
Cumulative Report of Child Rights
Paralegal Training Programme
August, 2016 to February, 2017

Bhopal, Shivpuri and Rajgarh

Prepared by CSJ Documentation Team

B. OVERALL PROGRESS AND MAJOR HIGHLIGHTS FROM THE REPORTING PERIOD

Child rights paralegal training was an initiative of UNICEF and Centre for Social Justice to work collaboratively for building a cadre of paralegals from three districts of Madhya Pradesh namely Bhopal, Shivpuri and Rajgarh. The training is completed in all the three districts through different activities, fieldwork and exposure to local government bodies. This cumulative report is the analysis of the activities conducted to achieve the objective of developing paralegals who should work against violence on children. Based on CSJ's experience and paralegals' feedback, CSJ highlights major points to show the overall progress from the reporting period.

Essentially, this intervention helped the volunteers gain rights based perspective on issues that involve child rights violation. They are now able to identify child rights issues and the different stakeholders involved in violation of the rights of children.

An identity of paralegals has been developed in the past few months, wherein the paralegals are able to use some basic laws and identify the laws that have been violated. Though the paralegals may not be able to name the section of the law under which the violation of rights has taken place, however, they are now able to identify the violation of rights that have provisions in specific acts and in the Indian constitution. Also, visits of paralegals to the local institutions and Government bodies like -Juvenile Justice Board, Child line, Special Juvenile Police Unit and Child Welfare Committee helped in updating them on how these local bodies and institutions work and why they even exist in the first place. Earlier, the paralegals were not aware of the specific roles and responsibilities of the local Government bodies but now they are familiar with the same. Moreover, they can ensure accountability of relevant local institutions and stakeholders for the work they do.

For instance, at an initial stage the paralegals' knowledge was limited to that of child line only and that to access the child line they need to dial 1098. However, now with visits to various Child line centres, Child Welfare Committee (CWC) and Juvenile Justice Board (JJB) and the Special Juvenile Police Unit (SJPU), they are aware about the roles these institutions play in protecting the rights of the children and thus if required would approach the relevant body in case of an incident. For instance, SJPU in Shivpuri informed the paralegals about its structure and responsibilities. They also mentioned that the paralegals can directly report to the SJPU in

case of any incident of child rights violation. Furthermore, paralegals have also learnt about drafting application under Right to Information act (RTI). They have learnt about using this act in accessing the rights of the children like the facilities which government has provided for welfare of children under various schemes.

C. PROCESS AGAINST THE OUTPUT AND ACTIVITIES

The training covered all the necessary activities with the objective to achieve the target of building a cadre of paralegals who support the community in case of any child rights violation. To begin with the process, needs assessment was done in all the three districts with five organizations to identify the child rights issues where CSJ should work on. After completing this, orientation was done in each district which mainly captured the fundamental rights of the constitution and role of a paralegal. Following this, training was held capturing the POCSO act and JJ act. Sessions were taken on developing communication skills of the volunteers who would work on child rights issues in the community. A session was also conducted on RTI in the same event. After this, three guided fieldwork was organized where the idea was to understand things which the volunteers have learnt in theory. This involves visits to local institutions and governing bodies and fieldwork activities including grassroots mobilization. This also captured some necessary skills which a paralegal should have like client counseling.

The last event of the training involved hands on mentoring, which basically captured the review of the whole training and reflecting on the same. IEC material was also prepared and handed over to each of the participant who attended the training. Additionally, a module¹ and a process document² have been prepared as a part of the paralegal training programme.

The training process was carried out into different activities, spread across seven months. Below is the detail analysis of each of the activity organized in each district.

¹ The module would capture important case studies, judgments, rules, procedures and case laws of child rights violation which can be used as a standard module for working on any child rights violation.

² The process document would capture all the activities which include methodology, conceptual underpinnings, process, observation and other details which can be used for conducting any such training for developing on child rights.

Output 1: Community level needs assessment

1.1 Meeting of the five partner organizations at three different districts

A meeting of the five partner organizations under the project was the first step taken towards executing the programme. These five organizations are the ones, where UNICEF projects are operational. Working on child rights issues since a long time, UNICEF identified the need of developing paralegals who would have basic knowledge of laws and procedures and thus work towards reducing the violations against children and provide them a better life.

Acknowledging CSJ's skills in developing cadres of paralegals, UNICEF linked these five partner organizations namely -Aarambh, Eka and Muskaan in Bhopal, Parhit in Shivpuri and Bharat Gyan Vigyan Samiti (BGVS) in Rajgarh with CSJ's law centre in Bhopal which is known as Kaanoni Margdarshan Kendra (KMK).The meeting involved discussions on how the programme would be executed on ground and the activities to be conducted in order to achieve this objective of building a cadre of paralegals.

1.2 Needs assessment

A community level needs assessment was done before the programme took off. The needs assessment was conducted by the CSJ team members Purpose of the needs assessment was to identify the gaps between the present situation of volunteers and the desired output of making them a paralegal who should work on violence against children.

This assessment was done through meetings organized with partner organizations and their volunteers. The participants who attended this meeting belonged to the age group between 16 and 40 years. Though these volunteers were not so familiar with the laws and provisions, they did possess the knowledge and perspective on child rights issues which was built through their experience of working as volunteers on these subjects.

Some of the issues which were identified during the needs assessment are - child labour, child marriage, right to education and child sexual abuse.

After conversing with the volunteers and the partners we reached to a conclusion that the volunteers³ would like to learn more about the issues in terms of laws and provisions which are directly affecting children's lives which vary in each district. For instance, the case of child labour and child sexual abuse found prominence amongst the volunteers in Bhopal. Some of them have faced this violence while working for child rights, while few others have experienced this at a very personal level when they were children. However, in Shivpuri and Rajgarh the issue of child marriage was prominent as compared to other issues.

These volunteers expected that the knowledge around these laws would help them build perspective enabling them to work on these issues effectively. The preferred method of learning amongst these paralegals was drama and street play and hence that was one of the methods used for training these paralegals.

These volunteers, while working on child rights issues struggled to interact with the police and thus some of them wanted to learn about the power structure of the bureaucratic system, role of the police and the relevant stakeholders involved in child rights violations. They also wished to learn the basic laws on child rights protection which they can use and that too in simple language so that they develop in depth understanding of these laws and use them to the maximum.

Output 2: Material Development

2.1 Consultative workshop on material development

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.

³ They are referred to as volunteers here because they have not yet gone through the training of becoming volunteers. Once they complete the training process, they would be called 'paralegals'.

Additionally, the competency grid⁴ 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.

2.2 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 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 assignments 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.

2.3 Printing of the IEC material: 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.

⁴ The competency grid includes the competency, skill, information and knowledge which the training disseminates in the process of making them paralegals from volunteers.

Output 3: Identification of paralegals

3.1 Focused Group Discussion with volunteers of five organizations:

Identification of volunteers was done through focused group discussions (FGDs) at three locations- Bhopal, Shivpuri and Rajgarh with five organizations. The focused group discussions were organized in such a way that an assessment could be done on parameters like - how much and how far the volunteers are able to identify issues related to children, their sensitivity towards the issues of child rights violations, their ability to articulate things and ideas, to communicate it to others and to work in a group.

Objective of the discussion was to assess the volunteers on the above mentioned criteria to identify those volunteers, who could be trained. This involved a lot of activities. The effort was to ensure that the volunteers actively participated in all. These activities were designed in a way that they captured the above mentioned criteria.

Essentially, this was the first contact session held between the volunteers of the partner organizations and the Centre for Social Justice. This FGD was also a part of the process to design the activities according to the understanding and potential of the volunteers.

Focused Group Discussion at Bhopal

The total number of volunteers who attended the FGD in Bhopal was 56 out of which 33 were male and 23 were female. The volunteers in Bhopal were -involved in working on child rights issues in their slums since a long time. The cases were mainly of children who have been sexually abused and children who are living on the streets and railway stations.

Focused Group Discussion at Shivpuri

Total number of participants in the FGD at Shivpuri was 90, out of which 53 were male and 37 were female. As this was a big group so the discussions were held in two batches. The FGDs at Shivpuri revealed that the volunteers had more understanding and experiences of working on Right to Education and Child Labour issues.

Focused Group Discussion at Rajgarh

Total number of participants in the FGD at Rajgarh was 20 including 11 male and 9 female. After the discussion and experiences sharing by the volunteers in Rajgarh, it was revealed that the issues of child marriage and no education facilities for children were most prominent here. Child marriage is one of the main issues in the area in the form of *natrapratha*⁵.

These discussions helped CSJ to design activities in a way that they should touch upon the concerns of volunteers from each of the organizations working on child rights issues.

3.2 Consultation with partners and mutually discussing the selected number of volunteers

After the focused group discussion, a meeting was held with the representatives of all the five partner organizations. It was then mutually decided to select those volunteers who can invest their time and are interested in developing their skills towards building a legal approach on these issues.

It was discussed that a paralegal is someone who should have basic skills and knowledge of laws and proceedings and can freely interact with the stakeholders and thus needs to devote ample amount of time. Also, it was important for CSJ as well as the partner organizations to select those participants who can work against child rights violations with a rights based approach.

The post – FGD meeting also involved discussions around the overall idea behind the paralegal training. This meeting involved persons like the community workers who directly engage with the volunteers and work at the grassroots level. As these community workers have been associated with the volunteers since a long time, they understand and know the potential and interest of the volunteers. Additionally, discussion was held to check the availability of volunteers on specific dates of the calendar.

⁵Natrapratha is a traditional system prominent in Rajasthan and border areas of Madhya Pradesh by which a married woman can go away with another man in lieu of money paid to her husband or his family by the second man.

Output 4: Capacity building

4.1 Orientation for two days at three districts

A two-day orientation was organized at three different places in five batches. The objective of this orientation was to enhance the participants' ability to articulate "needs into rights". This process involved a lot of activities including -identifying and understanding the role of a paralegal, discussion on the rights of children and discussion on the preamble and fundamental rights enshrined in the constitution of India.

The methodology used to explain all the above mentioned topics was different; the objective was to simplify each component to ensure it is explained in the best possible manner. For instance, in the session - identifying and understanding the role of a paralegal, the trainers asked participants to metaphorize society as a jungle and paralegals as animals and their relationships with other animals through posters. This turned out to be a fun activity for the participants, where they enjoyed and were engaged in working in a group.

Orientation for two days in Bhopal

The number of volunteers who attended the orientation in Bhopal was 40, out of which 24 were male and 16 were female. The participants represented the organizations -Aarambh, Eka and Muskaan. The volunteers showed a lot of enthusiasm in group activities. They also came up with thoughtful questions while discussing the fundamental rights enshrined in the constitution of India. One of the male participants asked the trainer that as per the constitution the legal age for marriage for men is 21 but they are allowed to vote when they are 18. So, why this difference and on what basis law and constitution decides to treat a child as an adult.

Orientation for two days in Shivpuri

The number of participants in the orientation at Shivpuri was 71, out of which 56 were male and 17 were female. The orientation at Shivpuri was based on the same design as followed in Bhopal wherein, a discussion was held on the fundamental rights enshrined in the constitution.

The profile of participants in the orientation at Shivpuri is slightly varied from the ones at the other two places - Bhopal and Rajgarh. The age group of participants ranged between 15 and 40 years.

Orientation for two days in Rajgarh

The number of participants who attended the orientation at Rajgarh was 46, out of which 26 were male and 20 were female volunteers. Experience of organizing the capacity building programme in Rajgarh was different from that of Bhopal and Shivpuri. Only a few participants were interested in all the activities. The others were not interested and could not establish a connection with the same. However, it was interesting to observe how different people came up with different understanding of these concepts mentioned in the constitution like socialism, democracy, republic, secularism and so on. The understanding as well as experience of the participants with regards to the above mentioned concepts puts one in dilemma while answering their queries. For instance, they posed question on equality where one of the participants said that he doesn't feel that equality exists as there are good schools in towns and cities but not in the villages. Why children in villages are treated differently if all children have right to education under the constitution of India.

The participants developed an understanding on human rights. Focus was made on understanding fundamental rights so that they could connect issues pertaining to violence against children with the rights they are entitled to by the constitution. Attempt was made to make the participants understand about forms of equality, secularism, socialism and democracy enshrined in the Constitution. Participants could understand these rights and felt the need to work on these issues and could also link them with the role of a paralegal. These activities made them think more about their rights and allowed them to work in a group and express their views and ideas in front of everyone. For instance, a lot of discussions happened on the idea of democracy. Few participants raised this question – *“do we actually have democracy in the country?”* All these discussions helped the participants think more about these issues from a perspective where they can understand that fundamental rights are justiciable and are also open to interpretation so that they can frame their own opinion on the issues which affect their life.

The responses were diverse at different places. In Bhopal and Shivpuri, participants seemed more comfortable with the activities done and could understand rights and the reason and purpose of the orientation as a beginning to the training or learning process.

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 particular 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.

Output 5: Training and capacity building for three days

5.1 Three - day capacity building training programme at three different districts

A three-day long capacity building programme was the next step to the orientation where the participants were expected to be able to learn laws like Juvenile justice Act and Prevention of Children from Sexual Offences (POCSO). The fundamental idea of this three - daylong capacity building training was not only to make volunteers learn law for being a paralegal but to make them understand the existence of laws related to a particular kind of violence. These two laws (JJ Act and POSCO) were chosen from amongst all the other laws against child rights violations as these are the ones that deal with children in need of care and protection and children in conflict

with law which captures a lot of issues related to child rights violations. Sexual violence against children in Madhya Pradesh has been very rampant over the past few years. This issue is normally being kept under the surface, less discussed or not discussed with children and within the society. Working towards that and choosing volunteers from the community is a strategy that works in curbing any kind of violence in the society. The three - day capacity building programme was designed and conducted keeping this thought in mind.

Essentially, the idea was to disseminate legal information in simple language to make the volunteers understand what law says regarding a particular case of violence and how they are able to communicate this message to the larger community they belong to. Additionally, Right to Information Act was also discussed to strengthen the understanding of this act as well as encourage the volunteers to use the same. RTI is an important tool for working on any policy/ schemes of Government and thus having the knowledge of using it was a crucial learning for the volunteers.

Capacity building programme at Bhopal

The three - daylong capacity building training saw a participation of 31 volunteers, out of which 18 were male and 13 were female. This programme in Bhopal was a three day residential training where the purpose was to create a space for volunteers where they just think about the activities and the processes they were involved in. Additionally, the objective was also to provide participants an opportunity to develop good bonding and amicable relations with the other volunteers from Bhopal. Essentially, this programme aimed to make the participants understand and learn some important laws and provisions related to child rights violation. The volunteers were expected to learn the medium of communication that would capacitate them to reach out to the community through various communication channels. The activities were designed in such a way that one part of each day was spent on learning the laws, particularly - Juvenile Justice Act, POCSO and Right to Information Act. On the other hand, the second part on all the three days was spent on learning new methods of communication like - personal communication, mass communication, use and role of media, theatre, and street play. The sessions also involved presentations by the participants on their learning with regards to laws and legal awareness.

The training methodology involved working in smaller groups for understanding these laws. The information giving sessions not just included legal information but also information on the administrative aspects including relevant information related to First information report (FIR) and filing police complaints. These sessions also included information on the formation and structure of the Juvenile Justice Board, Child Welfare Committee and Child Protection Home. This was later complemented with visits to these institutions so as to link them further and make the participants see the working and structure of these institutions. In addition to the above mentioned activities the sessions also covered “*communication and its importance on interacting with the community*”. This session was facilitated by one of the CSJ team members’ who has expertise in theatre, communications and mass awareness generation. The idea was to enhance the communication skills of the paralegals so as to help them to be vocal about the issues and increase their outreach to the community through continuously engaging with them. Latter part of the session involved types of plays - commercial play and street play. Focus of this training was just on street play.

The trainer spoke about street play (nukkadnatak) and how it could be used as a powerful tool to send a message.

Three- day capacity building in Rajgarh

In Rajgarh, three - day long capacity building programme were held twice. At first an attempt was made to organize a residential training so that volunteers could invest more time in the process of the training. However, this led to absenteeism of the female volunteers as they were not allowed to attend a residential training. Due to this, the three day training that was an important event of the project phase I had to be organized twice. The first training saw a participation of 42 male only; however the second training saw a participation of 19 volunteers including 9 male and 10 female.

Activities held during the training were the same as the other two districts.

Three days capacity building programme in Shivpuri:

Activities similar to the ones above were held at Shivpuri too to help the participants build an understanding about developing a cadre of paralegals who would be equipped with necessary legal information. The total number of volunteers attending this event was 70, out of which 56 were male and 14 were female. Shivpuri had two different batches of trainees, size of the group was big and the volunteers belonged to different age groups. Also the group was very shy and less active in taking part in the group activities. The group consisted of volunteers from 30 villages wherein each village was represented by two volunteers. It was a mixed group where there were more of college students. Some of the group members had completed college and were involved in other activities and work.

The volunteers of Shivpuri were a mixed group of adolescents and adults, engaged in several other works. They had previously worked on issues related to Right to Education and Child Marriage. They were actively engaged in working with the community at the grassroots and mobilizing them on Right to Education and repercussions of child marriage.

Output 6: Guided fieldwork and mentoring

6.1 Guided fieldwork I

Guided fieldwork I was an activity where the volunteers were supposed to learn through the action on field. The idea of this guided fieldwork was to ensure that the volunteers learn through the actions they would do, by reflecting on the same and revisiting the work they did. It's like going back again and again to the work done by them. This was the process followed in the guided fieldwork where the trainers would just act as facilitators.

During the guided fieldwork volunteers were also made to visit several institutions and local stakeholders who are responsible for protecting child rights.

Guided fieldwork I in Bhopal

Total number of volunteers who attended the first guided fieldwork was 27, out of which 13 were male and 14 were female.

During the paralegal training, volunteers were given inputs on Juvenile Justice Act, POCSO and RTI. Post this when they visited the local institutions to see and observe the functioning of these bodies through implementation of these laws as a part of their guided fieldwork, their knowledge of the law and the discrepancies they saw on ground forced them to think about the need to make these institutions more active.

The first guided fieldwork involved focused group discussions in the bastis where the volunteers have had any previous interactions. This primarily involved interacting with the community and talking to them about the laws and acts, that volunteers learned during their training. This was done to ensure direct engagement of the volunteers with the community which they would later do as a part of their work.

Based on these activities the volunteers were given some assignments and asked to complete the same as they would be discussed in the second guided fieldwork.

Guided fieldwork I in Shivpuri

The total number of volunteers who attended the guided fieldwork I at Shivpuri was 55, out of which 43 were male and 12, were female. The same activities were followed in Shivpuri as were in Bhopal. The FGD was held in three villages with equal number of volunteers in each village.

Guided fieldwork I in Rajgarh

A total number of 23 volunteers participated in the guided fieldwork at Rajgarh, out of which 13 were male and 10 were female volunteers. Same was done in Rajgarh. Additionally, the volunteers were also visited to police station and engaged with the police officials. This visit was a part of the assignment but only one volunteer actually did this and thus it was then decided that all volunteers must have a visit to the police station to enhance their understanding of function of police station and remove their inhibitions.

6.2 Guided fieldwork II

Second guided fieldwork included re visiting the bastis and villages and conducting focused group discussions with the community. It also involved some new activities - for instance participants going back to enact street play, similarly as in the last fieldwork the participants were divided in the group and were supposed to visit different bastis/ villages and organize awareness and outreach activities. During the second time all the participants were made to visit the same bastis where each volunteer had a different task to perform which varied from engaging the community, writing slogans on the walls to performing on the street. Also it was discussed during the training programme that the street play should be based on one of the laws like POCSO. Based on this, the participants were assigned various roles and responsibilities.

Guided fieldwork II in Bhopal

Total number of volunteers who attended the guided fieldwork II in Bhopal was 24, out of which 11 were male and 13 were female. In Bhopal, the second guided fieldwork also involved inputs from the trainer on conducting street plays. The volunteers shared their experience on conducting street plays like – the strategies that worked and the ones that did not work in terms of getting attention in the slums. For instance, few volunteers shared their experience of handling children in slums where they went for street play. As they started children gathered but there were no adults, women and old persons. So later on they planned a strategy where some of them handled only children and other focused on performing and engaging more adults from the slums.

The trainer gave further inputs on how to conduct an effective street play, and how one should be vocal about the message they are giving.

The volunteers also visited Childline office and Special Juvenile Police Unit. Unfortunately, in Bhopal the visit to JJB got canceled as the board members were not free on the dates the visits were planned.

Guided fieldwork II in Shivpuri

The total number of volunteers who attended the guided fieldwork II in Shivpuri was 45. Out of this 34 were male and 11 were female volunteers. In Shivpuri, all the participants were made to visit the Juvenile Justice Board where they got an opportunity to hear one of the members of the Board. He briefly explained the structure and functioning of the Juvenile Justice Board. He also explained the purpose of this institution as rehabilitation and not punishment for juveniles.

Participants were also visited the Special Juvenile Police Unit, which is a unit of police that handles cases only related to child rights violations. The unit members interacted with the participants wherein they explained the structure and functioning of SJPU and also assured the participants of their support in case of any incidents of child rights violation.

Guided fieldwork II in Rajgarh

Total number of volunteers who attended the guided fieldwork II in Rajgarh was 20. Out of this 12 were male and 8 were female volunteers. In Rajgarh too, visits were organized to the Childline, JJB, SJPU and CWC. In all these institutions, the officials spoke about the functioning of their respective institutions, the responsibilities they hold and the challenges they face. Following this, the volunteers also asked a few questions to them. For instance, a female volunteer in Childline raised a query regarding the support that childline provides. She shared an incident wherein one of her friends was forcefully being married as a child and sought help from Childline to stop the same, however, did not receive any support from them. Responding to this query of the volunteer, the child line official mentioned that it was beyond their control, as they can just inform the police or CWC regarding the incidence and cannot take any legal action against anyone.

The participants learnt when and which institutions to approach in case of any child rights violation. Making them visit different institutions made them more aware of the working of these institutions and doing grassroots research and advocacy. The participants also improvised themselves in street plays and awareness programmes and are now seeing their identity as volunteers. As these volunteers have been associated with the organizations since a long time, their identity as volunteers got subdued by their working as a volunteer. However, a shift has now been observed in their identity as a volunteer to a paralegal where they try connecting each

issue with the laws and acts in addition to grassroots research and advocacy. They also collected information about various media outlets as a part of their home assignments. This information can later be used when they will be performing the roles and responsibilities of a paralegal.

6.3 Guided fieldwork III

Third phase of the guided fieldwork included detail exercise of fact finding in which the participants were engaged. In any legal case, fact finding is one of the most crucial activities amongst the responsibilities of a paralegal. The main objective behind this exercise was to ask participants focus on versions of various relevant actors (like Police authorities, parents of the victims, CWC members, child protection officer and so on) involved in any particular incident or issue for that matter. Also, the participants were asked to find out discrepancies between the versions of different actors. The participants were also asked to find in their opinion, relevant facts of the case, violations of law and awareness about the same. They were later asked to discuss among themselves if the correct procedure given in law was followed by the victims/authorities.

Guided fieldwork III in Bhopal

The total number of volunteers who attended the guided fieldwork III in Bhopal was 21. Out of this 10 were male and 11 were female volunteers. For executing this activity, the participants were sent to different places in three different groups with 3 different issues to work on. For instance – one of the groups in Bhopal took up the issue of street children. They were sent to the railway station and asked to see/observe the lives of street children and identify stakeholders who would be responsible for violations of their rights. The participants had a word with them and also tried speaking to relevant stakeholders related to this issue. As this was the first time, it was just to make participants understand how to go about dealing with any sensitive issues that involve child rights violations, where the authorities and even the victims could be reluctant to open up on the issues.

This was done to assess the understanding and observations of the participants on fact finding, based on which the trainers gave their inputs on the points to be considered while doing a fact finding and how to report the same. The trainer explained the procedure of doing fact finding

like - 5Ws (When, where, what, why, who) and 1H (How) to be kept in mind while going for any fact finding activity and to double check the report – whether the answers to all these Ws and H pertaining to the incident were obtained.

The participants were then asked to revisit the report and re work on the same. Client counseling was done with the volunteers to show them how it is done how they can be empathetic to children.

The purpose of guided fieldwork was to make the volunteers learn through actions. The more they would connect with the work or the action the more they will learn. Also, necessary guidance in the form of inputs was given to them as and when required.

Guided fieldwork III in Shivpuri

The total number of volunteers who attended the guided fieldwork III at Shivpuri was 60. Out of this 46 were male and rest 16 were female. The fact finding activity conducted at Shivpuri was similar to the one at Bhopal. However, the number of volunteers was more than Bhopal and thus it required more time.

Guided fieldwork III in Rajgarh

This guided fieldwork III including fact finding was not conducted at Rajgarh, as the volunteers there had not reached at the level where it could have been done. Thus, particularly in Rajgarh, the guided fieldwork III was not conducted, after guided fieldwork II hands on mentoring was done with the volunteers who were there in the guided fieldwork II and who had been most regular to all of the events conducted.

Also, this entire guided fieldwork was based on the performance of the group. As the group proceeded with the task they were given necessary inputs and on non-completion of any task they were provided with extra inputs with regards to the incomplete task. Additionally, the visits to local institutions were spread in three guided fieldwork which was dependent on the availability of the government officials and were planned accordingly.

Output 7: Hands on mentoring

7.1 Reviewing all the inputs given to the volunteers

This was the last session 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.

Hands on mentoring in Bhopal

The total number of volunteers who attended the hands on mentoring at Bhopal was 22. Out of this, 10 were male and 12 were female volunteers. Hands on mentoring activity, was done in a way to get everyone on the same page before closing the first phase of the paralegal training.

This also included lots of group activities where volunteers were asked to show and explain the understanding they have built on the three acts that they have learnt during the process.

Hands on mentoring in Shivpuri

The total number of volunteers who attended the hands on mentoring at Shivpuri was 60. Out of this 46 were male and 14 were female volunteers. The same was done with the volunteers in Shivpuri. The volunteers also shared how this training helped them in learning laws and structures of various Government bodies which they were not aware of.

Hands on mentoring in Rajgarh

The total number of volunteers who attended the hands on mentoring at Rajgarh was 20. Out of this 12 were male and rest 8 was female volunteers. These were the selected volunteers in Rajgarh who were consistent in the training. The activities held at Rajgarh were the same as the other two places.

7.2 Reflection of the phase I

A reflection of the entire event was done and necessary inputs were given with regards to the assignments and the work the volunteers have been doing. For instance, required inputs were given to the paralegals, 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 volunteers 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.

This reflection has been a learning event for both the volunteers and CSJ. Volunteers came up with different on ground experiences and challenges which they faced while doing the assignments and fieldwork. CSJ tried addressing those queries 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.

Output 8: Creating evidence/Process Document

8.1 Discussing chapterization of the process document

CSJ documentation team prepared a chapterization of the process document-how the process document would look like. This chapterization of the document essentially captures the process of each of the activities designed and how these activities led to achieving of the output. This

included detailing of the design and the process so that it makes sense to anyone who reads it and the reader would understand the process through which the overall objective of the project has been achieved. This was first discussed internally and then the document was shared with the UNICEF partners and who gave their inputs on the same. Accordingly, the process document has been prepared by the documentation team of CSJ.

8.2 Preparing and printing of the process document

Process document is an output achieved from the project that includes the detailed process of the activities conducted during the phase. This incorporates conceptual underpinnings behind each of the activities, the methodology used, and the inputs from the trainers. The objective of developing the process document is to capture the process of the training in one single document that could later be used as a standard training material for conducting any such training on violence against children.

The soft copy of the document will be internally reviewed and then it will be shared with the other UNICEF partners. After this process, it will be sent for printing.

Output 9: Review and planning workshop for phase II

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 intervention⁶.

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 really 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.

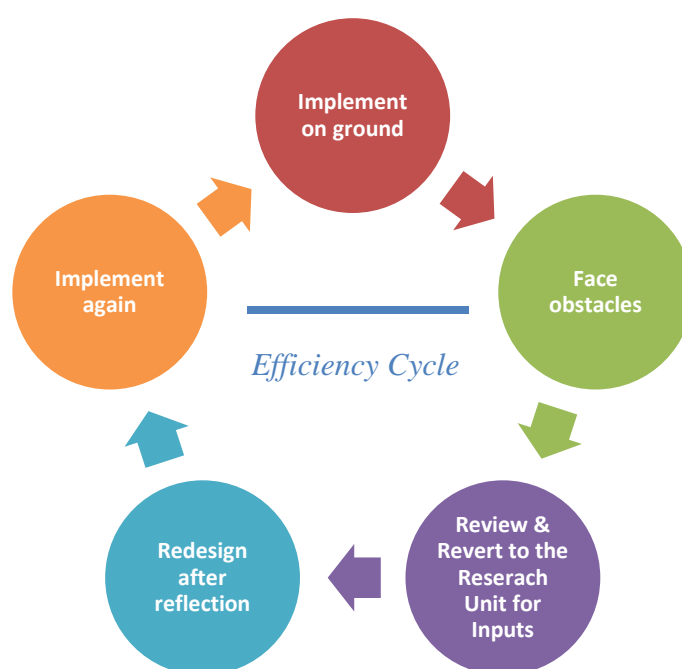
⁶ The details regarding challenges and learning has been captured in section F and G of the report respectively.

Each of the five organizations came up with different experience of learning and challenges. These presentations helped CSJ to understand where they stand in terms of developing a paralegal who should be well equipped with the laws and acts and relevant procedures.

D. MONITORING AND QUALITY ASSURANCE

1. What monitoring measures have been taken by the organizational head/management to ensure quality of the programming and that activities achieve the desired result?

The designing of activities was done in a team and inputs were sought from subject matter experts. The team has been receiving continuous guidance and support from the organizational head. The Research and capacity building team (RACB) at the Centre for Social Justice is responsible for doing desk research and supporting the trainers who are working on ground for implementation. Also, when something doesn't seem to work on ground, it goes back to the unit for inputs which involves secondary data and research. It is like a cycle which helps the organization to work efficiently.



Additionally, the organizational head keeps intervening by monitoring and supporting the team with any inputs required or when the team does not have adequate information about some subject matter. The organizational head provides the trainers with innovative methods and

approaches for taking sessions in the training. Internal meetings have also been held after the completion of one session and before starting a new one. In these meetings the overall idea gets discussed, team receives inputs and the sessions are designed accordingly.

2. What measures have been taken by the organizational head/management to ensure appropriate utilization of funds for achieving the desired result?

CSJ has a Project Management Unit (PMU) that is mainly responsible for managing all the projects running in different parts of the country. This team also acts as a bridge between the programme activities and finance department of the organization. With the help of the finance team, PMU would keep a check and follow up of the fund utilization and adjust the budget heads as per requirement. The project management team has ensured appropriate utilization of funds by regularly updating the Programme Manager about the utilization of funds. It would keep a check on the utilization of funds against each of the activities, and the underutilized fund under certain activities would be deviated towards the ones where the budget has been overspent to maintain a balance between the activities.

Additionally, the Accounts Officer of UNICEF visited CSJ at the end of the quarter to check the finance related technical requirements are fulfilled or not. The officer was satisfied with the CSJ's work on smoothly managing allocation of funds in the project. Also, the regular monitoring helped to reallocate the fund as per the requirements. Budget utilized in all the activities as per the estimate but in certain events it was over utilized against the allocation.

3. What measures have been taken by the organizational head/management to ensure staff capacity building in relation to the results to be achieved?

Staff capacity building has been ensured by engaging with them throughout the programme-ensuring necessary inputs by the organizational head. Also, CSJ works with a number of lawyers and researchers who have expertise in different areas of laws. Encouraging the same, CSJ believes in working in a group and learning from each other. Internal exchange of information and research is an ongoing process within the organization –for instance, the organization conducts monthly staff meeting with teams working in different parts of the country.

Also, as the research team of CSJ is largely responsible for doing secondary research by providing with necessary information like - summary of the cases, updating on new amendments, case laws and compilation of cases, it also helps trainers to use this information and include it further in their sessions. Furthermore, if the trainers or the team needs any other help in the form of information the research team takes care of that.

**E. HOW HAVE YOU FACILITATED THE PARTICIPATION OF THE CONSTITUENCY?
GIVE EXAMPLES.**

Participation of the constituency⁷ was ensured through various media - for instance, the guided fieldwork was designed in a way that all the community and relevant stakeholders are involved in all of the events. Street play and focused group discussions engaged the community and the *Panchayat*. Furthermore, visits to several institutions like Child Welfare Committee and Juvenile Justice Board engaged their members in this process and they also participated in interacting with the volunteers by providing them information about the structure and functioning of their respective institutions.

Additionally, Community Based Policing has been introduced in Bhopal wherein the police are helping the community by including them in the policing process. For advocating this idea, CSJ invited the member of Research and policy cell of community policing at Bhopal who also worked as SP in Bhopal to share his ideas on how the police functions and the structure of the bureaucratic system.

Participation of the volunteers was facilitated through various media. The trainings involved more of group activities to encourage the volunteers to participate actively. Also, the fieldwork and assignments were designed in a way that the volunteers would participate and experience everything on their own. Thus, as far as the training and the assignments were concerned, they were a mix of both individual and group activities.

⁷ Constituency is children, community and other stakeholders

F.WHAT CHALLENGES AND BARRIERS WERE FACED, AND WHAT MEASURES WERE TAKEN TO ADDRESS THEM.

As the programme unfolded we came across many challenges which were later transformed into learning. CSJ tried addressing these challenges and working on them over a period of time. Designing of activities that combine more than one competency and can be grasped by all the participants in a group was one of the continuous challenges faced by the organization.

To overcome this, we continuously made efforts on designing and redesigning the training as per the groups in different regions. For instance, we used different methods for the same activities through individual and group discussions. Also, different questions on the same issues were posed to different groups so that they understand the concepts thoroughly and show maximum participation. Additionally, providing each group equal opportunities to interact with important stakeholders considering different levels of comfort with different stakeholders once again involved continuous efforts.

Managing time was also difficult for the trainers when participants could not invest much time due to their other engagements, thus affecting overall quality of the training. To overcome this challenge a three - day residential training was organized in Bhopal where participants also got an opportunity to work together and share their experiences with each other. The same was tried at Rajgarh too, however as it led to absenteeism of female participants thus the non-residential trainings were adhered to. Additionally, in Shivpuri there were only four to five male volunteers who were ready for the residential training so we had to drop this plan and continue with the non-residential training itself.

Ensuring continuity of participation at some places and dropouts of participants were certain consistent challenges faced by the trainers. To overcome this, event calendars were circulated much ahead than the actual dates of events and continuous engagement was ensured with the coordinators of partner organizations. The event dates were also modified / changed as and when required to ensure everyone's suitability. Giving assignments to the participants made sense to everyone; however, even these were often not completed. Assignments were designed based on the participants' learning from the training. For instance, different assignments were designed for different groups at Bhopal, Shivpuri and Rajgarh so that each of the participants could complete

it considering their feasibility and availability of resources. Members of the partner organizations were also engaged to actively assist in completion of assignments.

The CSJ team found a way out balancing different kinds of activities that would appeal to all kinds of learners as well as during individual and group activities. In Bhopal, Shivpuri and Rajgarh different methods were used to engage and hold the interest of the participants. At times, the participants were divided in groups as per their existing knowledge and grasping abilities and the trainers would proceed accordingly.

G.WHAT ARE THE KEY LEARNINGS DURING THE REPORTING PERIOD?

First phase of the paralegal training has been a learning process for CSJ.

- **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 are 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.

H. CASE STUDIES/ANECTODES, PHOTOGRAPHS AND MEDIA CLIPS



Orientation at Shivpuri



Metaphorizing paralegal as animal during orientation at Shivpuri



Role of police at three days capacity building training in Bhopal



Image theatre in three days capacity building training in Bhopal



Juvenile Justice Board visit in Rajgarh as a part of guided fieldwork II, the judge speaking to the volunteers about the role of JJB.



A volunteer during an activity on building blocks in role of a paralegal during orientation in Rajgarh



Training on POSCO Act at Rajgarh



Training on Image Theatre at Shivpuri



Group Activity at Rajgarh