Varun and Amit. They are both 22 years old. Varun like Guddu grew up as an orphan, on the streets without going to school. Amit grew up rich and was studying in a college. One night, Varun, Sumit and Guddu were walking around in the city. They saw a man and woman walking ahead of them. They beat up the man and rape the woman. They are caught by the Police. What could have been the reasons behind the crime? What could have been the individual motivations? Who is responsible for the crime? What punishments should they get? (In case someone blames the society or state) What punishment should the society or state get?

2. Vipin is 11 years old. He tells his parents that his uncle sexually abused him. You know his uncle really well. His uncle is also a child rights activist and well respected in the community. His parents have approached you, they think Vipin is lying. Who do you believe? What is the next thing you do? Give reasons for both answers.

#### **Conceptual Underpinnings**

The objective was to primarily assess participants’ ability to prioritize problems and solutions in situations that were difficult and diverse. The exercise was also a way to evaluate their sensitivity to the problems that children might find themselves facing.

#### **Output**

In the poster making activity, participants got clarity on their views on child rights. Some of them were very good at poster making and not so good in interacting with new members so this particular activity was a successful in this regard.

### **Observations**

Participants connected it with their life incidents and shared their own experiences and awareness about these issues.

Few were more active and participated in the discussion and further more questions came up as the discussion unfolded.

### **FGD 3: Volunteers of Aarambh**

Bhopal Team members Ashaji and Sneha conducted this FGD on 11/08/2016 in Bhopal. Around 24 people attended this FGD. Amardeep from Aarambh along with few members were also present.

### **Group profile**

The volunteers of Aarambh come from varied groups. There were more female participants than male participants. The age ranged from 15 years to 25 years which includes children, men and women. Most of them were part of the organization and working on child rights issues. Few were part time workers at different places.

**Activity 1:** “Breaking the ice”

### **Methodology**

Participants were asked the questions about themselves and what’s that one thing that they have done related to child rights issues. It started off on a voluntarily basis as those who want to share they can raise their issue but then not everyone spoke up, so we decided to ask each one about any incidents where they would have done something to protect anyone from violation of human rights.

### **Conceptual underpinnings**

The objective was to know to know their sensitivity to the problem. Also, to break the ice so that participants would be more comfortable in sharing their life incidents in a large group.

### **Insights from the participants**

- One of the cases discussed was that how one of the participants rescued a missing child and filed an FIR of that.
- Other issues also came up as some children raised the issue of occupying public space. For instance, some children feel that they don't have space to play.

### **Activity 2: “Role Play”**

#### **Methodology**

Participants were divided into four groups based on four rights, Right to Life, Right to Development, Right to Safety, and Right to participation. All the groups were asked to do a role play or write down some points related to their life incidents where any of these rights at any point in life has been violated.

#### **Conceptual underpinnings**

The objective was to know their capability to work in a group and how much they are sensitive to the issues and problems which they face in their everyday life.

### **Insights from the participants**

The response came was appreciated. Of all participants, children themselves were most interested and enthusiastic about it. They shared their own experiences where their rights have been violated through role plays while three groups did role play; one group made some pointers and illuminated the points where they think their rights as children have been violated.

### **Activity 3: “Case studies”**

#### **Methodology**

Case Studies were discussed on the issue of juvenile justice act and the other one was on sexual harassment so that they could relate it to some of the existing laws to have a better picture and clear understanding of the laws as well as the fundamental rights.

The participants were asked these questions as what should have been done in each of the cases.

### **Conceptual underpinnings**

The objective of the activity was to check participants' ability to identify problems related to children. It is also to know and understand their level of engagement and the value addition they can do being a 'paralegal' on the issues they would be dealing.

### **Insights from the participants**

Participants actively participated and posed more questions to the trainers about child rights issues. They shared their experiences on the work they have done related to child rights issues.

### **Output**

Participants did a good work on the role play activity. The objective was very prominent in their play. The organization also participated and made it easy for ourselves to reach out to them where we failed to explain the objective of our task. The case studies led to more discussions on legal awareness and laws related to it. The discussion went long on specific laws like Juvenile Justice Act and POCSO.

### **Observations**

- It wasn't a homogenous group of participants, some have good knowledge of laws and rights while others have inadequate or maybe they were hesitant to speak and take participation in the activities.

### **Focused Group Discussion (FGDs) on 11/08/2016MUSKAAN**

CSJ Bhopal team conducted these FGDs at Muskaan office in Bhopal where few members of Muskaan also joined the conversation. Around a group of 12 participants joined the discussion. These participants have been associated with the organization from a long time now. They come from very different communities with different backgrounds

### **Group profile**

This was one of the most vulnerable groups, out of all groups where FGD was conducted. They come from very different communities with different backgrounds. Most of them were street children; few were involved in some part time work. They hardly have any source of livelihood. More number of male participants was present in comparison to female participants. Also few were from Pardi community which is one of the most vulnerable communities in the state of MP. The age of participants ranged from 15-35 years.

#### **Activity 1:"Breaking the ice"**

##### **Methodology**

Each participant was asked to give an introduction about them, mentioning any significant work done by them relevant to child rights issues.

##### **Conceptual Underpinnings**

The objective was to break the ice, make them comfortable so that they could share their life incidents which they could have been hesitant otherwise. Also, to understand their ability to prioritize the problems related to child rights issues and solutions.

##### **Insights from the group**

- A lot of issues came up as the discussion unfolded, but the most serious concern was of the issue facing by Pardi Community of the nearby slums. This particular community has been exploited by the local police from a long time for money by making false cases against them and arrests have been made just on the basis of mere suspicion. Children, women and minorities have been their main targets.

#### **Activity 2: “Discussing case studies”**

##### **Methodology**

Participants were given two case studies, one was related to sexual harassment and the other was on child marriage. They were asked to give their views on the issues and what they think should have been done in both the cases.

##### **Conceptual Underpinnings**



The objective was to know their sensitivity to the issues and share their experiences in doing rights based work.

### **Insights from the participants**

They shared their own personal life incidents related to these case studies. For instance one participant said how he got married to a girl from different community but now they are living a happy life. So we should not prohibit any person to marry someone on the basis of religion caste class or so on.

### **Output**

The activities helped in breaking the ice between us. When we discussed the case studies with the participants, more issues added on to the discussion and it went too long and interesting. On asking questions like what makes the participants feel proud of themselves led to a lot of different responses. During the process, they disclosed and shared their personal experiences with everyone.

### **Observations**

They have had a lot of personal experiences on these issues where human rights have been violated but then they don't have adequate knowledge about legal rights. Although, they know there are certain laws to protect their fundamental rights but did not know about the specific law.

## **Focused Group Discussion (FGD) in Khilchipur, Rajgarh District**

Bhopal team members travelled to Rajgad with BJVS coordinator Pawan and few other volunteers working with the local community at the village level.

### **Group profile**

The volunteers came from three to four villages in the Rajgarh district. Most of them were school children of age ranging from 15-20 years. Equal number of male and female participants was present. Some of them have been working with the BGVS on various child rights issues.

## Activity 1: “Breaking the ice”

### **Methodology**

Participants were asked about how they got connected with the organization working on child rights issues and what kind of work they have done to protect any kind of child rights violation with an introduction about themselves.

### **Conceptual Underpinnings**

The objective was to know their sensitivity to the problems and also how they dealt with it.

### **Insights from the participants**

- They spoke about issues they are facing in the village. Some of them spoke about their accessibility to education because of poor infrastructure facilities.
- Girls participants were more active and they shared their problems as they are not allowed to go to school after std 8<sup>th</sup> because then they are supposed to go to higher school which is bit more far and thus becomes inaccessible to them.
- Participants also gave incidents of child marriage, child labor issues and how they dealt with it when they filed a case against child marriage.
- Issue of child labor is also very significant in this area.

## Activity 2: “Role play”

### **Methodology**

Participants were divided into four groups on the basis of right to life, right to education, right to safety, right to development and asked either to do a role play or give pointers on what they think about that particular right.

### **Conceptual Underpinnings**

The idea was to know how well participants can work as a team and also to know their ability to articulate and communicate in the form of presentation they made.

### **Insights from the participants**

- Participants shared their life incidents and what they understood by each of these rights.
- Various other issues also came up like ‘NatraPratha’ where a girl is being sold to the person who pays the highest price for marrying her. It’s wide spread in some parts of Madhya Pradesh and Rajasthan,
- Girls showed more enthusiasm in sharing their personal life incidents where their rights have been violated.

### **Activity 3: “Case studies”**

#### **Methodology**

Participants were given two case studies one was on sexual harassment and the other was on child marriage. Then they were asked about their views on the matter. What they thought should have been done in both the cases and is there any law related to these issues?

#### **Conceptual Underpinnings**

The objective was to know the participants’ awareness on the legal issues and to understand their ability to prioritize problems and solutions. The purpose was also to understand their knowledge to be a paralegal as it’s important for them to have some basic understanding of laws, rights and for trainers to understand the level of engagement of participants so that they can design the training accordingly.

#### **Output**

The activities helped us in knowing the legal awareness of the participants. The team showed their behavior in working as a group as we know some of the people become more efficient when they work in a group while some others become less efficient when they work in a group. In these activities, we saw some of the participants were more enthusiastic about the project. Discussion on case studies led to a lot more discussions related to it. Participants added their knowledge on some of the laws related to child rights and shared what they understood with these laws.

### **Insights from participants**

- Participants shared their experiences how they fought against issue of child marriage in their village.
- Female participants shared how they feel insecure of harassment they face in their villages.

### **Observations**

- Some of the participants already have the basic understanding of laws, particularly female participants seemed more aware of the laws and their fundamental rights.
- Some others were reluctant to communicate and did not participate actively maybe because of communication or were not that comfortable in sharing.
- They shared their experiences how they tried fighting against issues of child labor and other child rights issues.

## **2.3 Competence mapping**

**Code:**

**Orientation**

**Training**

**Assignments + Guided Fieldwork**

**All**

<b>Sr. No.</b>	<b>COMPETENCY</b>	<b>SKILL</b>	<b>INFORMATION</b>	<b>VALUE/ ORIENTATION/ PERSPECTIVE</b>

1.	<i>Ability to articulate needs into rights</i>	<p>A) Articulation with rights perspective</p> <p>B) Linking problems with rights</p>	<p>C) Human Rights</p> <p>D) Fundamental Rights</p> <p>E) International Covenants and Conventions (UDHR, ICPCR ICESCR, UNCRC).</p>	<p>F) Understanding availability as right and not as charity</p> <p>G) Human Rights Based Approach</p> <p>H) Equality, Social Justice, Secularism, other Constitutional values</p> <p>I) Importance of preserving childhood</p>
2.	<i>Disseminating legal information through awareness activities</i>	<p>A) Reading Laws</p> <p>B) Articulation in the community's language</p> <p>C) Awareness creation through innovative means (street theatre, posters, songs, etc.)</p> <p>D) Linking issues with laws</p>	<p>Laws related to child rights</p> <p>(POCSO, JJA, provisions in other laws like IPC).</p>	F) Creativity
3.	<i>Ability to give primary legal aid to clients</i>	<p>A) Client interviewing, fact gathering from clients and primary counselling</p> <p>B) Filling MahitiPatrak</p>	<p>C) Basic procedures under JJA and POCSO</p> <p>D) Redressal forums such as JJ Board, CWC</p>	<p>E) Commitment</p> <p>F) Being client centric, empathetic, unimposing, non-judgemental and</p>

				leaving choices to clients
4.	<i>Ability to develop linkages between community including children therein and administration</i>	<p>A) Communication and Dialoguing (with community and authorities)</p> <p>B) Leadership</p> <p>C) Networking/ forming linkages with GOs and NGOs</p> <p>D) Holding basti/ village meetings</p>	<p>E) Information about community</p> <p>F) Information about administrative structures (Government at different levels, Police, CWC, etc.)</p>	<p>G) Identity as a paralegal</p> <p>H) Respect for the community</p> <p>I) Social inclusion (Gender, caste, social background, etc.) and democratic processes</p> <p>J) Critical eye towards the government machinery</p> <p>K) Creating independence</p>
5.	<i>Grass root level research</i>	<p>A) Collection of information- FGDs</p> <p>B) Recording Information</p>	<p>E) Information about various media outlets</p>	<p>F) Taking initiative, commitment</p> <p>G) Eye for detail and</p>

		and writing skills (Press note, representation)		thoroughness
		C) Basti Mapping		
		D) Mobilization		
6.	<i>Drafting (RTI applications, FIR and representations to bodies such as CWC, Police, etc.)</i>	A) Writing	C) Police Powers	F) Precision
		B) Converting problems into an issue by linking it with appropriate legal provisions and applicable procedure	D) RTI Act	G) Nitty-gritty orientation
			E) Appropriate Authorities (CWC, Police, etc. )	H) Crispness

## Competency Grid

### 2.4 Reviewing the grid

This grid is the mind mapping outcome of the process of equipping individuals with understanding and skills along with access to information and knowledge and training to enable them effectively. This mapping was designed after the needs assessment and focused group discussion organized at the three places. The FGD helped CSJ to design a grid based on which CSJ designed all the training events.

The competency grid has been developed keeping in mind the different levels of group. Bhopal, Shivpuri and Rajgarh are three different groups which have varied experiences and have different socio economic background. Basically, the idea was to cover all these competencies and developed

necessary skills into them. However, the particular skill can be enhanced at different event and at different level depending upon the learning and understanding capacity of that group.

The competency grid has been made keeping the different groups in mind. Each group has different understanding level. For instance, the participants of Bhopal had already visited some institutions and they had regular engagement with them but that was not the case with Rajgarh. The villages in which the trainings happened were quite remote areas and the accessibility to the local governing institutions was very low. This resulted on their overall understanding and learning of the group from the training.

Reviewing/analyzing the grid-The competency grid was revisited again and again after each of the event in order to see how much has been covered and what all is left in a particular group after a particular event. The competency grid includes skills, information and various competencies which we believe the paralegal should have.

For instance, in the above mentioned table, the particular competence achieved through different training events. For example, understanding ability as right and not as charity. It was covered through disseminating information about fundamental rights enshrined in the Constitution. Similarly, other events covered other competencies and helped in developing other skills and some of them, the one in grey colour depicts skills which were achieved through each of the event in particular and all of them together.

Centre for Social Justice over a period has evolved and classified paralegals at different levels based on their level of training starting from level 0 to level 1, level 2 and level 3<sup>2</sup>. From the paralegal training programme, the paralegals developed would be of level 3 according to CSJ's understanding and terminology.

## **2.5 Season cycle for child rights**

While we intervened in three districts of Madhya Pradesh, Bhopal, Shivpuri and Rajgarh we realized that season cycle is an important part of this intervention on dealing with the issue of child rights.

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<sup>2</sup><http://www.centreforsocialjustice.net/interventions/capacity-building>



The best season for conducting trainings on child rights in Bhopal, Shivpuri and Rajgarh varies a bit. Since, Bhopal is an urban place whereas Shivpuri and Rajgarh are the rural places where migration is very prominent. People often migrate to other nearby places in search of farming and other livelihoods opportunities. The festivals are same in all the parts of Madhya Pradesh.

Keeping in mind, the farming seasons, local festivals and school examinations, we have classified entire year in these following months which may have a direct or indirect impact on the lives of the children in Madhya Pradesh state.

**January and February-** January and February are considered the best times for farming and irrigation of Rabi crops. So, most of the people including children in this period engage themselves in farming or even if they don't migrate to other places, they stay back at their home places and engage themselves in other household work. These two months are also the time when school students have their annual exams.

**March and April-** New sessions for school students, it is also the time of the year when the villagers, small farmers including some children get involved in crop cutting, processing and marketing work.

**May and June-** It's the best time of the year for conducting any such trainings which involve engagement with the children. This is the time when most of the children are free from their own work. It is an off season in terms of farming and agriculture.

**July and August-** It is again peak time for the agricultural activities mainly farming and irrigation. At the same time, it's a monsoon season so it becomes difficult also for the general mobility of the villagers.

**September and October-** These two months are best for the cultivation of kharif crops and there are so many Hindu festivals celebrated during these months. So, during this period people prefer to celebrate and enjoy this time and work less.

**November and December-** Cultivation of Kharif and Rabi crops continued in this period. And in some schools, children have their half yearly exams. But comparatively it is the time when children would participate more in the trainings and work.

The circle season is much important when engaging with participants for the training or dealing with any legal issues and that is because their presence is needed in all this case. In many parts of Madhya Pradesh particularly in rural districts, people migrate to other places for farming and other employment opportunities at times they are also accompanied by their children and adolescents, in any case even if they do not go they are supposed to do the household chores and other work. It then becomes difficult for them to participate in any trainings or similar events.

The season circle would help the trainers to plan and schedule an event keeping in mind the availability of the children of that local area.

## **2.6 Material Review Workshop**

A day long workshop was organized where the partner organizations participated in the discussion on the material which was supposed to be developed by CSJ and distributed amongst all the paralegals involved in the paralegal training. There were 7 participants who attended this meeting, 4 from Muskaan, Eka and Aarambh in Bhopal and 3 from CSJ. As the workshop was organized in Bhopal the other two partner organizations - BGVS and Parhit could not make it to the meeting.

Additionally, the competency grid<sup>3</sup> of the participants was also shared with the partners, to get their idea on including various activities during the sessions. Material development was a part of the programme where the idea was to compile materials related to child rights issues so that the participants could use it for their knowledge building and increasing their sensitivity towards child rights issues. The selected materials were discussed with the partners on assessing the suitability of these materials. Following this, inputs were sought from the partner organizations to make the materials more relevant to the participants.

### **Compilation of IEC material**

The chosen IEC materials are the compilation of all the materials selected by CSJ and gathered through different sources which includes materials from various state departments, non-government organizations and secondary research. Materials gathered from different sources were screened

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<sup>3</sup> The competency grid includes the competency, skill, information and knowledge which the training disseminates in the process of making them paralegals from volunteers.

thoroughly and the most suitable ones were selected by the CSJ team. Later, in the review meeting, an assessment was done on whether the material was suitable enough to be used by the paralegals.

This meeting also involved discussions around how some more material could be added to this compilation. Use of simple language in the IEC material was the most common of all the feedback received during the meeting.

After the review meeting and discussion on the partners' feedback the compilation of material was done. The compiled material included the topics like POCSO and JJ act which were covered in theory and through the assignment like process of drafting an application regarding Right to Information Act (RTI). Furthermore, this also contains some case studies related to child right violation. The idea was to make paralegals focus on increasing their sensitivity around issues of children. The compiled material is in Hindi and an attempt was also made to translate all the terminologies into simple language. The compiled material was printed and handed over to all the partner organizations, who in turn distributed the same to each volunteer during the training, who participated in the child rights paralegal training programme.

## **Chapter 3- Training stage**

The training stage primarily covers detail of all those events which were primarily responsible for making these volunteers as paralegals. This included all the necessary events which were covered essentially for making participants learn and understand about the acts, laws and all necessary legal inputs which would necessary them to know working as a process.

### **Introduction**

Introduction to the Training programme by Mr. Gagan Sethi

#### **Session 1**

Mr. Sethi began the training programme by welcoming all the participants presented in the venue. He started the session by asking participants why they think they are here today, as in their expectations from past two days orientation programme. He posed three questions to the participants and asked them to answer these questions in three different colour cards:

- 1) If I found a magic lamp and was granted three wishes-- what would I ask for myself, my family and my village?
- 2) What is the one thing that I would put an end to in my village with respect to children?
- 3) If I were my parent, then what's the one thing I would have done differently to myself?

### **Methodology**

The participants were asked to answer these questions in different colour papers and later on asked them to get divided into groups on the basis of these colours so that every group would be ready with answers to each questions.

### **Conceptual underpinnings**

The objective was to make them think on their wishes, aspirations, imaginations and regrets. Each question touched upon these issues and we tried making them more specific to child rights as this training is supposed to be on child rights issues.

### **Insights from the participants**

There should be better education given to the children, there should be more employment generation, infrastructure and health facilities. Few participants said that people should leave consuming alcohol in the village and make it a better place to live in. Also, slum dwellers should know their rights so that they aren't exploited. Some more responses came on putting an end to child marriage and any sort of gender discrimination prevailing in the society. They also emphasized on need for changing mindset of men for women.

### **Inputs from the trainers**

Mr. Gagan connected these questions with their real life issues and pushed the participants to able to think more on these issues. He emphasized on the values which a mother holds and how a mother can deeply affect our thoughts, perceptions and crucial decisions. He said if we want to build a new perspective then we must talk to our mothers who are inside us. At times, there can be contradictions on our thoughts or may not but we must try to think beyond that and just not confined us to what they(mothers) think is best for us.

The method used for this activity was to take out common points from a group people discussing on the same issue. Mr. Gagan named the process of doing this as a work of a 'researcher' where we listen to people opinions and then take out some of the points as issues for them. Additionally, he said as a paralegal you all should work as a researcher in your respective village.

## **Session 2**

### **Building tower from wooden cubes:**

This was the second activity done in the first day.

### **Methodology**

It was a group exercise where one person out of three or four was blindfolded and the other members of the group were giving him/her instructions on how to go for that particular activity.

### **Conceptual Underpinnings**

Basically, the objective behind this activity was to tell paralegals about the values which a paralegal should hold. Also, how a person acts when he gets influenced by his team members. The task was basically to learn the values and understand the behavioral approach of the person who is supposed to hold the qualities of that being a paralegal.

### **Insights from the participants**

Some of the participants did more than what they had said earlier while few failed to do the same. They got some idea why they were asked these questions as to think more on issues of self confidence, support from other, criticism from others and they shared some of the incidents where they felt that they have been challenged.

### **Insights from the trainers**

Mr. Gagan emphasized on the point that each one of us have some personal will which might differ from the collective will and as a paralegal one should be able to balance the both. It might coincide or contradict. Additionally, he spoke about laws and mentioned that we need to use laws rather than expecting laws to approach us.

## **Session 3**

### **Identity of a paralegal:**

This session aimed at explaining the roles and responsibilities of a paralegal. Who should be the paralegal and what roles they are being expected to do?

### **Methodology**

The participants were divided into groups of three or four where they were asked to metaphorise society as a jungle and animal as a paralegal and their relation with other species living in the jungle. They were then asked to draw this in respective chart papers and do a group wise presentation. The questions asked were as follows:

- 1) What animal is paralegal?
- 2) What is their relationship with the other actors?

- 3) What characteristic should you take from the animal you have associated with paralegal and what characteristic you should not take from them?

### **Conceptual Underpinnings**

The objective of this activity was to touch upon power relation issues in the society. Also, to make participants think on the attribute of a paralegal and how this power relation works in the society through these animals.

### **Insights from the participants**

Participants depicted different animals as paralegals. Some made dog as paralegal mentioning that they are very loyal and they have this skill of sensation where they could smell things. One of the groups depicted ant as a paralegal, apparently ants believe in unity and so paralegals should also be like ants. Each team had a very different and interesting idea of the paralegal and the values they should hold.

### **Inputs of the trainers**

Participants were asked questions like why they chose that particular animal which they choose, reasons behind that. The questions also focused on what do you need to learn to become a paralegal. Some of the qualities were highlighted by the trainers so as to make them understand our expectations and what values we feel a paralegal should hold.

## **Day 2**

### **Session 1**

**Objective:** To reflect on the previous day sessions.

**Methodology:** Group discussion and voluntary presentation

**Conceptual Underpinnings:** The idea was to see that if participants would be able to understand the sessions and able to connect to each session.

**Inputs from the trainers:** The trainer tried to build an understanding among the participants about conducting these sessions and the reasons that why these sessions were organized in a way as they have been.

Additionally, the trainer illuminates and explains more about the role of a paralegal and what responsibilities they would have.

**Insights from the participants:** Some of the participants asked a few questions on the roles and responsibilities of the paralegal and how the paralegal would support to the community. Additionally, based on the previous day discussion and activity the participants highlighted some of the characteristics of the paralegal.

## **Session 2**

**Objective:** To introduce participants with the preamble and fundamental rights as enshrined in the Indian Constitution.

### **Methodology**

The Preamble of the Constitution was shown in Hindi and each of the important terms was discussed which was followed by a long and elaborate discussion. The participants were then asked to sit in the groups to make another chart linking what was written in cards, what was summarized on charts to the Constitutional principles present in the preamble.

### **Conceptual underpinnings**

The objective was to discuss participants' level of engagement with the Constitution and to make them aware that we have certain rights, here fundamental rights which are justiciable.

### **Insights of the participants**

A lot of issues came up as each of the term got unfolded. Participants asked questions on the term sovereignty, socialist and democratic. One of the participants asked the question that do we have democracy or we are just here as vote banks? Discussions also happened on what is secular and what does it mean to be a secular?



## **Inputs from the trainers**

The trainers tried answering the questions in the form of a dialogue. They gave the examples of different countries where democracy is not followed and highlighted the merits as well as demerits of a democratic system.

## **Session 3**

**Objective:** To reinforce the information and focus on the identity of the paralegals.

**Methodology:** The objective of this session was to reinforce the information given on the fundamental rights to the participants. The participants were divided into the group of six and each group was given to write about one fundamental right which they should think should be included in that fundamental right. Later on, it kept passing on to other group and the second group was asked to write if they think that it should not be placed there and should be under some other right.

**Conceptual Underpinnings:** The idea behind this activity was to make participants think that fundamental rights are not provided as charity, it's our own rights which we get by virtue of human being. This also helped participants to go with the thought process of thinking that why we need these rights and how these rights are adequate or inadequate for our living a good life.

**Inputs from the trainers:** The trainer elucidated on the fact that why fundamental rights are enshrined in the Constitution of India. What were the objectives behind it? Also, how these rights help us in leading a life in good condition where interest of each individual should be looked upon.

### **Insights from the participants:**

Participants asked questions on each of the fundamental right. One of the participants asked a question to the trainers that why the age for voting is 18 years and marriageable age for boys in 21 years in our Constitution. How law makers come up with these numbers and what are the conceptual understandings behind these questions.

## **Shivpuri**

## **Activity 1**

The first session was divided into two parts where in one part we just took an introduction of the participants and asked two questions. After this, we moved further and asked rest of the three questions. The questions asked were as follows:

- 1) Name and village
- 2) What do I do and what do I want to do?
- 3) If I found a magic lamp and was granted three wishes-- what would I ask for myself, my family and my village?
- 4) What is the one thing that I would put an end to in my village with respect to children?
- 5) If I were my parent, then what's the one thing I would have done differently to myself?

## **Methodology**

The first two questions were asked verbally to each participant. After that this for answering the last three questions, participants were given three different colour papers. They were then divided into three different groups according to the colour of the papers given to them.

## **Conceptual underpinnings**

See above.

## **Insights from participants**

A lot of participants came up with similar answers to these questions. For instance, issues like education for all, employment for all, and would like to have security in their respective villages, would like to put an end to social evils like child labour, child marriage.

## **Output**

They were able to share their experiences among themselves as this activity involved a lot of sharing mostly from the participants and some inputs of trainers.

## **Activity 2**

The second activity involved an elaborate discussion on the Preamble of the Constitution. The trainers tried explaining all the important terms written in the Preamble.

### **Methodology**

The participants were divided into groups of three and were asked to write the points where they would have experienced any kind of violation and then asked to make a presentation on the same.

### **Conceptual Underpinnings**

See above

### **Insight from the participants**

This activity brought up a lot of confusion, for instance one of the participants asked that what does socialism infer in the Constitution. These ideologies have been enshrined in the Constitution, but do they have any practical implementation.

## **Day 2**

### **Session 1**

The first session involved review of the previous day and the focus was given on the need for doing the activities which were conducted on the previous day. Each of the participants was asked and trainers wrote down all the points coming from the participants.

### **Session 2**

The second day of the training involved engagement of participants with the fundamental rights written in the Constitution.

### **Methodology**

The participants were given the broad categorization of the fundamental rights, right to equality, right to freedom, right to life, right against exploitation, cultural and educational rights.

The participants were asked to draft their own charter of rights, where we divided them into six groups: each group working on a specific category of rights. After they done drafting on the chart and the chart was circulated in each group, they were asked to make required addition. Then participants were asked to present their charts, once the presentations were done, we explained the articles of the Constitution and compared them with the rights that the participants made.

### **Conceptual underpinnings**

See above

### **Insights from the participants**

While doing this activity a lot of questions were raised by the participants. Like on the issue of reservation, why there is an issue of reservation when we talk about equality of opportunity in our Constitution. Few said that reservation policy gets misused most of the time. The issue of capital punishment was also raised under right to life.

### **Insights of Trainers**

The trainers took up issues of death penalty and the right to abortion where right to life gets violated. This was followed by a long discussion on death penalty issue where some of the participants were making a strong point that there should be capital punishment which is justified for some heinous crimes. However, not everyone agreed to this and presented different arguments on the issue of death penalty. The trainers also focused to take the discussion on the other side on the existence of judicial system as a reformative one where court is supposed to act as a body where it is supposed to give a chance of reform.

### **Observations**

Participants were able to connect it with their own life experiences. They engaged themselves and were up for dialogues and discussions.

## **Session 3**

Identity of a paralegal

## **Methodology**

See above

## **Conceptual Underpinnings**

See above

## **Insights from the participants**

Each group made different roles of a paralegal with respect to the roles of other animals in the jungle. For instance, group 1 showed dog as a paralegal giving the reasons that they are sharp and honest. On the other hand, group 2 showed ant as a paralegal as ant is supposed to be a symbol of the unity. The group added that the ant has the ability to listen to everyone and thus a paralegal should act as an ant through listening to others. Group 3 presented dog as a paralegal, snake as police and elephant as *sarpanch* of the village. Group 4 presented monkey as paralegal giving the reasons that monkeys are clever and have reach to everyone living in the jungle.

These were some of the qualities which came up from the participants after this activity; hardworking, honesty, patient, good orator, good listener, punctual.

## **Session 4**

### **Feedback session**

The participants were given three questions and asked them to answer these questions on a piece of paper. The questions were as follows:

- 1) What is the one thing you liked in the two days programme?
- 2) What is the one thing you would like to change in the programme?
- 3) Did you get a chance to participate during the session?<sup>4</sup>

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<sup>4</sup> There is a cumulative response to the feedback session of the orientation event.

## **Rajgarh**

The day started with an introduction by the trainers where a brief introduction happened on the objective of the training like why we are here, who is a paralegal and what is he/she supposed to do. Where can we approach if our rights are violated. The focus was basically to give the participants an idea about the objective of this training programme.

### **Session 1**

- 1) If I found a magic lamp and was granted three wishes-- what would I ask for myself, my family and my village?
- 2) What is the one thing that I would put an end to in my village with respect to children?
- 3) If I were my parent, then what's the one thing I would have done differently to myself?

### **Methodology**

See above

### **Conceptual underpinnings**

See above

### **Insights from the participants**

Group cumulatively responded on the first question and these were some of the responds: participants said they would have asked for better education and infrastructure facilities, a better life for themselves.

Second question was answered with these responses: participants said they would have stopped child marriage and *natrapratha* which is very prevalent in the state of Rajasthan and some parts of Madhya Pradesh. On the third question, they said they would have liked to stop consumption of alcohol. They also added that they would have taken more care of the education, had they been at the place of their parents.

### **Insights of trainers**

The trainers then focused on the idea of asking these questions to the participants. For instance, the first question was asked to know the aspirations and wishes of the participants. The second question was asked to address the issues in the villages. The third question was asked to touch upon the regrets they feel in their lifetime by thinking how could we not repeat the same in our respective lives. The focus was also given to let participants reflect and not just take these as some question but think beyond that and able to reflect.

## **Session 2**

Introduction to the preamble.

The session started with asking participants questions on how the Constitution was formed. Some participants actively participated in the discussion and answered the questions. The questions were also asked regarding fundamental rights enshrined in the Constitution.

### **Methodology**

See above

### **Conceptual Underpinnings**

See above

### **Insights from the participants**

The discussion happened on efficient democracy, some participants posed the questions that do we have a good democracy and few participants responded we have good democracy but it has loopholes. They also asked questions on social, economic and political justice written in the Constitution. One participant said that everyone wants status and equal opportunity and said that who would not like to have it.

### **Insights of trainers**

Trainers discussed on the issues raised by the participants. More discussion happened on the explanation of terms like social, economic and political justice.

## **Day 2**

The day started with the review of the last day. Trainers took the session and emphasized on who is paralegal and what is he/she supposed to do? Trainers related this conversation with their life incidences. Discussion also happened on works of a paralegal and things they would do, focus was also given on how they can help the society. Paralegals can be a medium to bridge the gap between state and the community.

### **Session 1**

Building blocks activity

#### **Methodology**

The building blocks activity involved two to three groups depending on the total size of the participants. In this activity, there one member of a group was asked to volunteer who would be blind folded and would do whatever instructions he/she would get from the team. Like this one member from each group had to build towers from the cubes. The member of the group who makes the highest number of towers would win the game.

Furthermore, the other teams were distracting the blindfolded person and influencing them not to make towers from the blocks.

#### **Conceptual Underpinnings**

The idea was to see how much your group or the people live with you affect your decisions in life. The person who is blindfolded unable to see anything, in that case, he/she would only believe whatever the team instructs and this directly influenced the way he/she was doing the activity.

#### **Insights from participants**

Participants really enjoyed the activity and they could also able to connect it with their real life situation. Some participants were too confident that they can make any number of blocks easily. Later they realized it's not that easy for them to complete the task and most of them could not make a single tower without letting it break.



## **Inputs from trainers**

The trainers gave examples and told the participants we should always give a thought to ourselves before taking any action. There would always be a lot of pressure and influence on you from the society and they would be against you and would try not letting you do what you have thought. In that case, you should not deviate from your goal or objective and keep yourself focused on the issue or the objective you are working for. A paralegal should always remember this role and continue doing it throughout working as a paralegal.

## **Feedback of the orientation**

The feedback is a part of the two days orientation programme organized by CSJ in collaboration with UNICEF and support of local partners BGVS and Parhit in Rajgadh and Shivpuri respectively, working for child rights for a long time now. The orientation programme involved these discussions; qualities of a paralegal, why do we need to work as a paralegal, how they could be able to work, preamble and fundamental rights. This was done through a lot of activities involving the participants.

At the end of the orientation programme, trainers asked these three questions, followed by the participants' answers.

### ***1) One thing which you liked the most in the session?***

- Almost 60-70 percent participants said they liked preamble and information about fundamental rights of the Constitution.
- 50-60 percent said that they are now clear about the roles of a paralegal.
- 70-80 percent said that they liked the way the activities were done and the simple use of language.

### ***2) One thing which you would like to change in the session?***

- Most of the participants said that they would not like to change anything.
- Few participants said that they got disturbed because of the other participants which they did not like.

- Few could not understand this question and answered about the things they would like to change in the society.

### *3) Did you get the chance to participate?*

- Almost everyone said that they got full opportunity to participate in all the activities done during the session.

### *Three-day capacity building programme in Bhopal*

**Session 1** :The first activity involved recapping the sessions which were conducted during the orientation.

**Objective:** Recalling the orientation, fundamental rights, preamble and role of paralegals.

**Methodology:** The methodology used was a mix of individual and group activity.

**Conceptual Underpinnings:** The idea was to make participants recall all the activities happened in the previous events. They should be able to contextualize these learning in understanding the role of a paralegal.

**Inputs from trainers:** The trainers reinforced information about the objective and relevance of the programme. Furthermore, trainers also helped the participants to make them recall the previous events and tried connecting it with the forthcoming event of the three day capacity building programme.

#### **Insights from participants:**

Participants had some queries regarding work of paralegal. They asked questions on the power and role of the paralegal. They also asked what a paralegal can do and what he cannot do.

### **Session 2**

**Objective:** Understanding and learning Juvenile Justice act.

**Methodology:** Lecture based and open ended discussion.

**Conceptual Underpinning:** The idea was to introduce participants with the fundamental concept on which the JJ act is based upon.

**Inputs from trainers:**

The trainer spoke about the reasons for having this law at first place. The trainer also spoke about what the act covers. The act includes two types of cases which are child who needs care and protection of child in conflicts with the law. Under the section child who needs care and protection, the role of child welfare committee was explained and discussed. The trainer herself is the member of CWC and she spoke about the role of CWC in terms of scope and limitation.

The trainer also spoke about the shelter homes, boys' shelter homes and girls' shelter homes. The structure, function and facilities of these shelter homes, whom to report in case of any incident which includes violation of rights of the children. The trainer also spoke about the function of Juvenile Justice Board.

**Insights from participants**

Some of the participants have had already visited to the shelter homes. So, they asked questions regarding that. They also asked if they found some child who needs support and care. Who should a paralegal report and what necessary steps should be taken regarding that.

**Session 3**

**Objective:** To disseminate information regarding the structure of CWC.

**Methodology:** Movie screening of "*hasthachep*". The movie screen showed the difference structure of CWC and its role in protecting the rights of the children.

**Conceptual Underpinnings:** The previous session was based on the role and structure of child welfare committees. The idea of the movie screening was to give participants a clear picture about the roles and procedures of the formation of the committee. Also, there are few participants who would learn more through videos, movies or any form of visual action. So, this session would have helped the participants to learn and understand which they could not have understood through listening to the trainer.

**Inputs from the trainers:**

The trainer explained all the 10 parts of the JJ act. This movie tried to capture the act in the simplest way possible. Also, the trainer kept pausing and asking the participants about what they understood and what they could not.

**Insights from the participants:** Participants had questions regarding different types of cases which may come under CWC and what types of cases where CWC would not be held responsible. Questions were also asked about the role of childline officials regarding this.

#### **Session 4**

**Objective:** To make participants understand about personal communication on the lines of sender's and receiver's norm.

**Methodology:** This session was primarily based on the trainer's input followed by an open ended discussion.

**Conceptual Underpinnings:** The idea is to make participants understand and realize the importance of personal communication that is to know how the voice of a paralegal should reach to the community in the form of focused group discussion, village visit and holding regular meetings with the villagers and the stakeholders involved in.

**Inputs from trainers:** The trainer elucidated on the importance of voice as means of communication. The trainer mentioned that the when a paralegal would go out in the community then our role of a sender is more important than that of the receiver. There may be a lot of issues which a paralegal would come across but then one should focus on the message he/she is delivering to the community. The trainer also focused on the high note and low note of the voice as in when we go to a community, our voice plays an equally important role as a message holds otherwise it would not make an impact on the group or a community who is receiving it.

**Insights from the participants:** The participants enjoyed the session and they also shared their experience of how voice impacts their life. One of the participants informed everyone, he wants to speak and share his thoughts but due to his low pitch of voice, he feels less confident in sharing his thoughts in public.

#### **Session 5**

**Objective:** Importance of Image theatre

**Methodology:** This session was based on the activity. The trainer asked the participants to make a group of three or four and try to show a kind of violence through an image. The image should clearly show the kind of violence that the group would try to demonstrate through the image.

**Conceptual Underpinnings:** The participants should be able to learn and understand the basics of image theatre.

**Inputs from trainers:** The trainer reflected on the importance of image theatre as in how a silent image without using dialogue or music able to send a powerful message to the audience or the community. Also, when

**Insights from participants:**

Participants got excited about the idea of image theatre. The participants found it interesting and asked questions about performing it efficiently. One of the participants asked the trainer that how is it possible to hold attention of the community in just 3-5 minutes of an image.

They also asked what if the audience would not understand the image you are trying to show in that minimum time.

## **Day 2**

### **Session 1**

**Objective:** To reflect on the previous day sessions

**Methodology:** Discussions

**Conceptual Underpinnings:** This was done to see that how far participants would be able to understand the sessions and connect them with the work they have been doing as volunteers working as a part of different organizations.

**Inputs from trainers:** The trainers linked each of the previous day sessions with the larger objective of understanding the basic of laws and acts and the volunteers should understand about the reasons and objectives behind this.

**Insights from participants:** Some participants shared that how the previous day session on JJ act helped them understand about the law and different government bodies and stakeholders involved in the process of working on issues of child rights.

## **Session 2**

**Objective:** To develop a skill of communicating with the community and able to send the message through different modes of communications.

**Methodology:** Activity based and open ended discussions.

**Conceptual Underpinnings:** The entire three days of learning was based on making participants learn and understand two laws which are Prevention of Child from sexual offences and Juvenile Justice Act. In addition, the use of RTI act was also discussed in the event. However, just understanding these laws should not be the only responsibility of a paralegal, he should also be able to disseminate the information, their knowledge and understanding to the large community through mass communications. And thus, these three days also focused on some of developing those communication skills in the paralegals developed in the training.

**Process:** The trainer asked the participants about name different mode of communications. Some of those listed by the participants were street play, slogans, songs, theatre. media

**Inputs from trainers:** The trainer elucidated on the difference between issue and message. For instance, the trainer pointed out the child rights is an issue but what a paralegal should focus on the message he/she would try to convey and not the whole itself issue. If a paralegal would focus on the issue and not on a specific message, then he/she would not be able to deliver the message effectively.

**Insights from participants:** Participants had questions and queries regarding how to understand these issues. For instance, how to make slogans and what are the important things that should be

kept in mind while writing slogans. Also, one of the participants had asked that when they go in the community at times their voices are not heard and people would pay very little or no attention to the slogans persons who are shouting these slogans.

### **Session 3**

**Objective:** To make participants learn and understand about protection of children from sexual offences act (POCSO).

**Methodology:** PPT, lecture based and open ended discussion.

**Conceptual Underpinnings:** The idea was to make participants learn and understand POCSO law so that paralegals would understand the different provisions related to this act.

**Inputs from trainers:** The trainer elucidated different cases of child sexual abuse at the local level. The trainer also spoke about different stakeholders involved in these incidents and how these stakeholders respond to these incidents. This was followed by open ended discussion where participants came up with different experiences and shared their views and perceptions on the issue.

#### **Insights from participants:**

Participants asked questions regarding the punishment under this act. They also asked why the children who belong to the age between 16-18 years of age would be treated as adult crimes in some heinous crime.

### **Session 4**

**Objective:** The idea was to make the participants clearly understand the POCSO act through movie so that they can get a clearer picture of the importance of the act.

#### **Methodology:**

Movie screening of Komal.

**Conceptual Underpinnings:** Participants had a mix group having different level of understanding and grasping ability. Some participants found it easy to understand through lecture slides and discussions while some are more comfortable and understand more through movies, plays and theatres.

### **Inputs from trainers:**

The trainers explained POCSO act through this movie and elucidated on the significance of this act. The trainer paused on some shots of the movie and illustrated how that particular scene is exploiting the laws of POCSO.

### **Insights from participants:**

Participants got much clarity on the POCSO act once they saw the movie. Following that discussion happened and participants came up with different incidents where they were not sure that the act was a violation of POCSO act or is it a violation of any other law. Also, those participants who could not understand much from the PPTs and explanation of the law by the trainer got much interested when they watched it on the screen. They understood it better and it would remain with them for a long time.

## **Day 3**

### **Session 1**

**Objective:** The morning session covered the mainstream media, press note and press release, covering the utility of the mainstream media, TV cable.

**Methodology:** Open ended discussion

**Conceptual Underpinnings:** The idea was to make participants understand the role of mass communication and the usefulness of mainstream media, TV cable and so on.

**Inputs from trainers:** The trainers spoke how media can be used as an effective tool for mass communication. If we are working for any human rights issues, media can be used effectively to communicate our message so that it should reach to the masses.

The trainer also spoke about fake news, paid news in the recent time. A paralegal should be informed enough where he/she should be able to choose news wisely. Also, there are certain ethics of media. For instance, trainer elucidated on the fact that the accused should be named as accused and not criminal. Also, when dealing with child rights cases they should be more sensitive and conscious about the same. The victim name should not be disclosed by the media or any newspaper and a paralegal should take care of it and should report against the same if that is being violated.



### **Insights from participants:**

Participants shared their experience that they come to know about some incidents happened in their area when they read or listen to the name of the victim. That has been a trend followed by all the news channel as well as print media.

Some of the participants said that they did not know that there is any provision of not disclosing the name of the victim in any circumstances.

### **Session 2**

**Objective:** To make participants understand the significance of slogans as a mode of communication. To also illuminate on the importance of a newspaper, radios as a medium of mass communication.

**Methodology:** Activity based and open ended discussion.

**Conceptual Underpinnings:** Slogans have been one of the strongest method/tool of fighting against any kind of human rights violations. Keeping in mind the same, through this activity it was decided that participants should be given an opportunity and time to decide how the issues of child rights can be converted into few lines which should have potential to hold the interest of the audience in knowing the issue of child rights.

**Process:** The participants were divided into five groups where each group had five to six participants depending on the total number of participants. Each group was then asked to at least write any ten slogans on the issue of child rights which should highlight the exploitation of their rights.

**Inputs from trainers:** When we convey, a message using slogans then we should not add anything to that. A slogan is a complete message and that should ideally able to deliver the message you would like to deliver to the people. Additionally, the trainer said that one need not to specify the message if we do so, it takes away the essence of the slogans. Also, slogans should be free from any kinds of biases.

**Insights from participants:** Some of the slogans were precise and powerful in the context of child rights, while some of them were not that good. However, participants were able to learn the

methods and process of composing slogans and using it as a tool of mass mobilization of the community.

### **Session 3**

**Objective:** Role of bureaucracy in governance and their significance in fighting against violence of child rights.

**Methodology:** Lecture based and open ended discussion.

**Conceptual Underpinnings:** Understanding bureaucracy is important in learning laws and procedures as their functioning is linked with each other and one should be able to know and understand the specific roles and relevant institutions which can be held accountable for availing the rights of a citizen. Also, one of the important roles of a paralegal to know these institutions and remove the inhibitions they would have about the power that bureaucracy holds.

**Inputs from trainers:** The speaker is working as a superintendent of police in Bhopal. He started the session by asking some questions to the participants, like have participants ever visited to any police station. Then he asked about the experience of visiting the police station, what kind of fears do generally public have and why do they have those inhibitions so on, so forth. Furthermore, the speaker explained the role and power of different officials holding different posts in the police station.

He shared that the purpose of the police station is that of a role of a “gate keeper”. The police station should keep an eye on any of the crimes and violence it come across. He added that every police station has a child protection officer, one can go and file a complaint to that officer. The speaker also said that paralegals should send a letter to the concerned TI and inform him/her about them about their identity and ask them to cooperate with them in case of any support required by the paralegals. This also included the process of filing a first information report (FIR) and how important is to file an FIR.

### **Insights from participants:**

Participants had many questions to the police authority. They mentioned that police are not at all supportive to the citizens and that it always asserts its power to the citizens. One of the participants

also mentioned that sometimes police arrest somebody from the community on false charges and then later they ask to pay fine. Similar cases were discussed by the volunteers and the speaker.

**Observations:** The speaker after listening to the partners varied responses and experiences of police officers. He said that one should always be able to hold police officers accountable to their responsibility of work. Police is supposed to be work for the people, help them and protect them from any kind of violence. He also asked the participants to have trust on the police, build a positive relationship with the police, try to approach the police in a group and not as an individual as it's always effective to do the former.

#### **Session 4**

**Objective:** To familiarize participants about the Right to Information act (RTI) and the various spaces where it can be used in the context of availing the benefits of different policies and schemes for the betterment of children in the society.

**Methodology:** PPT of the act along with the screening of a song “jannekahaqhai “and open ended discussion.

**Conceptual Underpinnings:** The idea was to elucidate on the RTI act and paralegals should be able to use it in their work on violence against children.

**Inputs from trainers:**The trainer started from a song ‘jannekahaqhai’ which is a powerful song which came from the long struggle of MuzdoorKisan Shakti Sanghatan (MKSS) on making this Right to Information Act. Following this a detailed presentation was done by the trainer on RTI act where he covered why this act came into force, where it can be used, how it can be used and method of drafting an application under this act.

This also included the challenges one face in enforcement of the act. This also led to a detailed discussion on whom should be addressed and what are the procedures as in different appeals the time limits between first and second appeal and following questions.

**Insights from participants:** Participants had queries about different kinds of information which can be asked under this act. What kinds of questions cannot be asked under this act with reasons. Also, few participants have already filed RTIs and their responses were like that half of the time the

information officer does not respond to the filed RTI and this led to the further discussion on use of RTI.

### **Analysis of feedback**

Almost 80 to 85 percent participants said that they have learnt about Prevention of Children from Sexual Offences (POCSO) and Juvenile Justice Act. They also said that they learnt about communicating these laws to the community they belong to or have been working in. On asking about the communication session, nearly 80 to 90 percent of participants said that they learnt about different ways of communication and their skill of communication has also enhanced after this three days of capacity building training event. Furthermore, the participants also responded that they liked the language of the training and the trainers ensured that simple words should be used during the training process.

### **Guided fieldwork I**

#### **Activity 1:** Welcome and Reflection on Fieldwork

**Objective:** To allow participants to reflect on the work they did on the field.

**Methodology:** Reflection, documenting experiences and discussions

#### **Process:**

1. Participants were given input on competencies that we targeted during the trainings and told how the previous sessions and the assignments are linked with the competence grid.
2. Participants will be asked about their general experiences while doing the assignments. The questions asked were these:
  - What is that one thing which you enjoyed most during the assignments?
  - What is that one challenge which you continuously faced during the assignments?
  - What are the competencies you think you acquired or sharpened or used and where did you feel inadequate while doing the assignments?

3. They were asked to put these experiences down on three cards of different colours.

Once they completed this task, paralegals were asked to present their experience in the group.

**Materials Required:** Three Coloured cards, pen

**Activity 2:** Discussion on the Forthcoming Fieldwork

**Objective:** To prepare the participants for the activities they will carry out on the field.

**Methodology:** Discussions and group work.

**Process:**

1. The participants were divided into the groups with which they would do their fieldwork along with and they will be told the name of the basti/village they will go to. It will be one that at least some of them have worked with.
2. The participants were told the objective of the FGD they would be carrying out and were asked to make 5 to 10 questions together on the issue of child rights for this FGD.
3. The groups shared questions that they identified with other groups. The groups were asked to add questions they had made based on this.
4. They were asked to collect any important information that they may have left out from their interview forms.

**Materials Required:** Sheets of paper, pens

**Output:**

Participants got instructions on the guided fieldwork. They got to understand and kept in mind what should be done and what should not be done during the fieldwork.

**Activity 3:** Visit to the Childline

Time: One Hour

**Objective:**

1. To familiarize participants with working of childline
2. To allow the participants to visualise a case from the moment it is reported to the end.

**Methodology:** Field Visit for practical experience

**Process:**

The participants were taken to the Childline Operations office and a resource person from the service will talk to them about its functioning, processes involved in a case that starts with reporting a case on Childline, also about quick and effective responses.

**Output:**

The participants got an experience of the way childline functions. The member of the childline explained the role of the children and the procedures. He also spoke about the problems faced by the childline. They showed the room where a child is kept until he is presented in front of CWC within the time frame of 24 hours of child is found.

**Activity 4:** Community Outreach and Awareness

Time: One and a Half Hour

**Objective:**

1. To make the participants engage with the communities through street plays, songs and slogans
2. To allow the participants to learn how to mobilize people for field engagement.
3. To facilitate the participants to effectively pass on the message on child rights that they have learnt through the trainings so far.

**Methodology:** Street plays, songs and slogans

**Process:**

1. In groups, the participants were taken to field areas of which at least some people in the group are familiar with. With the help of volunteers, staff of our partners and our own organisation, some mobilisation had to start before the volunteers reach.
2. The participants would help in mobilization, through talking to people, doing door to door visits and announcements.
3. After a substantial number of people have gathered, they would perform street plays, sing songs and raise slogans that they have prepared on the issue of child rights.

## **Output:**

Participants enjoyed their own performance and were excited to perform it again. However, they also said if they had practiced more then, they would have done it more efficiently. Since it was their first time and they did it based on the learning they have had during the outreach sessions conducted in the training.

## **Activity 5: Focused Group Discussions**

Time: One Hour

## **Objective:**

1. To let the participants learn about engaging with people in a group on important questions.
2. To develop their skills of collecting information from a group through focused group discussions.
3. To develop their skills also of recording information that they get.

**Methodology:** Participants were sent to different bastis and villages in three to four groups. The locations were decided as per the choice of the participants. This was also based on the participants' familiarity with the basti so that they could able to gather people and since this was their first attempt so the idea was also not to make it difficult for them to identify a basti.

## **Procedure:**

1. Splitting further into two groups at each *basti*, participants will gather the people there for the awareness activities to sit with them for a focused group discussion.
2. Before they began, the sub-groups were asked to designate, depending on the size of the group, one/two persons for asking question, one/two persons for recording all the information they got from the FGD and one for taking photos on phones available in the group.
3. They were asked to carry out the said FGDs with one of the trainers or partner staff members observing.

## **Output**

Some participants abled to ask questions regarding the rights of the children, however some of them were quite shy could not able to ask questions which had thought of. Also, the lack of preparation

was one of the reasons why they could not able to perform as per their own expectation. This also turned out as a learning for the participants, where they learned to understand the suitable time for organizing such discussions in a basti, the preparation regarding it. For instance, should it be like structured interviews, unstructured interviews or semi structured. The output of each kind of interview may vary from the other. The detailed discussion regarding this planned for the next day.

## **Day2**

**Activity 1:** Reflection on Previous Day's Fieldwork

Time: One and a Half Hour

**Objective:** To help the participants reflect on and process the previous day's activities on the field.

**Methodology:** Discussions

### **Process:**

1. In the same groups they worked with the previous day, the participants were asked to reflect on the following questions:

- i. What is one thing that you felt proud about while working on the field?
- ii. Did you feel inadequate in any way on the field that you would want to work on?
- iii. How was people's response to the outreach?
- iv. Do you think you could pass on the message that you wanted to give people?
- v. How do you think you worked as a group?

2. The participants in their groups were asked to present their findings based on the FGDs of the previous day.

**Materials Required:** Sheets of paper, charts, pens

### **Output**

Most of the participants mentioned that it was a quite a new experience for them and they never had tried any such activities to be performed previously. Some of them said they helped them to vocal about the issues, they also came to know that how much they know about the issues when they were



telling about the same to another set of people. The reflection from the participants was quite mix but they seemed very excited about the new method of conducting grassroots research.

**Activity 2:** Tracking a Case and Application of Laws

Time: One and a Half Hour

**Objective:** To evolve skills in identification of violations, issues involved and apply relevant law.

**Methodology:** Thorough group reading of the news and discussions

**Process:**

1. The participants were asked to tell some specific cases of POCSO, JJ Act and police atrocities that they have come across through following newspapers.
2. Three or four of the major cases would be identified and each would be discussed separately in smaller groups. The groups would sit with any note they have prepared or newspaper articles that they have clipped. If the newspaper articles have not been collected, we would provide them articles on pre-identified cases.
3. The groups were asked to make a common note on the case. They were also given copies of UDHR and Child Rights Convention and relevant bare acts. They would look at the following particularly:
  - i) What are the facts of the case?
  - ii) What are the violations of rights, particularly those of children involved in these cases according to UDHR and UNCRC?
  - iii) What provisions of law are applicable to the relevant cases?

**Materials Required:** Notes, newspaper collages the participants may have brought, chart papers, markers.

**Output:**

To some extent, participants found it difficult to identify the application of laws. However, they abled to identify which violation of rights had taken place in a particular case. Applying a relevant law to a particular case was not an easy thing to be done by the participants. But the idea was to at

least introduce them to the practical application of law in cases that frequently happen in and around us. Some of the participants focused hard and were able to crack it while others sought help from the co participants.

**Activity 3: Discussion and Reflection on Cases**

Time: One and a Half Hour

**Objective:**

1. To make the participants to share and discuss the cases they encountered.
2. To allow the participants to process their experiences in relation to these cases.
3. To resolve issues that they faced and advice them on the steps that they should pursue.

**Methodology:** Discussions on practical cases, advising recourses through participation, reflections on the cases.

**Process:**

1. The participants were asked if they have identified any violations of POCSO or JJA in their field areas, or have had to deal with cases relating to these through their organizations
2. The participants, who have dealt with these cases, would tell the rest of the group about the details of the case. These questions would follow:
  - i) Did they approach the police?
  - ii) What was their experience of police dealing with the issues of POCSO or JJ Act?
  - iii) Any legal problems/questions they are facing?
3. The trainers would attempt to resolve the legal problem through a discussion with the participants.
4. All the participants would be asked to reflect on the following questions:
  - i. Was it easy to file a case under POCSO/ JJ Act?
  - ii. What is the attitude of police persons, victims, family members, other people in the community to cases involving violations of POCSO and JJA and particularly approaching the police?

- iii. On what basis does police refuse to take a case under POCSO/ JJA?
- iv. What can be done to build a positive attitude towards a legal recourse and a positive experience through the legal proceedings?

**Materials Required:** Three coloured cards, pens

**Output:**

Participants shared their experience of dealing with the cases they have enquired. They also shared the police attitude and behavior in dealing such cases. From their experience, they said that it has been difficult for them to deal with the cases because of the lack of knowledge and experience they have. The police's helpless attitude makes it even more difficult for them to deal with the issue.

**Activity 4:** Good RTIs and Bad RTIs

Time: One Hour

**Objective:** To reinforce the participants' knowledge, understanding on RTI and enhance their drafting skills.

**Methodology:** Presentation, Quiz and Discussion

**Process:**

The process of executing this was divided into two parts:

**Part 1:**

1. The participants were successively shown several samples of RTIs.
2. They were then asked the following questions:
  - i. Is the sample a good RTI or a bad RTI?
  - ii. What are the faults in a given RTI?
  - iii. What reply do you think was received when this was filed?

**Part 2:**

1. In groups, participants shared the RTIs that they drafted and filed.
2. If any of them who have already received a response to their RTI were asked to share the response with all the other participants.
3. The participants discussed the next steps about a particular response.

**Materials Required:** Presentation of different RTIs, RTIs drafted/ filed by the participants

### **Output**

The participants clarified their understanding on RTI. They got to differentiate between good RTI and bad RTI. The examples gave them a much clearer picture than telling them verbally about the RTI. This was also a reinforcement of the previous knowledge imparted to them through one of the sessions in the three days training programme.

**Activity 5:** Review of the Assignments and Outlining the Next Steps    Time: One and a half Hour

### **Objective:**

1. To take stock of the field assignments
2. To encourage the participants to carry out tasks on the field
3. To identify the active volunteers in the group
4. To assign participants next field assignments

**Methodology:** Small Group Discussions

### **Process:**

1. In small groups, all the participants were asked in rotation to talk about how they went about the assignments given to them and how they did.
2. Whenever an assignment is a written one, the trainer would review it and suggest improvements.
3. The participants were given a printed list of assignments before the next guided fieldwork.
4. The assignments would be discussed to build clarity on it.

**Materials Required:** Printed list of assignments

### **Output**

These assignments were a crucial component of the Guided Fieldwork. The assignments were based on the inputs they received in each of the training event and guided fieldwork. The idea was to make them understand, reflect on their own learning, take the help of their respective mentor and the trainers wherever they come across any kind of difficulties in doing the same.

For instance, some of the participants had filed an RTI and they showed that they did not receive any answer to the RTI filed. In that case, our trainers and paralegals helped them with those RTIs and rectified those errors and asked them to file a fresh RTI.

## **FEEDBACK ANALYSIS OF GUIDED FIELDWORK I**

### **Analysis of Feedback**

The participants were asked questions about the first guided fieldwork as well as assignments they were asked to complete. The response came from the participants were positive like almost 70 percent participants said that they now feel more vocal about the issues which earlier was not the case. Also, they enjoyed their visit to local police station which was part of their guided fieldwork. However, 20 percent said that they faced some difficulties in completing these assignments but after the inputs from the trainers they said they would try completing it. Few participants also said now their skill of questioning the power structure authority has enhanced through the guided fieldwork and the assignments they did.

## **GUIDED FIELDWORK II**

### **Session I**

**Objective:** To allow participants to reflect on the work they did on the field as part of their assignments.

**Methodology:** Discussions, reflection, Group presentations

### **Process:**

Participants were divided into groups of six and then they were asked to make a presentation reflecting upon their experiences on the field assignment they were supposed to do.

They were given three questions and were asked to answer these questions in the group and later on, do a presentation on the same.

The questions asked to them were as follows:

- 1) Did you come across something new while doing these assignments?
- 2) What is that one thing which you have learnt; it may be like drafting an RTI or filing an FIR or anything?
- 3) Do you feel your reach is restricted/ limited, if yes then how do you think it can be addressed?

## **Output**

The idea behind this is to make paralegals understand the roles of a paralegal and how far they feel themselves equipped to perform those roles.

This would also be significant for trainers understanding about the paralegal activities so that the next fieldwork should be designed accordingly. Some participants said that during the slogans and street play, they could not able to gather the most people of the village rather only small kids came for it since they found it attracted by the slogans and street play. Later, it became difficult for them to handle those kids and make their play effective. Furthermore, their voice was not that high and so it became difficult for them to target the men, women and adolescents of the village.

## **Session II**

**Objective:** The broad objective is the action, preparing participants to perform street plays in the bastis using legal knowledge of the inputs given to them during the training process.

**Methodology:** Performance, discussions and feedback

**Process:** Participants were asked to perform street plays which they should have prepared as a part of their assignment.

This was shown to everyone and then one of the plays was selected for the performance in the basti. Similarly, some slogans and a song were selected for the basti activity.

A consensual decision was made in consultation with everyone. After that one play was decided to be performed in the basti which was most prepared out of all the plays.

## **Output**

Initially, the participants as a part of their volunteering with the organizations have been engaged in grassroots mobilization through plays and songs. However, their songs used to be specific to giving information regarding to childline or about RTE that everyone has a right to education. However, during this training the expectation was that from the participants that the now the participants would able to disseminate the information they have learned during the training. Also as a part of it, the focus was also made on making participants develop some skills of learn.

### **Session III & Session IV**

**Objective:** To execute the plan and able to learn from the challenges they might face.

**Methodology:** Performance on the field.

**Process:** Participants did the activities on the field as decided in the previous session and as divided into groups of four where one group did the wall painting, the other did a door to door activity to gather the community, the third group sang a song on the street and the fourth group decided and prepared the place where the play was supposed to happen.

Once this was done, all the participants gathered at the place where play was performed. Other participants, who were not in the play, would manage the people around and support other participants.

This was followed by a discussion which was initiated by our team members. This included why we are here, our objective, purpose of the programme and then the discussion was handled by the participants. But our team members and the partners coordinators were there to support them wherever needed.

## **DAY 2**

### **Session 1**

**Objective:** Review of the fieldwork done on the previous day.

**Methodology:** Presentation and discussion

**Process:** Each participant was asked to do a presentation and shared their experience of doing the activities on the previous day.

**Output:**

Participants reflected on the work they did on the field. They shared their experience of the visit and challenges they faced during the activities they did. For instance, the group who was involved in raising slogans shared their own challenges, the group who was involved in gathering the crowd had different experience. Everyone shared the challenges they faced in different tasks assigned to them. Subsequently, they also realized how each specific task impact the whole activity.

## **Session 2**

**Objective:** Visit to Juvenile Justice Board

**Methodology:** Informative, practicum

**Process:** All participants were taken to JJ board to see the structure and functioning of JJB. In Shivpuri one of the members of JJB took the session and informed the participants about the functioning of JJB. However, in Rajgarh the judge of the court himself was present and spoke to the participants.

**Output:** Participants got to see how JJB functions, they also witnessed proceeding of the case. The participants asked questions to the JJB member, on the how they deal with the cases what are the provisions for children who commits crime and subjected to 7 years of imprisonment. It proved to be an interactive session for the participants where their questions were getting addressed directly from the authority which is responsible for dealing such cases.

## **Session 3**

**Objective:** To make participants identify issues related to child rights violation in their respective bastis.



**Methodology:** Informative

**Process:** As a paralegal, the participants should develop competencies so that they can work on the field. In order to perform their roles, they are expected to have a direct engagement with the communities in their respective bastis.

The theoretical description of basti mapping was given by our trainers. The trainer gave their inputs and design on the basti mapping which would cover the main issues of the basti, how we can address them so on and so forth.

Following this, the participants were divided in groups and were asked to do this on a chart paper in their respective group. This would later be used in the assignment they would ask to do so that they can be able to link it.

**Output:**

Some volunteers have had already done this, while for some it was anew exercise. Since, this was also a group activity, this gave chance to the participants to discuss this in the group, share their ideas in the group and decide it mutually. Each group had come up with some insights about conducting basti mapping.

## **Session 4**

**Objective:** Reflect on the activities done in these two days

**Methodology:** Discussion and group participation

**Process:** Discussion happened with the participants on the activities carried out in these two days. This was followed by the next set of assignments where they are asked to do certain specified work based on the inputs and insights they received on the field.

**Output:**

This was just to do a reflection on the activities carried out on both days. The participants abled to link this with their third guided fieldwork. As mentioned earlier, this was carried out as a part of the

process of input action reflection. From the second guided fieldwork, the participants are now able to think and relate it to the next process and integrate it into the third one.

## **Analysis of Feedback**

The second guided fieldwork was an opportunity for the participants to visit more local government bodies and structure.

Participants said that this second guided fieldwork which involved visits to Juvenile justice board, Child welfare committee (CWC) and Special juvenile police unit (SJPU) to strengthen their understanding about functioning of these units. 90 percent of participants said that they enjoyed process of guided fieldwork as this was something which was new to them and throughout it has been a learning process for them.

## **Guided fieldwork III**

### **DAY 1**

**Activity 1:** Welcoming Back and Reflection on Fieldwork                      Time: One Hour

**Objective:** To allow paralegals to reflect on the work they did on the field.

**Methodology:** Reflection, documenting experiences and discussions

#### **Process:**

1. Paralegals were asked about their experience of doing the assignments. Following questions were asked to the participants:

- What is the one assignment exercise that you enjoyed the most doing?
- Do the problems of community's children seem solvable? What skills/information/perspective do you need to pick up to solve the problems?
- What is one problem related to child rights that you have identified in your locality which you can't figure out how to solve on your own?

- How have you tried solving it?
2. They are asked to reflect on the questions and write the answers down if they want.
  3. Once they are done, they will be asked to tell their thoughts to all other paralegals.
  4. The paralegals will now be asked the question:  
“How can you help one other person in the group to solve the problems in their locality?”
  5. The paralegals write down their thoughts and they are asked to come up and express their thoughts to others.

**Materials Required:** Sheets of paper, pen

**Output:** This was again for participants understanding and reflection. Some of the participants enjoyed it and had fun. They said they are now more vocal about the issue and they would like to repeat the activity. However, some of them were still shy and were not sure of participating it again but overall everyone appreciated the way the process was taking place it made them easier to understand the whole process and concept behind the training.

**Activity 2:** Basti/ Village Mapping Assignment Review

Time: One Hour

**Objective:** To allow the paralegals to reflect on the Basti/ Village Mapping Assignment.

**Methodology:** Group presentations and process analysis

**Process:**

1. The paralegals were asked to sit in the group that they carried out their Basti/ Village Mapping assignment in.
2. In groups they were asked to prepare a presentation of their Basti/ Village Mapping report on charts. In their presentation, the groups are asked to address what process they followed while doing the Basti Mapping as well as their findings.
3. After the presentations, rest of the paralegals and the trainers gave their inputs to each group.

**Materials Required:** Charts and markers

**Output:**

Participants learnt the process of basti mapping in the context of child rights violations. They identified the places where presence of children is more likely to be found. They also identified the places in and around basti where the violence against children is most frequent. This was important for participants in order to work there in the context of child rights violations.

**Activity 3: Fact Finding**

Time: Four and a Half Hours

(One for prep and three for the exercise)

**Objective:** To have the paralegals to learn from carry out a fact-finding activity while under guidance.

**Methodology:** Group fieldwork

**Process:**

1. The paralegals were told about three to four cases related to child rights (particularly where JJA and POCSO might be applicable) that have come up over just days before this guided fieldwork and which appears to require an intervention. The paralegals will also be asked to suggest some very recent cases from their field areas.
2. The bare facts of these cases were shared to all the paralegals.
3. The paralegals were divided into teams (three or four depending on the number of cases picked up), and one trainer attached themselves to each of the teams to guide them through a fact finding exercise.
4. During the fact finding the teams were asked to focus on:
  - a. Versions of various relevant actors involved.
  - b. Discrepancies if any, between versions of different actors.
  - c. In their opinion, the relevant facts of the case.
  - d. The violations of law and awareness about the same.
  - e. The question, whether correct procedure given in law was followed by victims/ authorities.

5. In their respective groups, paralegals were asked to discuss essential facts of the case that need to be inquired and together decide: places that needs to be visited, people that need to be interviewed, questions that must be asked to them and divide themselves to carry out different parts of the fact finding.

6. The team heads off for their fact-finding work and finish before Six P.M.

**Output:** For most of the participants, it was for the first time when they went for fact finding on their own. However, participants were accompanied by each trainer and their field coordinators, however their role was just limited to that of the observer and not more.

## **DAY 2**

**Activity 1:** Decoding the Fact Finding Exercise

Time: One Hour

**Objective:** To assist the paralegals to analyze their work on the field during the previous day's exercise

**Methodology:** Group work

**Process:**

1. The teams from the previous days were asked to discuss their experience of carrying out the activity on the field and then to present in front of everyone.

**Output:**

Participants able to reflect on the fact-finding activity they carried out on the field. They had insights from the field. Some of them said initially they were nervous in conducting the activity, however in sometime they got comfortable with the situation and able to carried out well. They also said they have been to these places a lot of time but they were never looked at these palaces from these lens be it street children, rag pickers or street children.

**Activity 2:** Fact Finding Report Writing

Time: Two Hours

**Objective:** To help the paralegals learn to record fact findings that they may carry out in their field areas.

**Methodology:** Group work

**Process:**

1. The teams from the previous day sat together and discussed the findings from the previous day.
2. The teams were then asked to decide different parts of the report and divide the writing work highlighting clearly the key areas of focus that were given the previous day.
3. The teams were asked to present their reports to the rest of the paralegals.
4. All paralegals and the trainers provided them with feedback at the end of the exercise.

**Output:**

Writing a fact-finding report is one of the important skills of a paralegal. This exercise helped participants in recording and noting the points in an order that would make sense to any reader. Initially, the participants were given on inputs on writing a fact-finding report. They also carried it on the field so now they got some idea of how to write a report about any issue or incident that have taken place in their area or nearby area which must include violation of child rights.

**Activity 3:** Client Counseling Demo and Exercise

Time: Two and a Half Hours

**Objective:** To allow the paralegals to get a practical experience of counseling and pick up skills necessary for this.

**Methodology:** Working in pairs, simulation

**Process:**

1. The paralegals were given an introduction to a client counseling exercise.
2. The paralegals were then given a demonstration of a client counseling session with two trainers, one acting as the paralegals and another acting as a client. The client went on to discuss their problems with the paralegals, as the latter ask questions to bring out relevant facts of the case and then provide them remedies.
3. The paralegals were asked to form pairs and following a draw of lots given code numbers determining sequence they would do for their own client counseling in. The code was also to reflect which one of the two rooms they would enter. In the two rooms, two different client-actors will enter with two different cases- one on JJA and the other on POCSO.
4. The paralegals were tasked with:

- a. making the client feel comfortable;
  - b. establishing a connect with the client so that they will convey the facts to the paralegals;
  - c. bringing out as many pieces of suppressed information as they can (suppressed information is the one that the client will reveal only when a direct question towards this is asked).
  - d. Identify the relevant provisions of law; and
  - e. providing the client with a solution backed by law.
5. All the participants were given 30 minutes to brush up on legal provisions from the compilations given to them.
6. The pair of paralegals entered their respective rooms one by one, followed by the client. A trainer was already present to observe the proceedings and judge the paralegals. After 10 minutes with the client, the trainer provided them with feedback on their performance before they leave the room.

**Output:**

Participants enjoyed the session and for them it was for the first time that they participated in any such activity. They got an idea how to provide primary legal aid to the client or the needy. However, some of them were able to connect their understanding of laws with the issues they faced during the counseling exercise, however some of them did not manage to connect it to the laws they learnt during the training. But overall, everyone made an attempt in relating the information they have received during the training events.

**Activity 4: Review and Closing**

Time: One Hour

**Objective:** To review the two days of the third guided fieldwork and to bring the process of guided fieldwork in this phase of training to an end.

**Methodology:** Reflection

**Process:**

1. The paralegals were given feedback forms that they are to fill in individually. They were asked these following questions:

- ❖ What were my “*aaha*” moments in the last two days- one, in the area of self and other, in the area of teamwork?
- ❖ What is my one key learning from the guided fieldwork and one key learning from the entire learning process?

❖ If I am left to myself tomorrow without any further guidance, how will I do and how will I apply the things I learnt in the entire training process when I go out on the field?

2. Some of the paralegals, those that are usually hesitant, were asked to come up and read out their answers.

3. The trainers concluded the guided fieldwork and informed the paralegals about the forthcoming processes.

**Materials Required:** Feedback Forms

**Output:**

Participants understood the whole process of input- action-reflection on which the entire guided fieldwork was based on. Furthermore, they also got to know that this is an ongoing process and they would need to visit and revisit the work they would do on the field.

They also realized that how they need to further disseminate the information and skills they developed during the training so that more and more people would be aware of the laws and acts which are meant for children to protect their rights.



## **Chapter 4:**

### **Outcome of fieldwork**

A reflection of the entire event was done and necessary inputs were given with regards to the assignments and the work the participants have been doing. For instance, required inputs were given to the participants, who already filed an RTI and needed information regarding the second appeal.

Also, these are the skills that would be shaped and improvised upon while the participants work. Working on them, rectifying the mistakes and then learning from those mistakes is the best way to learn. The idea is to understand these processes and find other possible means if something does not work on the ground.

This reflection has been a learning event for both the participants and CSJ. Participants had come from different on ground experiences and challenges which they faced while doing the assignments and fieldwork. CSJ continuously engaged with the paralegals and supported them through providing them with best possible legal solution. It also helped CSJ to identify gaps between the laws and its implementation on the ground.

### **Hands on mentoring**

This was the last event of the child rights paralegal training and was mainly focused to see how much the volunteers have learned during the training. This was to make the volunteers recall all the activities they performed so far so that they could make sense of an overall picture of the objective and that all the activities have been done to achieve the larger output.

Volunteers who were confident were asked to do presentation on any of the law of their choice. After their respective presentations on given laws, inputs were given on what missed out or not taken correctly. Additionally, some volunteers were not regular in the whole training process which made them lose some important points of discussion and then they could not connect to other sessions. Keeping this in mind, those that have missed out were given input on the laws that were covered by the other volunteers as well as the trainers.

The guided fieldwork was designed in a way that the paralegals should get guidance from the trainers and do the work based on the inputs and their own reflection.

## Chapter 5

### Training Programme Review meeting

Review of the paralegal training was done to analyze the entire phase I of the training programme. Accordingly, the next phase will be planned keeping the challenges and learnings of phase I in mind. The number of participants who attended the review meeting was 45. Out of which 11 were from partner organizations, 23 were volunteers, 9 were from CSJ and 2 from UNICEF. This review meeting also helped the UNICEF partners to share the overall vision of this child rights paralegal training programme.

This was basically culmination of all the feedback, learning and challenges from the point of view of the volunteers, partner organizations, UNICEF and CSJ. As CSJ has been primarily responsible for conducting this training, it shared all the documents it developed during the course of time. The review meeting also included presenting of the achievements of the overall programme and sharing of the learning and challenges faced during this intervention. UNICEF has initiated this programme and connected CSJ with the local partner organizations with whom the former has been working on different projects. UNICEF has also been responsible for monitoring the whole programme and sorting out the problems that were not in the hands of CSJ. Based on these lines, during the review meeting UNICEF shared its experience, the idea behind this intervention and the expected outcomes.

The partner organizations also shared their reflection on this and their expectations from the roles of volunteers. The partners raised their concerns on the absenteeism of the volunteers and showed their interest in taking this forward and including more volunteers who could not join the training for some reason. Directors of two partner organizations were not present in the meeting and thus some concerns could not be discussed and addressed which would have been done otherwise.

Following this, all the participants made presentation where they were asked to answer five questions which were entirely based on their experience throughout this programme. Participants from each organization came and spoke about the same. They mentioned how this intervention helped them learning laws and acts related to child rights violations. However, some of the participants said that they still feel difficulties in understanding JJ act and POCSO which were

discussed during the training. They also said that since some of them could not attend all the activities, so it got more difficult to understand the same.

They also said that they would like to continue this programme and would like to learn about more laws and acts related to child rights violations. Some of the participants said that since they do have lot of other works as volunteers of the organization and their personal work they have not been able to complete their assignments on time, However, some of them said they liked doing assignments like visiting police stations, doing FGD, fact finding, street play as they learned about new things and possible ways of dealing with the issues of child rights violations. Each of the five organizations came up with different experience of learning and challenges. These presentations helped CSJ to understand the gap between present status and what they want to achieve from the programme.

## Chapter 6

### Learning and Reflection

These were some of the learnings of CSJ from the first phase of the training.

- **Involvement of Local Trainers** – Involving more local trainers in the training events so that the volunteers get an opportunity to listen to different and varied views on same issues of child rights. Volunteers do understand properly and able to engage more when the information is disseminated in their regional language or through the person they know. Additionally, two persons engaged at two different points would have different views regarding the same issue. Thus, CSJ would try taking both the viewpoints together on the same forum to make the event as effective as possible.
- **On ground Training to enhance the learning** - Focus was also given on learning outside the room. Learning not only about laws but also about the use of laws related to various stakeholders was ensured. The idea was to increase engagement with stakeholders responsible for protecting child rights.
- **Train to see the larger picture** - Developing an understanding amongst the volunteers to see the larger picture is important. For instance, a client counseling activity was done with the volunteers where the focus was given to help them learn how to deal with the clients and also how they could link their knowledge of laws with the cases which would come up to them. It was then realized that even though the volunteers learnt and understood these laws or acts, they were not able to see the larger objective behind this. Thus, the volunteers needed to be skilled to see the larger picture.
- **Pre-planning to reduce absenteeism of volunteers** – An events calendar should be designed and circulated amongst all the partners who in turn shall communicate to all the volunteers well in advance so that the absenteeism of the volunteers is minimal.
- **Use of customized materials** –Using materials or tools that make sense to each of the volunteers is also an important learning that came out of the training.
- **Use of innovative training medium and techniques** - Additionally, using other mediums or techniques which would create interest in the volunteers to learn more about laws and legal proceedings and encourage them to participate in the training more effectively was another learning that emerged.

## Reflection

The reflection of CSJ was also based on the experience of working with these volunteers and engaging with them at different levels at different locations.

This training has provided CSJ with some useful insights to identify gaps between the laws and its implementation on the ground. For instance, the design has been carried out differently in different locations depending on the volunteers. Volunteers in Bhopal found it easy in grasping the information and instructions that they got for doing the fieldwork. Also, in Bhopal the accessibility to local organizations are much easier than it is in other places like Shivpuri and Rajgarh.

In Rajgarh, some participants had difficulty grasping and found it tough on their part, yet some of the participants were able to understand and also supported others to make them understand in their regional language. Also, the group in Rajgarh was a diverse group which had more adolescents than adults. There was some school drop outs, some college students and rest of them were daily wage workers. There was a huge difference in grasping level of the volunteers in the group which led the trainers to spend much time on each of the session, which delayed the other sessions and affected the design of the training. As a matter of fact, the socio-economic condition of Rajgarh was different from the other two districts. This area is a remote village from the main district and situated at the border of Madhya Pradesh and Rajasthan. The families of the volunteers are struggling with the basic livelihood and thus most of the families including volunteers migrate to other places (mostly Rajasthan) for farming. Due to this reason, the volunteers could not able to attend the training on a regular basis, for instance those who attended the first day of the orientation did not come on the next day and went to the farming or were engaged in some household work and in their place other participants came in. The trainers struggled enough in managing these volunteers and engaging them in the activities conducted. All these reasons collectively impacted the overall quality of the training and so the expectation from these volunteers could not be met as planned.

This reflection from all the training particularly from three different places helped CSJ to plan the next phase accordingly. For instance, still there is need to focus on the skills developed in Rajgarh

and Shivpuri than it is in Bhopal.

## **Chapter 7**

### **Conclusion**

This paralegal capacity building training programme has developed almost 70 paralegals who are prepared to work on the field. They are now able to identify issues related to child rights violations, they are now able to disseminate legal information through awareness activities. Furthermore, they've now started doing grassroots research and advocacy in the form of FGDs, conducting surveys, basti visits so on and so forth.

Volunteers are now prepared to give primary legal aid and support to the victim of child rights violence. They are working with the rights based approach on multiple skills for fighting on violence against children. They can also identify the gaps in the laws enacted and its implementation on the ground. Regarding this, paralegals are now able to recognize the gap and work towards fulfilling those gaps like drafting applications to the relevant authorities and filing RTI on the issues where they need information. However, as we move on to the next phase we will focus more on the drafting skills and other relevant information which would support them in going step by step in handling the issue of violence against children.



