YOUNG PARTNERS IN CHANGE
to Prevent and Respond to Violence Against Children

A Manual for Capacity Building of Young People to Act
“Dratshang Lhentshog strongly believe that every child should have a caring, safe, healthy and a spiritual life.”

Dasho Karma Tsering Namgyal, Secretary, Dratshang Lhentshog.

“This is one way of making youth the vanguard of bringing change in the society and the world at large. They are not only empowered themselves but help other youth and children.”

Mr. Goling Tshering, Director General, Dept. Youth and Sports, MoE.

“A valuable tool for all who believe in building our present for a happier future”

Ms. Dorji Ohm, Executive Director, Bhutan Youth Development Fund (YDF).

“Every child and adolescents deserves a chance for a happy, healthy and informed future”.

Ms. Tandin Wangmo, Executive Director, Respect, Educate, Nurture and Empower Women (RENEW).

“The training Manual will serve as an important tool for our resource person (nuns) and other nuns to become effective facilitators and play a lead role in responding to prevent violence against children in the society”.

Dr. Tashi Zangmo, Executive Director, Bhutan Nuns Foundation (BNF).

“At UNICEF, we strongly believe that children, adolescents and youth can play a substantial role in preventing violence against themselves, as well as protect other children and young people. This manual was especially designed in partnership with young people, and provides valuable information and skills to prevent and respond to violence against children. I am sure that adolescents and youth in the country will find the information and tools in this manual useful and will share their learning with others. “

Mr. Rudolf Schwenk, Representative, UNICEF Bhutan.
Young Partners
in Change to Prevent and Respond to
Violence Against Children

A Manual for Capacity Building of
Young People to Act
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8. RESPONDING AND PREVENTING VIOLENCE AGAINST CHILDREN:

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This capacity building tool offers itself to young people who would like to orient themselves and play a lead role in responding to and preventing violence against children. It is also for the use of adults who play the role of building capacity of youth/young people to take the initiative forward. The tool views users as facilitators in a process of social change and outlines guidance for their responsible conduct.

The content in the manual aims to build a solid foundation by the way of a conceptual understanding of child rights, child protection, children’s participation and violence. It prepares youth through the provision of skills and methods to help youth keep themselves safe, conduct themselves responsibly, seek support from adults in the environment, support each other, get organized, work individually and collectively as key partners in an initiative to end violence against children. The tool provides information and guidance on a number of methods that can be used by young people in initiatives against violence.

This capacity building tool is participatory in its approach. It is application based, which while providing to users the necessary technical information to think structurally, also encourages them to think independently. Learning is experiential and takes place through activity and discussion. Users get the opportunity to test and experience the work they will take forward in communities. The tool views users as partners and hopes that they will use the knowledge available to learn, innovate, adapt and contribute more learning to the struggle to end violence against children. It contains a detailed note to outlining tips and insights for effective facilitation.

This learning tool recognizes that change is gradual and leaves the user with a wide selection of sessions which enable self-study. Once the user gets familiar with the content of the manual, sessions can also be combined differently to create smaller modules and workshops for a diverse target group, which includes teachers, NGO staff, police officers, among others.

Users of this tool do not need to have had any prior training of experience working on children’s issues. The tool starts with building conceptual understanding and progressively takes the user forward into more nuanced understanding and practice. All knowledge sections have reference notes to facilitate a better understanding. This capacity building tool is also accompanied by a comprehensive reading list to help users to further advance and deepen their knowledge.
Children and Childhood

To understand and reflect upon who a child is, that all children are equal, and to discuss who gets excluded from being a child and how.

To understand that children are individuals under the age of 18 years, and that each child is unique, special and equal in worth, dignity and potential. Some children have extra special needs, and so require special efforts to be included. It is not acceptable that some children must work, don’t have homes, suffer violence, go hungry, get married, are denied education, or are left out because they have a disability or a mental health condition, or belong to a particular social group, or live in very remote places. Some children make mistakes, do things that are wrong, however, they do not stop being children and require special efforts towards helping them take accountability for their actions, and for their rehabilitation.

01: Who is a child? - 45 minutes

- Ask participants to think of the word ‘child’ and to think of words that come to mind. Allow 2 minutes for this. Then ask participants to write these words down on a piece of paper.

- Ask participants to share their responses. Take a couple of rounds of responses, and record responses on a chart paper.

- Once the participants are done responding and a lot of responses have been recorded, the facilitator should summarise the responses that have been provided by the participants.

- The facilitator then discusses the following cases and allows for a little discussion on each:
  a. Is a 14-year-old still a child?
b. When a 12-year-old with a disability is left out of all recreation activities is she being deprived of something?

c. If a 15-year-old girl and a 17-year-old boy fall in love, should they be allowed to marry? Discuss the pros and cons of early marriage. Discuss alternatives.

d. What happens when a Nepali or Indian child works as domestic help in Bhutan? Does race/community matter in determining who is a child?

e. Do some children make mistakes? If yes, do they stop being children?

f. Should a 17-year-old work?

The facilitator’s goal is to allow in a non-judgemental manner for participants to reflect on their own biases in recognising who is a child, and rationalizing denial of childhood to some children, despite knowledge of the legal definition of ‘child’.

Facilitator asks the question should children be treated differently from adults and why? Give participants a minute or 2 to note their responses and do a round of sharing.

Summarize the session by stating that Bhutan defines a child as a person below the age of 18 years.

This definition is in consonance with the UN Convention on the Rights of the Child (UNCRC) which defines a ‘child’ as any human being under the age of eighteen years, unless the laws of a particular country set the legal age for adulthood younger. Bhutan ratified the UNCRC in 1990.

Reiterate the key messages and conclude.

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2 Rule 230 (5), The Child Care And Protection Rules and Regulations of Bhutan 2014
SESSION 02:
Reflecting on childhood  -  30 minutes

For participants to make connections to childhood as a special distinct phase in life by drawing connections to their own childhoods by recalling experiences, emotions, and memories.

The positive and negative experiences of childhood determine the growth trajectory of individuals. Childhood experiences influence adulthood, and are carried by adults into their everyday lives. Remembering one’s own childhood while working with and interacting with children would ensure more effective interactions/interventions. The endeavour should be to ensure that childhood for every child is filled with as many positive experiences as possible.

01: Looking at my own childhood  -  30 minutes

Ask participants to think of a significant childhood personal anecdote (song, poem, experience or story). It could be positive or negative. Give them a minute or two to reflect and recall.

Request participants to choose an anecdote they are comfortable to share.

Divide participants into pairs.

Ask them to share the anecdote with their partner and have a discussion reflecting on the following questions:

a  What made you think of this anecdote?

b  Why is this anecdote important to you?

c  What memories do you associate with it?
   o  a particular person/time/event?
   o  What thoughts and feelings does it evoke in you?
Bring everyone back into the large group and invite each pair to share what they talked about.

Ask the group to summarise based on their sharing of experiences their thoughts on what childhood should be like for every child.

Conclude with reiteration of key messages of the session.

02: A child’s experience - 30 minutes

To encourage the participants to speak about how they feel about the children and childhood

Give each participant a chart card/sheet of paper

Ask participants to draw symbols or signs on piece of paper that they think communicates something about children’s experiences of growing up. They must recall both pleasant and unpleasant experiences. For example: – a happy face communicates happiness and fun, which every child should experience. – a sad face may represent the difficult situations children live in and how hard their lives can be, a kite could represent euphoria or success, a cane could represent being beaten, tears could represent being scared, bullied etc.

Invite participants to share the image on their paper, saying what it signifies to them. They can do this in pairs, small groups, or in the large group, depending on numbers.

Lead a discussion to draw out range of experiences of childhood.

Summarize this session with the following discussion and the indicative script provided: Childhood is a significant and distinctive part of life which needs to be recognized and celebrated as such. Childhood experiences and interactions shape a child’s development and transition into adulthood. Children have a range of experiences as they grow and develop. Some experiences and vulnerabilities put children at risk and have a long-lasting impact on their lives. Therefore, the endeavour should be to ensure that childhood for every child is filled with as many positive experiences as possible.
Children’s Rights and Responsibilities
SESSION 01:
Rights, needs and wants - 45 minutes

To stimulate thinking about the needs of children and to start establishing that certain needs have to be protected as rights.

All children have needs which governments, communities and families need to ensure. Some of these needs must be protected as rights. A right is a claim that everybody is entitled to. Children’s rights are obligations that the government and society must ensure for the well-being and protection of children. Children’s rights apply to all children, and there must be no discrimination based on age, sex, religion, abilities, culture, geography or for any other reason.

01: Understanding rights

Divide participants into groups of four.

Give the participants the list of 20 rights and wants provided in the note for reference attached.

Allow them time to prepare 1 set 20 cards with one right or want on each, after adapting them to the local context. No distinction is to be made between rights and needs cards. If a large group is being broken up into smaller groups, each group should prepare a set of cards. Keep the colours for rights and wants uniform.

Explain that each group is to discuss the cards and arrange them under following order of priority

1. Most important
2. Important
3. Least important

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Give each group a blank card with which they can replace any need/want with another need/want, if they wish to. Give the groups 10 minutes to arrange the cards under the heads mentioned above. Give each group an additional 5 minutes to walk around and view the other group’s cards.

Call the groups back give them the discussion framework below and 10 minutes to respond to the questions:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was it difficult to select some cards over others?</td>
<td></td>
</tr>
<tr>
<td>How did you decide what was most important?</td>
<td></td>
</tr>
<tr>
<td>What is the difference between “wants” and “needs”?</td>
<td></td>
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<tr>
<td>Should some “needs” be protected as rights? Why?</td>
<td></td>
</tr>
<tr>
<td>Do all children in your community have these rights met equally?</td>
<td></td>
</tr>
<tr>
<td>Any other rights do you think children should have?</td>
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</tbody>
</table>

Do a round of sharing of responses and then summarise the discussions with the following indicative script:

1. There are no right or wrong answers. The aim was to demonstrate that there are some things that all children cannot live without. There are some things that children can live without but want nevertheless.

2. There is a variation in the understanding of rights and needs among different groups.

3. Things that children cannot live without should be protected as rights.

4. Children’s rights come from different sources – from policy, law international/regional agreements, culture and belief.

5. Rights are designed to ensure that children’s essential needs for their development and well-being are promoted.

6. With increase in ability to claim/avail rights comes an increase in wants/aspirations. A child must be able to claim all rights and fulfil all aspirations.

7. When a child understands and claims her rights, her responsibility towards herself, others, family, and community increases.

OR
Follow step 1 and 2 in Option 1 above.

The facilitator explains that the participants have been chosen to live on a new planet by Mission Control, a space research organization. Since they will set up a new society there, Mission Control wants them to have all the things they need to live and grow using. There is air and water on this new planet.

Mission Control has given them 15 things to take with them. They need to pick 15 out of 20 things from the set of cards they have prepared in 1 above.

The facilitator explains that each group can bring 4 additional items of their choice. Each pair draws and labels these items onto 4 blank cards.

The facilitator informs the group/s that Mission Control has just sent a message: because space is limited on the spaceship to the new planet, each group can now take only 10 of the 19 items.

Each group decides on the 9 items to eliminate and sets these cards aside.

Mission Control announces that there is still less space available, and each group may take only 5 items.

Each group eliminates 5 more items, leaving the 5 they think are most essential.

Each group joins another and they compare the cards they've chosen. Each group negotiates a set of 5 cards that all the groups agree on.

Call the groups back and follow steps 5 and 6 in option 1.
SESSION 02:
Discovering responsibilities go with rights - 45 minutes

AIM

For young people to realize that rights and responsibilities go hand in hand for themselves as well as those who are responsible for providing rights.

KEY MESSAGES

Children must claim and enjoy their rights. At the same time, they must share responsibility by standing up for themselves, those whose rights remain unfulfilled, speak up against rights violations, and conduct themselves responsibly.

METHODOLOGY

Save the sets of 20 rights and wants cards from session 1.

Explain that with rights come certain responsibilities. Example: The right to "opportunities to share opinions" corresponds to a responsibility to "express opinions in ways that do not harm another’s rights".

Divide the set of cards among the group. Let each group discuss and prepare a responsibility card for each right card.

Invite each group to make a presentation on their rights cards and corresponding responsibility cards. Allow for other groups to add in to the responsibilities while the presentation is being made and ensure that they responsibility cards record all additions.

Conclude by articulating the key messages of the session.
SESSION 03:
Getting to know the UN Convention on the Rights of the Child - 1 hour

**AIM**

To introduce the participants to UNCRC and to acquaint them with the four categories of rights—survival, development, protection and participation.

**KEY MESSAGES**

Children are entitled to all human rights. In addition, they have some special rights as children because of their particular stage of development. These rights are enlisted in the UN Convention on the Rights of the Child (UNCRC). The rights in the UNCRC can be grouped in certain ways to make them easier to think about based on some similarities, but actually they are all linked together: indivisible and interdependent.


**METHODOLOGY**


- Divide the participants into smaller groups. Each group should consist of 6-7 people.

- Hand out a right from UNCRC to each participant, each printed on cards.

- Ask the participants to take turns within their group to talk about/explain the right each has received.

- Within the group if participants feel the rights cards are similar they should form a sub-group/pair.
At this point, there will be a large number of smaller groups of 2-3 people. The facilitator now asks each sub-group/pair to stay together and lend their attention for further instructions.

The facilitator should now ask the sub-groups one by one to read out their rights cards. Once a sub group has read out their cards, any other sub-group/s who feel their rights cards are similar should join that group which has read out the card. Allow this to continue till a smaller number of new groups have formed.

Now draw the attention of the newly formed groups to the 4 A4 cards stuck on the walls. Ask each group to discuss and go and stand at the A4 card which appears most appropriate for their set of rights i.e. Survival, Development, Participation and Protection.

When participants have moved to their preferred spot, invite a volunteer to explain why their group chose to stand near a particular A4 Card.

- In case a group’s choice was not correct (according to the UNCRC), gently nudge them through questions and discussion, and give them an opportunity to move to another A4 chart card.

Ask each group to identify from among their sets of rights, any rights that they feel overlap with any other cluster of rights.

Conclude the session with the key messages outlined above for this session.
SESSION 04:
Discussing stakeholders responsible for delivering children’s rights - 1 hour

For young people to understand that they are part of a system of stakeholders which comprises of them, family, duty bearers, community, political and cultural systems, from whom they must claim their rights without hesitation.

Children exist at the centre of a complex web of relationships involving themselves, family, community, government, media, political, religious and cultural beliefs, and institutions. People populate this web in different roles as family, government, service providers, leaders, duty bears—collectively called stakeholders. All need to join hands and play their roles effectively for children to be safe and free from violence. In this relationship children are rights holders and all other stakeholders are duty bearers from whom children must claim their rights without hesitation. Social scientist Bronfenbrenner framed it as an ecosystem (micro, meso, exo and macro). Bhutan follows a similar child rights Mandala placing the child at the centre. Responding and preventing violence against children needs to take place at every level of the ecosystem. Even the most micro-level intervention must aim changing the whole ecosystem for children.

- Save the 20 cards from session 1.
- Divide the participants into small groups. Each group should have 5-6 participants.
- Give a set of rights cards to each group.
- Ask the participants to identify the various stakeholders that would play a role in realizing each right.
- Now ask the participants to discuss and identify role of each stakeholder in realizing the right. Refer the following framework for the exercise:
Once the participants have completed the above exercise, introduce them to the concept of duty bearers and right bearers in relation to rights.

- Children are rights bearers. The state, society, family and community are obliged to ensure that their needs and rights are fulfilled.

- All other stakeholders are duty bearers towards children and are responsible to ensure that children’s rights are met.

- Children must seek their rights from duty bearers without fear or hesitation.

Drawing from the above discussions, introduce the participants to ecological systems theory of child development by Bronfenbrenner from the brief provided in the reference note.

- Draw a representation of the ecosystem by Bronfenbrenner on a sheet of chart paper

- Using the diagrammatic representation of the ecological systems theory, assist the group place the various stakeholders identified in the exercise above in the ecological system.

Reiterate the key messages and conclude the session.
Reference Notes: Children’s rights and responsibilities

01: RIGHTS, NEEDS AND WANTS


<table>
<thead>
<tr>
<th>NEEDS</th>
<th>WANTS</th>
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<tbody>
<tr>
<td>Decent shelter (article 27)</td>
<td>Clothes in the latest style</td>
</tr>
<tr>
<td>Nutritious food (article 24)</td>
<td>A bicycle</td>
</tr>
<tr>
<td>Protection from abuse and neglect (article 19)</td>
<td>Holiday trips</td>
</tr>
<tr>
<td>Education (articles 28, 29)</td>
<td>Your own bedroom</td>
</tr>
<tr>
<td>Health care (article 24)</td>
<td>A personal computer</td>
</tr>
<tr>
<td>Fair treatment and non-discrimination (article 2)</td>
<td>A television set</td>
</tr>
<tr>
<td>Clean air (article 24)</td>
<td>A personal stereo</td>
</tr>
<tr>
<td>Opportunities to share opinions (article 12)</td>
<td>Money to spend as you like</td>
</tr>
<tr>
<td>Playgrounds and recreation (article 30)</td>
<td>Fast food</td>
</tr>
<tr>
<td>Clean water (article 24)</td>
<td></td>
</tr>
<tr>
<td>Opportunities to practice your own culture, language and religion (article 31)</td>
<td></td>
</tr>
</tbody>
</table>

03: GETTING TO KNOW THE UN CONVENTION ON THE RIGHTS OF THE CHILD

The United Nations Convention on the Rights of the Child (UNCRC⁵)

This is a simplified version of the UNCRC. The convention has 54 articles in all and a few of them have been left out because they deal with the technical nature of implementing the Convention.

Articles 2, 3 and 12 underpin all the rights in the UNCRC. This is not an official text but simplified for purpose of raising awareness amongst children and young people.

Article 1 Everyone has all these rights

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⁵ (for a complete summary of all articles of UNCRC refer the Fact Sheet by UNICEF- https://www.unicef.org/crc/files/Rights_overview.pdf)
Article 2 You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.

Article 3 All adults should always do what is best for you.

Article 6 You have the right to life.

Article 7 You have the right to a name and a nationality.

Article 8 You have the right to an identity.

Article 9 You have the right to live with your parents unless it is bad for you.

Article 10 If you and your parents are living in separate countries, you have the right to get back together and live in the same place.

Article 11 You should not be kidnapped.

Article 12 You have the right to an opinion and for it to be listened to and taken seriously.

Article 13 You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others.

Article 14 You have the right to think what you like and be whatever religion you want to be, with your parent’s guidance.

Article 15 You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.

Article 16 You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.

Article 17 You have the right to collect information from the media – radio, newspaper, television, etc – from all around the world. You should also be protected from information that could harm you.

Article 18 You have the right to be brought up by your parents, if possible.

Article 19 You have the right to be protected from being hurt or badly treated.

Article 20 You have the right to special protection and help if you can’t live with your parents.

Article 21 You have the right to have the best care for you if you are adopted or fostered or living in care.
Article 22 You have the right to special protection and help if you are a refugee. A refugee is someone who has had to leave their country because it is not safe for them to live there.

Article 23 If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Article 24 You have a right to the best health possible and to medical care and to information that will help you to stay well.

Article 27 You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.

Article 28 You have the right to education.

Article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourage you to respect other people's rights and values and to respect the environment.

Article 30 If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practice your own religion, and use your own language.

Article 31 You have the right to play and relax by doing things like sports, music and drama.

Article 32 You have the right to protection from work that is bad for your health or education.

Article 33 You have the right to be protected from dangerous drugs.

Article 34 You have the right to be protected from sexual abuse.

Article 35 No-one is allowed to kidnap you or sell you.

Article 37 You have the right not to be punished in a cruel or hurtful way.

Article 38 You have the right to protection in times of war. If you are under 15, you should never have to be in an army or take part in a battle.

Article 39 You have the right to help if you have been hurt, neglected, or badly treated.

Article 40 You have the right to help in defending yourself if you are accused of breaking the law.

Article 42 All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.
04: DISCUSSING STAKEHOLDERS RESPONSIBLE FOR DELIVERING CHILDREN’S RIGHTS

Who are duty bearers and right holders? What is the relationship between them?

Explain to the group that there are two important terms associated with rights, including children’s rights – duty bearers and rights holders.

- **Duty bearers**: Those who have an obligation to act or provide services in relation to the realization of rights. The main duty bearer is the state and the agents of the state, although other actors, such as civil society organizations, family, community are considered secondary duty bearers because due to the nature of their work they also have an obligation to ensure that rights are promoted and realized.

- **Rights holders**: Those people with whom the right is associated and who are entitled to claim it. In relation to children’s rights, children are the rights holders.

*Relationship between duty-bearers and rights-holders (Diagram Source: Theis, J., Brief Introduction to Rights-based Programming, Save the Children, August 2003)*
What Is Ecological Systems Theory?\(^6\)
(Refer the link for an audio visual tutorial of the ecological systems theory http://study.com/academy/lesson/bronfenbrenners-ecological-systems-theory-of-development-definition-examples.html)

Ecological systems theory provides an approach to understanding how a child’s development is affected by their social relationships and the world around them. The ecological systems theory was developed by Urie Bronfenbrenner.

Bronfenbrenner believed that a person’s development was affected by everything in their surrounding environment. He divided the person’s environment into five different levels, however, it would suffice for the purpose of the exercise on children’s rights to understand the microsystem, the mesosystem, and the macrosystem.

The Microsystem
- The microsystem is the small, immediate environment the child lives in. Children’s microsystems will include any immediate relationships or organizations they interact

\(^6\) https://www.mentalhelp.net/articles/urie-bronfenbrenner-and-child-development/
with, such as their immediate family or caregivers and their school or day-care.

The Mesosystem
- Bronfenbrenner’s next level, the mesosystem, describes how the different parts of a child’s microsystem work together for the sake of the child.

The macrosystem
- Bronfenbrenner’s final level is the macro system, which is the largest and most remote set of people and things to a child but which still has a great influence over the child.

- The macro system includes things such as the relative freedoms permitted by the national government, cultural values, the economy, wars, etc. These things can also affect a child either positively or negatively.

The Child Rights Mandala Bhutan
In Sanskrit, ‘mandala’ means circle or centre, and its use in Buddhism combines an appreciation for the artistic form as well as its meditative role. The centre – the abode of the deity, in this case the child, is surrounded by a series of circles and squares symbolizing the principles of the Convention and emphasizing their symmetry, interdependence and interrelatedness. As a ripple in a pond, each idea builds upon the next as it grows larger and flows outward. The cardinal points are the four main provisions and principles of the Convention – survival, development, protection and participation.
Child Protection
SESSION 01:
What is child protection? - 40 minutes

To understand participants’ perceptions of child protection and to use that as a guide to transition into a more comprehensive definition and understanding of child protection and a child protection system.

Protecting children is a set of measures, thoughts and actions to keep children safe from any sort of, or threat of or likelihood of abuse, exploitation, violence, or harm. Keeping children safe requires a system comprising laws, policies, service providers, government, families, communities, and children themselves working in sync.

Write the term child protection on a white board/sheet of chart paper stuck on a wall.

Ask participants to think on what they understand by child protection. Give them 10 minutes.

Tell them to write the words that reflect their understanding of child protection.

Encourage the participants to write at least 5 words. Give them 5 minutes.

Ask them to share their responses in the larger group.

Now introduce the participants to the three main components of the definition of child protection by UNICEF and help them categorize the words they have identified under the 3 main components. Use the following framework for the exercise:

<table>
<thead>
<tr>
<th>Main components of the definition of child protection</th>
<th>Categorization of words identified by the participants’ under the main components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention</td>
<td></td>
</tr>
<tr>
<td>Response</td>
<td></td>
</tr>
<tr>
<td>Child Protection concerns</td>
<td></td>
</tr>
</tbody>
</table>

Now introduce the participants to the definition of child protection and child protection system from the note attached.

Conclude by mentioning the key messages of the session.
As people working with children and committed to the protection of children, it is important to have knowledge on legislations for children and the mechanisms/processes set out in these legislations to ensure the safety of children. The Constitution of Bhutan and the National Youth Policy provide direction. The primary legislation for children in Bhutan is called Child Care and Protection Act of Bhutan (2011) (CCPA). Other than that, there is a Child Adoption Act of Bhutan (2012), the Domestic Violence Prevention Act of Bhutan (2013), and the Marriage Act of Bhutan, Labour and Employment Act of Bhutan (2007), which provide protection to children.

Ask the participants to take 10 minutes and think of a situation where they had wanted to help a child in a vulnerable situation.

Use the following framework for discussion:

<table>
<thead>
<tr>
<th>Incident</th>
<th>If you helped, what did you do? /who did you contact?</th>
<th>Reasons for not being able to help</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Drawing from the above discussion state that there are key laws for the protection of children, which outline and place accountability with certain duty bearers to prevent and respond to child protection violations.

Summarize the key laws and legislations on child rights in Bhutan as may be found in the note attached. Take 40 minutes to walk participants through each law.

If possible hand out hard copies of the key laws and legislations to each participant.
SESSION 03: Is this a child protection concern? - 1 hour

To demonstrate how decisions and judgements made by individuals influence how a child is protected.

Assessing child protection concerns is a complex area with a lot of tension, power play and uncertainty. There will always be differences of opinion on how severe the abuse is, however clear cut a situation appears. This is because everyone has different experiences, knowledge and skills. The most workable approach is to think through as many possibilities for victims, families, witnesses, and subjects of complaints as possible and to look for the answers within the framework of the child protection law. Without clear understanding of child protection laws and legislations, child protection policy and reporting procedures, we may respond differently to similar situations and potentially put children at greater risk.

Divide participants into four small groups or pairs. Name the groups A, B, C, D etc.

Give each group a set of the case scenarios. Ask each group to nominate one person in each group to read out the scenario(s).

Give a copy of the discussion framework outlined below. Ask the groups/pairs to work their way through case scenario and answer the questions as given. Once they are done, ask them to rank the case 1-6 from least serious to most serious.

- Encourage people to say what they think in their small group and not to worry about being wrong. Say that we are identifying what causes us concern. We do not have to be certain that it is abuse.

- There may be resistance to doing the ranking, but ask them to try.
<table>
<thead>
<tr>
<th>Questions</th>
<th>Case 1</th>
<th>Case 2</th>
<th>Case 3, 4, 5, 6..</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a child protection concern?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the cause for concern?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who are you worried about? Why are you worried about them?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bring the whole group back together. Ask each group to share their number ranking for each of the scenarios, and explain why they have given the scores/ranks they have. Allow for some debate and challenging between groups/pairs.

Conclude with the following script: There will always be differences of opinion on what a child protection concern is, or its severity. However, it is very important to discuss these differences openly and within the framework of the child protection law and system so that decisions can be made in the best way possible and in the best interests of children. Open and honest discussion in an environment of trust leads to evolution of progressive thoughts. Awareness of laws and legislations and written guidance on what to do when a child protection violation is raised aid the decision-making process.
SESSION 04:
Barriers to reporting child protection concerns - 45 minutes

To identify what stops children from telling and adults from reporting abuse.

Children and adults may have to overcome many barriers for child protection concerns to receive an appropriate response. Child protection concerns are sometimes rooted in cultural practices and children are not aware if it is a violation of their rights and who to talk to about it. Sometimes even if children do tell they are either not believed or the person they tell is not willing or able to take action to protect them or seek help. Engaging in dialogue around child protection creates better understanding and would contribute to building a protective environment which can respond better.

Divide participants into two/four small groups.

Give one/two group(s) chart with the following question:

○ What stops children from speaking out about violation of rights?

Give the other/two groups charts with the following questions

○ What stops adults from responding to child protection concerns?

Give them 15 minutes to discuss and then allow for each group to share and explain what they have listed down.

Encourage discussion on each point listed by the groups and conclude the session with the key messages in this indicative script:

○ There are several barriers to reporting and responding to child protection violations. They make it very hard for abuse to be reported and responded to.

○ Importance of creating an enabling environment for child protection that would entail working with children, youth, adults and communities, and the need for activating the existing systems for child protection.

○ Attitudes, capacities, laws, services, information, listening to children, being concerned and vigilant.
**01: WHAT IS CHILD PROTECTION?**

**What is child protection?**

‘Child protection’ refers to preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage.⁷

The prevention and response mechanisms are essential to ensuring children’s rights to survival, development and well-being.

**What is a child protection system?**⁸

A child protection system is comprised of the set of laws, policies, regulations and services needed across all social sectors - to support prevention and response to protection related risks. At the level of prevention, the aims of the system include supporting and strengthening families to reduce social exclusion and to lower risk of separation, violence and exploitation.

A robust child protection system is one where families, communities, NGOs and government work together and in a coordinated manner to anticipate, prevent and respond to child protection violations. These groups must be guided by policy and law and supported by infrastructure, services and skilled human resources to serve the best interests of children.⁹

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⁹ Leher
## 02: Child Protection and the Law

| Act/Policy                             | What is the act/policy for                                                                                                                                                                                                                                                                                                                                                                           | Key duty bearers                                                                                   |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Constitution of Bhutan, 2008           | The State shall provide free education to all children of school going age up to tenth standard and ensure that technical and professional education is made generally available and that higher education is equally accessible to all on the basis of merit.                                                                                                                                                                                   |
|                                        | The State shall endeavour to take appropriate measures to ensure that children are protected against all forms of discrimination and exploitation.                                                                                                                                                                                                                                                     |
| National Youth Policy 2011             | Defines youth as individuals between 13-24 years                                                                                                                                                                                                                                                                                                                                                          |
|                                        | The policy promotes investing in youth, to ensure that all young people are provided with opportunities to grow, develop and prosper as fully engaged, responsive and productive citizens, mainstreaming youth programmes across all sectors in-order to design unique and diverse interventions to address the needs of the youth.                                                                                                                             |
|                                        | The goals being: to develop pride in national identity, provide the youth with proper educational and training opportunities, ensure access to information on health, encourage and reinforce volunteerism, develop skills and leadership qualities, assisting in strengthening the capacity of youth development institutions, promoting participation of youth in preservation of nature, etc |
| Child Adoption Act, 2012                | The act outlines processes to be undertaken during pre-adoption and adoption for inter and intra country adoptions. The law also sets post-adoption monitoring and evaluation procedures.                                                                                                                                                                                                                                    |
| Child Care and Protection Act, 2011    | The act lays processes for the safety and protection of children in difficult circumstances and children in conflict with law.                                                                                                                                                                                                                                         |
| Labour and Employment Act, 2007        | The labour and employment act specifies the minimum age for employment. It spells out categories of work where children between 13-17 years can work and the puts regulations with regard to the condition of work in the occupations identified.                                                                                                                   |

### Act/Policy

**Marriage Act of Bhutan, 1980**

The minimum age for eligibility for marriage is 18 years for women and for men. Marriage of children below the age specified above and those persons responsible for arranging such marriages are liable for penalty.

Custody (i) Children aged nine years and upwards, subsequent to parents getting divorced, shall have the rights to choose whether they wish to live with the father or the mother (ii) the mother has the right to custody of children below nine years.

Maintenance – (i) In the absence of any mutual agreement between the parents, and where a suit has been filed in a Court of law, & the mother hasn’t remarried, the father shall have to pay a sum in cash to each of his children once a year or at one time (ii) Where the children have chosen to live with the father, then they shall not be entitled to any allowances from the mother (iii) Where the mother expires prior to the children attaining nine years, the father shall have to take custody of such children. And if he refuses to do so, then their monthly allowances shall have to be paid to the person who will look after them.

### Key duty bearers

Royal Bhutan Police, Protection officer (as Protection Officer) iv, Social Welfare officer, Competent Authority

### Domestic Violence Prevention Act, 2013

A child being a member of the family is also impacted by the domestic violence. Recognizing this impact the Act has provisions which would ensure the safety of the child. These safety measures could include – defendant being directed to pay monetary relief / having regulated or being denied access altogether to the child/ being denied temporary custody of the child.

### Reference

**Child Care and Protection Act, 2011**

<table>
<thead>
<tr>
<th>Types of children</th>
<th>Different stages of intervention</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children in difficult circumstances</td>
<td>Case reporting and case registration</td>
<td><strong>Who can report?</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Any concerned adult/ CSO / Community based volunteer/ Doctor/ One Stop Crisis Centre / Hospital/ Village Health worker/ Educational Institution/ Village Head/ Labour Inspector/ Chief Labour Administrator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Police and Women &amp; Child Protection Unit / Desk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To whom Protection Officer</td>
</tr>
</tbody>
</table>

| Decision with regard to the child, provision of immediate assistance and referral to services | **Who takes the decision?** | Women and Child Welfare Committee and NCWC |

---

3. Sec 55(3,4,5), DVPA, 2011
### Labour and Employment Act, 2007

<table>
<thead>
<tr>
<th>What the Act says</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age of employment</strong></td>
<td></td>
</tr>
<tr>
<td>Minimum age of employment shall be 18 years.</td>
<td>Labour Inspector, Labour</td>
</tr>
<tr>
<td>The employment of a child between 13 to 17 years of age shall be limited only to</td>
<td>Administrator, Chief Labour</td>
</tr>
<tr>
<td>the categories of work and in workplaces as specified in the rules and regulation</td>
<td>Administrator</td>
</tr>
<tr>
<td>to this Act subject however, to the conditions laid down under section 9 (below)</td>
<td></td>
</tr>
<tr>
<td><strong>Prohibits worst form of child labour (Sec 9)</strong></td>
<td></td>
</tr>
<tr>
<td>No person shall subject a child to:</td>
<td></td>
</tr>
<tr>
<td>a) any form of practices such as sale and trafficking, debt bondage, forced or</td>
<td>Labour Inspector, Labour</td>
</tr>
<tr>
<td>compulsory labour, including recruitment for use in armed conflict;</td>
<td>Administrator, Chief Labour</td>
</tr>
<tr>
<td>b) the use, procuring or offering of the child for prostitution, for the</td>
<td>Administrator</td>
</tr>
<tr>
<td>production of pornography or for pornographic performances;</td>
<td></td>
</tr>
<tr>
<td>c) the use, procuring or offering of the child for illicit activities, in</td>
<td></td>
</tr>
<tr>
<td>particular for the production and trafficking of drugs;</td>
<td></td>
</tr>
<tr>
<td>d) work under particularly difficult conditions such as work for long hours or</td>
<td></td>
</tr>
<tr>
<td>during night or work where the child is unreasonably confined to the premises of</td>
<td></td>
</tr>
<tr>
<td>the employer; or</td>
<td></td>
</tr>
<tr>
<td>e) work which, by its nature or the circumstances in which it is carried out,</td>
<td></td>
</tr>
<tr>
<td>is likely to harm the health, safety or morals of a child including:</td>
<td></td>
</tr>
<tr>
<td>i) work which exposes a child to physical, psychological or sexual abuse;</td>
<td></td>
</tr>
<tr>
<td>ii) work underground, under water, at dangerous heights or in confined spaces;</td>
<td></td>
</tr>
<tr>
<td>iii) work with dangerous machinery, equipment or tools, or which involves the</td>
<td></td>
</tr>
<tr>
<td>manual handling or transport of heavy loads; or</td>
<td></td>
</tr>
<tr>
<td>iv) work in an unhealthy environment that may expose the child to hazardous</td>
<td></td>
</tr>
<tr>
<td>substances, agents or processes, or to temperatures, noise levels, or vibrations</td>
<td></td>
</tr>
<tr>
<td>damaging to his or her health.</td>
<td></td>
</tr>
</tbody>
</table>
03: IS THIS A CHILD PROTECTION CONCERN?

For participants from communities
1. A 15-year-old posts videos of a date with a boy she really likes.

2. A father comes home drunk every day and uses abusive language towards his wife. There are two young children in the house.

3. A 17-year-old steals to fund his drug habit.

4. A 12-year-old lives in the city with her relatives where she goes to school. She also has to do a lot of the house-hold work to help the family she lives with.

5. Pema got to know of an opportunity to study abroad. She fulfilled all the criteria. Yet, the head teacher selected another girl to go. Pema was very disappointed.

6. 10-year-olds play online games on mobile phones.

For participants in Nunneries and Monasteries
1. Dorji is a ten-year-old monk. His teacher scolded him in front of the whole class.

2. A child monk did not finish his studies as was instructed. He was made to do 2 hours of prostrations.

3. A nunnery in a remote area is not able to provide nutritious food to the inhabitants. A 15-year-old nun got very weak and had to be hospitalised.

4. Two monks got into a fight. One hit the other who retaliated by throwing a stone. The teacher beat up one of them.

5. 17-year-old Tashi gets bullied by the boys in the community every time he steps out. They taunt him and call him useless and stupid.

6. Karma is very shy. She finds it very hard to express herself to her peers individually or in a group.

04: BARRIERS TO REPORTING CHILD PROTECTION CONCERNS

The protective environment framework (UNICEF)

**Governmental commitment to fulfilling protection rights**: includes social welfare policies, adequate budgets, public acknowledgement and ratification of international instruments.
Legislation and enforcement: includes an adequate legislative framework, its consistent implementation, accountability and a lack of impunity.

Attitudes, traditions, customs, behaviour and practices: includes social norms and traditions that condemn injurious practices and support those that are protective.

Open discussion, including the engagement of media and civil society: acknowledges silence as a major impediment to securing government commitment, supporting positive practices and ensuring the involvement of children and families.

Children’s life skills, knowledge and participation: includes children, both girls and boys, as actors in their own protection through use of knowledge of their protection rights and ways of avoiding and responding to risks.

Capacity of those in contact with the child: includes the knowledge, motivation and support needed by families and by community members, teachers, health and social workers and police, in order to protect children.

Basic and Targeted Services: includes the basic social services, health and education to which children have the right, without discrimination, and also specific services that help to prevent violence and exploitation, and provide care, support and reintegration assistance in situations of violence, abuse and separation.

Monitoring and oversight: includes effective systems of monitoring such as data collection, and oversight of trends and responses.
Children's Participation
SESSION 01:
Understanding children’s right to participation - 40 minutes

For participants to understand that participation is a right held dear by every child/young person and to draw on personal childhood experiences to understand the right to participation.

Children rank not being able to voice their opinion, or not have their views considered in matters that affect their lives as a significantly important issue that affects their childhood. Participation is as significant as any other right. Participation enables fulfilled childhood, develops self-concept, enables considered decision making, permits children help themselves, and make significant contributions to their communities.

To prepare for this session the facilitator must read the note attached on children’s participation attached.

Ask participants to illustrate/draw as per the guidance outlined in discussion framework below. This activity can be done individually or in small groups depending on the size of the group. Permit 15 minutes for this activity.

<table>
<thead>
<tr>
<th>No.</th>
<th>The best part of being a child/young person</th>
<th>The hardest part of being a child/young person</th>
<th>A big responsibility undertaken /leadership role played in childhood which made you feel proud</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>Describe what you have drawn and how it makes you feel:</td>
<td>Describe what you have drawn and how it makes you feel:</td>
<td>Describe what you have drawn and how it makes you feel:</td>
</tr>
<tr>
<td>c.</td>
<td>Key feelings to be drawn out by the facilitator into the discussion (for facilitator only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Treated special, happy, free, someone to take care, can get up to mischief and make mistakes etc.</td>
<td>Do not get considered seriously, not one listens, no one asked me, no ability to take decisions</td>
<td>Confidence, felt important, felt ownership, did a good job, made decisions, felt considered, held authority, self-determination, was role model.</td>
</tr>
</tbody>
</table>
Ask each group/individual to share what they have listed out. Draw attention to points mentioned in row (d) in the table above. Ask questions, provide hints and help to lead them to arrive at these points. Bring out in discussion how participation is beneficial to children/young people. Refer the note attached for guidance. Allocate 20 minutes for this discussion.

Reiterate that to express your views, to be considered and important part of a family, community, society, and government is a right. Allocate 5 minutes for this discussion. Allow for questions. Don’t feel compelled to give answers that you may not have.

Ask the group how they feel about what they have learned/shared in this session. Discuss their feedback.
SESSION 02:

Benefits and challenges-arguing in favor of children’s participation - 40 minutes

AIM

For participants develop the ability to anticipate and respond to those who challenge children’s participation as a concept.

KEY MESSAGES

1. The benefits of children’s participation outweigh the challenges to enabling it.
2. Anticipating, and preparing and practicing counter arguments, make for better advocates of children’s participation.

METHODOLOGY

Divide the group into two.

Let one group represent adults: parents, service providers and duty bearers. Let each person be assigned a specific role. The adults are against children’s participation. This group needs to list out on pieces of paper, why children’s participation is not advisable. 10 reasons.

The other group represents children and youth who are in favour of children’s participation. This group too needs to list out why they are in favour of children’s participation on pieces of paper. 10 reasons.

Allocate 10 minutes for this exercise.

Ask the group of adults to stick their first reason why children should not participate on the wall and read it out aloud. Let the group in favour of it provide a counter reason if they have one. If not, open it to the floor to think of reasons. If they cannot come up with any give them hints. Repeat until the list is exhausted. Give the groups an opportunity to add more. Allocate 20 minutes for this exercise.

Sum up by reiterating the key messages to the group.
SESSION 03:
Deepening understanding of participation rights and responsibilities - 1 hour and 45 minutes

For participants to discover the multiple avenues for children’s participation in various aspects of their lives, and that children/youth people and adults in the various roles they play (family, service provider, duty bearer) are partners in enabling children to participate effectively.

1. To understand what the right to participate means with respect to a child’s routine course of life.

2. To understand that effective participation requires children to make effort, take responsibility for themselves and others, and for adults at home, in the community, in institutions and in government, to make special efforts and take responsibility to enable participation.

3. Concepts and ideas for participation need to be adapted and take growth in participants’ own context.

For this exercise, break up participants into pairs, or smaller groups depending on the size of the group and the comfort of both the participants and facilitator.

Walk the participants through a quick explanation of the articles in the UNCRC which promote children’s participation, just to make clarifications, and ensure that the group understands. Allocate 15 minutes for steps 1-3.

Give the groups/pairs 30 minutes to fill out the framework below at the end of this section.

Have a sharing discussion. Invite each group to give feedback. Allocate 2 minutes for each. If the group was working in pairs, then randomly ask for 3-4 pairs to volunteer to share. Take 15 minutes for this sharing and discussion.

Now ask the groups/pairs to revisit their charts and circle what they think should be priority as rights and as responsibilities. Give them chart cards to work on.
Ask each participant to turn it into a book mark, write and decorate it. They can either keep it, or discuss first and then gift it to a friend. Allocate 15 minutes for this exercise.

Show 1 or 2 of the following short films if possible for participants to be able to visualize how children's participation takes place. Allocate 15 minutes to show 3 short films.

https://www.youtube.com/watch?v=s8-2-MIXbjE

Give participants 2 minutes to start imagining how children’s participation can take place in their settings.

Do a round of sharing. Ask them to keep it in their minds and start thinking and discussing ideas with their peers. Allocate 10 minutes for this discussion.

<table>
<thead>
<tr>
<th>Participation Right</th>
<th>WHAT IT MEANS FOR ME/A YOUNG PERSON (Expectations and Responsibility)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 5 Parental direction and guidance in accordance with respect for children’s evolving capacities- Governments should respect the right and responsibility of parents to direct and guide their children so that as they grow they learn to exercise their rights and responsibilities appropriately.</td>
<td>Parents/teachers will take me seriously, know that there are somethings I can decide for myself. My parents and siblings take me seriously. Explain things to me. Listen to what I have to say, understand that as I am capable of making some decisions and know what it good for me. Hear what I have to say about how I feel about things happening in the community, facilities and places in the community. Ensure that facilities and things are designed in a manner that I can utilize them, that I can have a voice to say what I feel. I in turn will not misuse, and will ensure that I stand up for other children.</td>
</tr>
<tr>
<td>Art.12 Children have the right to be listened to when adults are making decisions that affect them, and to have their opinions taken into account.</td>
<td></td>
</tr>
<tr>
<td>Participation Right</td>
<td>WHAT IT MEANS FOR ME/A YOUNG PERSON</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Art 13. The right to freedom of expression-children have a right to receive and share information so long as the information is not damaging to them or to others.</td>
<td>Expectations and Responsibility</td>
</tr>
<tr>
<td>Art 14. The right to freedom of conscience, thought and religion-children have the right to have their own thoughts, practice their own religions such that they are not stopping anyone else from enjoying their rights, and their parents should guide them in this matter.</td>
<td></td>
</tr>
<tr>
<td>Art 15. The right to freedom of Association-children have a right to join groups, meet groups, so long as it does not stop anyone else from enjoying their rights.</td>
<td></td>
</tr>
<tr>
<td>Art 17. The right to information-Children have the right to reliable, factual information also from the media, TV, Papers, in a manner that they can comprehend, which is not damaging to them.</td>
<td></td>
</tr>
</tbody>
</table>
Reference notes: Children’s participation

01: UNDERSTANDING CHILDREN’S RIGHT TO PARTICIPATION

Participation as a right

Participation can be defined as “an ongoing process of children’s expression and active involvement in decision making at different levels in matters that concern them. It requires information sharing and dialogue between children and adults based on mutual respect, and requires that full consideration of their views is given, taking into account the child’s age and maturity”.

Participation rights refer to a set of interlocking provisions of the UN CRC that require children’s active engagement and participation at every level of society on matters that concern them. Together, these provisions reflect the international consensus that children have civil and political rights that governments have an obligation to respect, protect and fulfil.

Relevant articles of the UN CRC

<table>
<thead>
<tr>
<th>Art. 5 – Parental direction and guidance in accordance with respect for children’s evolving capacity</th>
<th>Art. 9 – Non-separation of children from families without the right to make their views known</th>
<th>Art. 12 – The right to be listened to and taken seriously</th>
<th>Art. 13 – The right to freedom of expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art. 14 – The right to freedom of conscience, thought and religion</td>
<td>Art. 15 – The right to freedom of association</td>
<td>Art. 16 – The right to privacy</td>
<td>Art. 17 – The right to information</td>
</tr>
<tr>
<td>Art. 29 – The right to education that promotes respect for human rights and democracy</td>
<td>Art. 42 – The right for children to know their rights</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

02: BENEFITS AND CHALLENGES-ARGUING IN FAVOR OF CHILDREN’S PARTICIPATION

Participation as a path to other rights

Child participation is not only a right in itself; it is also a prerequisite for the exercise of all other rights within families, schools and the larger community context. For example: Child-responsive budgeting: Children need to be consulted on the choice of competing priorities for the use of resources and for the design of plans and policies affecting them. They can effectively advocate for budget allocations and monitor the implementation of social schemes crafted for their welfare. In this way, they can contribute to the political, social and economic progress of their countries and support the process of strengthening democratic governance.
Health: Children are entitled to have access to basic information about health and nutrition and to be supported in the use of this knowledge.

Education: Children should have the opportunity to develop their talents and abilities to fulfil their potential, to gain confidence and self-esteem, to use their initiative and creativity, to gain life skills and take informed decisions and to understand and experience pluralism, tolerance and democratic coexistence. They also have the right to influence and have a say in the design of school curricula, learning methods and school governance structures.

Participation as a contributor to child-development, programmatic and societal outcomes

Participation contributes to personal development: Empowered children can become active and effective advocates for the realization of their own rights. Children acquire skills, knowledge, competencies and confidence through participation.

Participation leads to better decision-making and outcomes: Adults do not always have sufficient insight into children’s lives to be able to make informed and effective decisions when designing legislation, policies and programmes for children. Children have a unique body of knowledge about their lives, needs and concerns, together with ideas and views that derive from their direct experience. Decisions that are fully informed by children’s own perspectives will be more relevant, more effective and more sustainable.

Participation serves to protect children: Children who are silenced and passive can be abused by adults with relative impunity. Providing them with information, encouraging them to articulate their concerns and introducing safe and accessible mechanisms for challenging violence and abuse are key strategies for providing effective protection. Opportunities to participate have been found to be of particular importance in situations of conflict and emergencies.

Participation contributes to civil society development, acceptance and respect for others: Participation promotes civic engagement and active citizenship. Through experience of direct participation in matters of concern to them, children acquire the capacity to contribute to the creation of peaceful and democratic societies that are respectful of human rights.

Participation strengthens accountability: Participation is central to a process of building accountability and promoting good governance. It is a means through which governments and other duty bearers can be held to account. Investment in building children’s capacities for and commitment to active participation will contribute towards the creation of more transparent and open government.
Challenges to realizing participation rights
Despite widespread recognition that child participation is a fundamental human right, there still remain some powerful challenges to its universal acceptance. These include the following views:

Children lack the competence or experience to participate. Yet even very small children can tell you what they like or dislike about school and why, can produce ideas for making a lesson more interesting and can offer help to other children. Provided they are given appropriate support and adequate information and are allowed to express themselves in ways that are meaningful to them – through pictures, poems, drama and photographs as well as more conventional discussions, interviews and group work – all children can participate in issues that are important to them.

Children must learn to take responsibility before they can be granted rights. But newborn babies have rights and they cannot be expected to carry responsibilities. And one of the more effective ways of encouraging children to accept responsibility is to first respect their rights.

Giving children the right to be heard will take away their childhood. Article 12 does not impose an obligation on children to participate. Rather, it provides a right for children to do so. Children’s right to be heard, in fact, is critical to improving the nature and quality of the childhood they experience. It will lead to lack of respect for parents. On the contrary, listening to children is not about teaching them to ignore their parents but about respecting them and helping them learn to value the importance of respecting others. It can be difficult for some parents to respect children’s right to participate when they feel that they themselves have never been respected as possessors of rights. Nevertheless, this does not imply the need to hold back from encouraging children to participate but, rather, the need to be sensitive in doing so.

Children cannot have the right to be heard until this right is respected for adults. But if societies are to build more opportunities for their citizens to be heard, it is important that this process begins with children. Encouraging children from the earliest ages to engage in critical enquiry, challenge abuses of rights and acquire the confidence and capacity to express their views will contribute to wider societal change.

Children’s rights are a Western concept being imposed on other countries. It has been argued that the very concept of child participation, which promotes the visibility and individual rights of a child, is a western-imposed principle that conflicts with the cultural commitment to the primacy of the family in many other cultures. In fact, history and mythology of the non-Western world has many examples of children and young adults who have had a ‘defining’ role in their own lives and in the lives of their communities long before the UNCRC came into being in the modern world. The continued viability and strength of the family is actually central to the realization of children’s rights.
Violence Against Children
SESSION 01:

Understanding, deconstruction and analysis of the definition of violence against children - 2 hours and 30 minutes

AIM

For participants to be able to understand violence against children by adapting international definitions to the context of their country/region/community

KEY MESSAGES

Violence against children is serious, widespread, cuts across all types of children with some being more vulnerable than others. There are different types of violence against children, some more visible than others, and some hidden. Different approaches are necessary for dealing with violence against children and duty bearers, communities and young people themselves have a key role to play in responding and preventing violence against children.

Option 1: 1 hour; Option 2: 1.5 hour
Option 1 is appropriate for a smaller group of up to 20 persons. This is a group discussion that can be conducted as a single group if there are up to 15-20 participants with discussions facilitated by the facilitator.

Option 2 for a larger group of more than 20 persons.
If there are more than 20 participants it is encouraged that participants follow the discussion guidelines in smaller groups seated around small round tables, or in circles on the floor. The small group discussion should be followed by a facilitated sharing with the whole group together.

ACTIVITY

Session facilitator read the following in preparation:

a. Pages 11-12 of Bhutan’s study of violence against children consolidated report of 3 phases of study to prepare him/herself for this session.

b. Where violence takes place: https://www.unicef.org/violencestudy/reports.html

c. Causes and consequences: https://www.unicef.org/violencestudy/reports.html
Stick chart papers for the facilitator to write on in a part of the room where everyone can see.

Reproduce the discussion guidelines on the charts paper.

Hand out a set of the discussion guidelines (framework 1 and 2) to each person.

Ask participants to read the definition in their groups, individually and together at least twice.

Ask participants to circle all key/important words from the definitions.

Request participants to place each key word in the Column A of Discussion Framework No.1 discuss and fill out the remaining columns for each key word. Tell them not to be concerned about repetition and overlaps as they are filling out the framework.

If this session is being conducted with people who cannot read or with young children, let them illustrate their responses on a chart and describe it. It is preferable however, that the group attempts to fill out the frameworks and has a more structured conversation.

Request participants to circle words in Column A, B, C which significant for their community/region/country.

Give the group 30 minutes to undertake their discussion on Frameworks 1 and 2 together.

Let one person represent each group and present their discussion on 2-3 key words. Let one group make the presentation on Discussion Framework No.2. Give each group a chance to add/discuss/challenge any aspect of a particular group’s presentation.

Facilitator provides clarifications where necessary and encourages group to seek and provide clarifications themselves.

At the end of the presentations facilitator to return to the definition:
   a. Ask participants how they feel about it.
   b. Ask them to add to it if necessary for their context.
   c. Ask them if they would like to challenge or add to any aspect of the definition
   d. Facilitator sums up key points of discussion
DISCUSSION GUIDELINE:

Definition of Violence Against Children:

Article 19 of the Convention on the Rights of the Child defines violence as: “all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse”.

The World Health Organization in its 2002 *World Report on Violence and Health*, defined violence against children as “the intentional use of physical force or power, threatened or actual, against a child, by an individual or group, that either results in or has a high likelihood of resulting in actual or potential harm to the child’s health survival or dignity”.

Discussion framework 1

<table>
<thead>
<tr>
<th>Key words from definition (A)</th>
<th>Words/actions that describe the key words (B)</th>
<th>Where do these take place (C)</th>
<th>Who inflicts violence on children (D)</th>
<th>Causes (E)</th>
<th>Consequences /Impact (F)</th>
</tr>
</thead>
</table>

Discussion framework 2

<table>
<thead>
<tr>
<th>Are all children at risk of violence?</th>
<th>Yes/No</th>
<th>Reasons:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the risk higher for some children?</td>
<td>Yes/No</td>
<td>Reasons:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If yes list out who these children are?</td>
</tr>
</tbody>
</table>
SESSION 02: Taking a position on violence against children - 1 hour

AIM

For participants to understand that it is necessary and important to stand up for violence against children.

KEY MESSAGES

It is important to take a stand against violence. At the same time, a lot of violence against children has its roots in oppressive social behaviour, norms and culture, which will attract resistance, and require time and dialogue to address. To work on violence against children is a commitment which needs to be made by individual, communities after considering challenges, risks, opportunities.

METHODOLOGY

This session has to follow after the session defining violence against children above.

Divide the group into groups of 5-7 persons per group and give each group a set of statements with the guidance for discussion.

Distribute discussion framework 1 below to each group.

Give the groups 15 minutes to discuss all the statements and document their response in the framework provided.

Each group nominates one member to give feedback. Have a sharing session where each group presents its discussion, and all other groups are given an opportunity to add/challenge/debate. 15 minutes.

The facilitator should provide clarifications wherever necessary and possible. Do not attempt to resolve disagreements.

Visit the statements again and do a round of checking on how the group feels about them. Record any changes.

Distribute discussion framework No. 2 and repeat steps 4-7.
Discussion Framework 1:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree/Disagree/</th>
<th>Reasons/</th>
</tr>
</thead>
<tbody>
<tr>
<td>No violence against children is justifiable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All violence against children is preventable. There should be no more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>excuses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Countries must act now with urgency to fulfil their human rights obligations and other commitments to ensure protection from all forms of violence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>While legal obligations lie with States, all sectors of society, all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>individuals, share the responsibility of condemning and preventing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>violence against children and responding to child victims</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None of us can look children in the eye if we continue to approve or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>condone any form of violence against them</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Discussion Framework 2 for discussion:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Discussion/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do think are the strengths/opportunity in your community/region/country that will help you fight against violence against children?</td>
<td></td>
</tr>
<tr>
<td>What are the challenges you would experience?</td>
<td></td>
</tr>
<tr>
<td>What could be risks to you /family/ community / country would have to take to stand up against violence against children?</td>
<td></td>
</tr>
<tr>
<td>Is an environment free from violence against children worth the challenges and risks?</td>
<td></td>
</tr>
</tbody>
</table>
SESSION 03:

Case study analysis and mapping a case of violence against children in the community - 1 hour and 30 minutes

For participants to begin exploration on how to make realistic, planned, strategic, systematic interventions on violence against children in their communities based on resources available in their communities.

Interventions on violence against children should be planned realistically based on resources available in the environment, risk and challenges and opportunities must be anticipated and mitigated, widen the net to bring as many community stakeholders as possible into the conversation, plan interventions in a manner that they impact the system.

Refer to note on how to conduct case interventions in the methodologies chapter below.

Ask participants to recall and refer to session on the law for children in Bhutan.

Divide the larger group into groups of 4-5 persons.

Ask each group to write up one case study of violence that is likely to be found in their community. (15 minutes)

The facilitator should ensure that the range of types of violence against children are captured in the case studies.

Once the case studies are written up in brief, hand each group a chart paper and ask them to undertake the following exercise to bring the story alive in their community (30 minutes):

- Draw their community starting with the most central point in the community, highlighting all places, utilities, amenities, services, places of workshop, recreational spaces, shopping areas, water bodies, mountains, etc.
- Map out and locate all key persons of influence in the community including duty bearers, leaders of all types.
c. Draw out the life of this child in the community depicting her experiences in each space her/his life takes her to in the community. Ensure that the drawing also depicts her feelings in every space, and there is a blurb in which the group explains her feelings and says why.

Now discuss and note down what can be done in this case using resources and persons which exist in the environment. (15 minutes)

Make a short presentation on UNICEF’s 6 strategies for prevention of violence against children. Encourage an open discussion. (10 minutes)

Let each group revisit their cases and review their intervention steps and make additions or subtractions. (10 minutes)

Ask them to prioritize their intervention steps and make set a timeline to it. (10 minutes)

Let 1 or 2 groups make a presentation of their case and take questions from the group (10 minutes)

Discuss various possibilities and actions that can be undertaken with resources present in the environment.
SESSION 04:
Examining and analyzing Bhutan’s study on violence against children - 1 hour

For participants to apprise themselves, reflect and discuss the findings of Bhutan’s study on violence against children.

1. Children/young people can identify causes of violence, imagining and identifying solutions to preventing and responding to violence.

2. Children are in a good position to comprehend violence against children.

To prepare for this, read the consolidated report of Bhutan’s study on violence against children.

Introduce the study on violence against children in Bhutan as per script in the note attached.

Divide the participants into 2 groups if there are more than 7 people.

Hand out cards with key findings of the study printed/drawn on them. Allocate 10 minutes for steps 1-4.

Ask the participants to read the findings and discuss their reactions in their groups for 10 minutes.

Give each group a problem tree framework let them have a more structured discussion using the problem tree framework. Allocate 20 minutes for this discussion.

a. To create a problem tree, take a sheet of chart paper draw a tree with prominent branches, trunk and roots. The violence categories (physical, emotional, and sexual) should be written on the trunk. The group must then discuss and document in this order, causes on the roots, and solutions in the branches.

Let one group present their problem tree analysis and the other groups add their inputs that are missing. Allocate 10 minutes

Conclude the session with articulation of the key messages.
The Report of the United Nations Secretary-General’s Study on Violence against Children notes: “The core message of the Study is that no violence against children is justifiable; all violence against children is preventable. There should be no more excuses. Member States must act now with urgency to fulfil their human rights obligations and other commitments to ensure protection from all forms of violence. While legal obligations lie with States, all sectors of society, all individuals, share the responsibility of condemning and preventing violence against children and responding to child victims. None of us can look children in the eye if we continue to approve or condone any form of violence against them.”


**Definition of violence against children:** The definition of violence against children used in the UN Study draws on article 19 of the Convention on the Rights of the Child and includes “all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse”. The UN Study was also influenced by the definition used by the World Health Organization in its 2002 *World Report on Violence and Health*, which defined violence against children as “the intentional use of physical force or power, threatened or actual, against a child, by an individual or group, that either results in or has a high likelihood of resulting in actual or potential harm to the child’s health survival or dignity”.

**Six strategies to prevent and respond to violence against children**

**Supporting parents, caregivers and families:** Educating families, caregivers and parents on their child’s early development increases the likelihood that they will use positive disciplining methods. This reduces the risk of violence within the home.

**Helping children and adolescents manage risks and challenges:** Giving children and adolescents the skills to cope and manage risks and challenges without the use of violence and to seek appropriate support when violence does occur is crucial for reducing violence in schools and communities.

**Changing attitudes and social norms that encourage violence and discrimination:** Changing the attitudes and social norms that hide violence in plain sight is the surest way to prevent violence from occurring in the first place.

**Promoting and providing support services for children:** Encouraging children to seek quality professional support and report incidents of violence helps them to better cope with and resolve experiences of violence.
Implementing laws and policies that protect children: implementing and enforcing laws and policies that protect children sends a strong message to society that violence is unacceptable and will be punished.

Carrying out data collection and research: Knowing about violence – where it occurs, in what forms, and which age groups and communities of children are most affected – is essential to planning and designing intervention strategies, and setting numerical and time-bound targets to monitor progress and end violence.

04: EXAMINING AND ANALYZING BHUTAN’S STUDY ON VIOLENCE AGAINST CHILDREN

**Emotional violence**

47% or almost 5 out of 10 children covered by the survey experienced emotional violence

- Humiliation and shaming: 23%
- Intimidation and threat: 21%
- Lack of love: girls 35% and boys 18%

Who does this to children?
- Peers, Parents and care-givers,
- Adults in institutions.

**Sexual violence**

12% or 1 out of 10 children covered by the survey experienced sexual violence

- What kind of violence? Touching, forced sexual intercourse
- Where? Home, School, on route to school, public
- Who does this? Peers reported most

**Physical violence**

64% or 6 out of 10 children covered by the survey experienced physical violence

- Made to stand for long hours, forced to do heavy work, carry stones: 50%
- Hit with object: 44%
- Slapped, kicked, punched: 23%
- Stabbed: 3%

Where?
- At home: 43%
- In school: 67%

Who does this to children?
- Peers: 23%
- Parents and care-givers: 23%
- Adults in institutions: 50%
Preventing Violence Against Children - Preparing Young People
SESSION 01:
Understanding that children are well placed to be partners and leaders in work on prevention of violence against children - 40 minutes

To demonstrate that the children/young people just by being themselves, play multiple roles in society and their life experiences, uniquely equip with skills and competencies to be key partners in efforts to end violence against children.

Children/young people play multiple roles in their communities, in which they make belong, learn, develop, and make significant contributions to society. They are uniquely placed to speak out for themselves, to support others like themselves, become individual and collective spokespersons, and advocates for action and prevention of violence against children.

If it is a group of up to 20 participants, one group discussion can be facilitator. If there are more than 20 participants, then divide them into two groups which work under the facilitator’s supervision.

Populate the discussion framework below by asking the groups/participants the following questions:

a. Identify different spaces in communities that they transact in (indicative list: home, school, bus stand, street, pond, health centre, playground, temple, club)

b. Identify the different roles they play in these spaces (indicative list: child-son/daughter/grand-child/niece/nephew, sibling, student, helper, devotee, player, patient, traveller, swimmer, worker)

c. Identify what they do as part of each role (eg. Student-learn, help others, ask questions, write exams, mischief, etc. Sibling- baby-sit, help, bully, beat, teach)

d. Allocate 30 minutes for this discussion.
<table>
<thead>
<tr>
<th>Spaces</th>
<th>Roles</th>
<th>Things children do</th>
<th>Wisdom from life experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>Sibling, child etc.</td>
<td>Help, cook, baby-sit, mischief, bully, hit, learn, question, play, swim (Keep adding to this list based on children’s feedback)</td>
<td>Receive information, can influence peers, understand and have knowledge of dangers, threats, fears, know how they would like to be treated (keep adding to this list based on children’s feedback)</td>
</tr>
<tr>
<td>School</td>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playground etc.</td>
<td>Friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add more..</td>
<td>Add more..</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add more..</td>
<td>Add more..</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclude by giving examples of how children/young people have stood up against violence against children. Circulate a handout with cases documented if possible or relate a story or two. Ask the group to recall cases from their own communities/experiences. Allocate about 30 minutes for the discussion.
SESSION 02:

Exploring and finding out what children/young people can contribute to prevent violence against children - 1 hour

**AIM**

For children/young persons to explore their potential to undertake interventions to respond and prevent violence against children.

**KEY MESSAGES**

Young people can be key partners in preventing and responding to violence against children. There is a broad range of interventions that young persons can lead or participate in which include complaints, supporting each other, awareness, collecting evidence etc.

**METHODOLOGY**

- Divide the group either into pairs, or into smaller groups of 3-4 persons.
- Distribute the cases to each group.
- The group must discuss each case, and for each, outline a set of actions which need to take place going micro-macro (starting with the child, family, community, school, neighbourhood, service providers, government, religious, political leaders, media, courts, etc.). Allocate 30 minutes for this exercise.
  - Refer and circulate the diagram of the ecosystem in the ecological systems theory in the child rights chapter. If it is not possible to circulate copies, draw it on a chart for the group to see and copy on A4 size sheets.
  - Framework for discussing cases
### Case Actions

<table>
<thead>
<tr>
<th>Case</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>My classmate has 2 bad cigarette burns on his leg</td>
<td></td>
</tr>
<tr>
<td>I find that every-day when I am walking home the same group of boys look at me oddly</td>
<td></td>
</tr>
<tr>
<td>There is a young Indian child employed in a house in our village</td>
<td></td>
</tr>
<tr>
<td>A girl lives in a remote part of the village where she has to walk a lonely path. She misses school many times</td>
<td></td>
</tr>
<tr>
<td>The teachers hits naughty children quite a lot in my school</td>
<td></td>
</tr>
<tr>
<td>My friend is upset because a boy in his class gets bullied and beaten quite a lot by other boys</td>
<td></td>
</tr>
<tr>
<td>There are many people who excessively consume alcohol in our village. Wife and children beating is common under the influence of alcohol.</td>
<td></td>
</tr>
</tbody>
</table>

Now ask participants to circle all the actions that can be led by children/young people.

Allow for each group to present on 2 cases each (even though they must discuss all).

Take the responses. Cluster them under the following heads, on a chart where everyone can view easily as the facilitator records the responses while the presentations are being made.

<table>
<thead>
<tr>
<th>Complain about self/other</th>
<th>Take steps individually/groups to keep self and others safe</th>
<th>Awareness in community/family</th>
<th>Orientation and capacity building</th>
<th>Collecting evidence</th>
<th>Advocacy with media, government, international</th>
<th>Any other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclude by appreciating that the participants were rightly able to identify a number of key areas in which children can lead/become key partners in responding to and preventing violence against children.
SESSION 03:
Design of a personal safety network and plan for children and young people - 2 hours and 40 minutes

To be an active participant or leader or partner in a movement or program or intervention, or action towards responding and preventing violence against children either as an individual or as part of a group, children/young people would require:

- A conceptual understanding of rights, responsibility, child protection, violence against children, abuse and exploitation.
- Knowledge and information on how to connect to the child protection reporting and redressal system.
- A non-formal network of trust and support from among responsible/concerned persons from the community for individuals and groups.
- An individual personal safety plan

For young persons to equip themselves with a personal safety network of trusted and responsible individuals at the community level.

Young people must be supported by an informal network of support and trust, whom they identify and bring on board to support them. Young people must be mindful of their safety needs and work proactively in collaboration with adults in their environment to keep themselves and others safe.

Safety network for individuals/groups

Designing a personal safety network should be carried out through 2 discussions a week or two apart.

a. **PART I** of the session would involve briefing participants about what a safety network is and helping them understand what they need to do to create their safety network. They would need a week or perhaps two to have their discussions at home/in the community.

b. **PART II** would be after they have had the conversations at home and in the community, and they come back to state that their safety network has been formed, or seek clarification or support to form their network.
PART I:

Explain the concept of a safety network and allow for questions and clarifications. Refer note on Personal Safety network at the end of this Section. Follow the points below to brief children/young people. Allow for up to 20 mins for this discussion:

a. A group of persons a youth/child who the young person considers to be responsible and concerned about issues of youth/young people.
   - Discuss with participants what they understand by responsible and what it should mean (supportive, does not engage in any abusive behaviour themselves, would make time to listen, engage, would stand up for a cause/issue)

b. A group of persons who an individual young person/group of young persons can trust, seek advice, and support to discuss matters, seek support while making complaints, provide linkages to the system, brainstorm and plan with.
   - Indicative list: parent, relative, friend, teacher, religious/cultural leader, duty bearer, etc.

c. Persons in the safety network could also include youth/young persons.

d. Persons in the safety network could engage individually, or as a group, or both, depending on the kind of engagement that the young person/s deems as appropriate.

e. Young persons must inform their families or one parent if possible that they are creating an individual safety network.

f. Persons must consent (informally) to being in the personal network of safety.

For Individual safety network let each young person identify persons (3-4) from their surroundings (family/community/school) who fulfil the criteria explained above. For a group safety network the number of individuals can be creased to (7-8). Give children/young people 10 minutes to think and begin to fill out columns A-C in the framework below. Once they are done ask a few of them to share to ensure the group has got it right. Now tell them to take the framework make contact with the persons identified, have conversations with them, document the conversations in D, E, F and bring it back to the next session in a week or 2 at the next session.

<table>
<thead>
<tr>
<th>Name of individual (A)</th>
<th>Who is he/she (B)</th>
<th>Why do I think I want him/her (C)</th>
<th>Contacted (Yes/No) (D)</th>
<th>Agreed/disagreed (E)</th>
<th>Issues/comments (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>List out any problems in obtaining support or any positive comments received that may require further discussion/support with/or would just like to share.</td>
</tr>
</tbody>
</table>
Brief young persons that the conversation would need to include the following explanations. Allow 10 minutes for this discussion:

a. Concepts of violence, abuse, child protection
b. Complaints and redressal mechanisms
c. Role of persons in the support/safety network would be to help and support to act against violence. It may include the following:
   o To be approachable and available for an individual/young person to discuss any issues/problems/discomfort related to yourself or other young people
   o Formulating a plan and discussion of ideas
      • To a particular group/young person safe
      • To keep others safe
      • To address an issue/case of violence
d. Reporting/supporting you report a case/issue to the women and child protection desk/police station/NCWC/NGOs

After briefing them as above, divide young persons into pairs, each taking a turn at playing young person and adult/youth who is being approached. Practice the conversations. Give 15 minutes to this exercise and take feedback from each group over an additional 15 minutes.

a. Insist that young persons should prepare before they have their conversations
b. Discuss ideas for how they can counter/convince a hesitant person

discuss timelines for how long exercise will take the children, and set a date for participants/young persons to come back for PART II.

PART II
In the stipulated time, young people complete the activity and return to the group to share their feedback. Those who have not able to complete the activity share why. The group based on their experiences finds ways/make suggestions to those who were unable to complete the activity.

Assessment of personal safety and making a safety plan

PART III
Think about yourself, reflect and make an assessment of your safety. Use the mapping technique as may be seen below to assess your personal safety. Plot and highlight on your map:

a. The places you go. Is there anything that makes you feel unsafe or safe
   i. The route you walk to school
   ii. The places you go in the community
   iii. The environment at home, in school and in the community
   iv. Public transport, health care centre etc.
   v. Recreational spaces etc.
b. Locate the people in your environment on your map. Colour them as safe (green) or unsafe (red), depending on how you perceive them.
   i. Anyone who makes you or anyone else uncomfortable with their behaviour?
      • Aggressive or violent
      • Bullies, peer pressure
      • Uses inappropriate language
      • Views content inappropriate for young people and exposes you to it
      • Exposes you to substances which are inappropriate for the consumption of children
      • Anything else

Safety Planning:
   a. Identify actions which can keep you safer—getting someone to drop you to school, walking back in groups, talking to your parents/family/teacher/friends and seeking their help.
   b. Thinking about what makes you unsafe and working on giving yourself confidence to say no to anything that will compromise your interests and safety

Personal maps prepared by young persons should not be shared in a group setting and should be kept private. They must be discarded after the session is complete.

If there is anything a young person feels is not right, then the matter should be taken forward:
   a. Discuss it with persons in your network of safety and plan forward from there.
   b. Take parents into confidence in any plans to report or act as far as is possible.
   c. Youth groups working on violence and child protection may take these issues up for discussion and action.
   d. Report it to the child protection system if you do not have a personal/group safety network in place.
SESSION 04:
Learning the importance of planning and executing a plan\textsuperscript{10} - 2 hours

\textbf{AIM}

For participants to understand that key to any successful endeavour (program, case intervention, project, event) is planning, and execution of the plan and for participants to explore and experience how to undertake planning and execution of a project.

\textbf{KEY MESSAGES}

Working on violence against children requires different strategies, techniques, and methods. However, the key to success is working to a realistic, context specific plan. Breaking down goals into smaller achievable targets, being organized, assigning responsibility, consulting those who would benefit from the project, review, and execution according to plan are key to achieving success. There will always be things that go wrong or are unpredictable. However, being prepared for what is predictable, will allow for more bandwidth to deal with what is unforeseen.

\textbf{METHODOLOGY}

Ask the participants to identify a small project that they would like to achieve together as a group.

\begin{itemize}
  \item a. The project should be planned and executed within the duration of the session.
  \item b. Examples: cleaning an area around, planning a small treat for the group, organizing a play/song performance, planning a meeting with the education/health/police official request for some support.
\end{itemize}

Have an open discussion with all participants about how each project idea could be executed.

\begin{itemize}
  \item a. Discuss plan
  \item b. Budget
  \item c. Resource mobilization-financial, in kind
  \item d. People/community mobilization
  \item e. Discuss what could go wrong and plan alternative actions
  \item f. Allocation of responsibilities
\end{itemize}

\textsuperscript{10} Leher-Activities, stage-wise group formation, working with children’s groups
g. Documentation of process, outcome and feedback
h. Understanding different personalities in the group-leaders, workers, creative ideators, dodgers, disrupters etc.

Divide the group into smaller groups of 3-4 people and suggest that every group picks a leader who has to manage and track the whole activity. Allocate 30 minutes for steps 1-3.

Give the group 30 minutes to plan their project. Planning needs to include discussions of everything mentioned in 2a-e above.

Give the group 30 minutes to execute the plan. Ask the group to include a review of the plan at the half way through execution.

Once all groups are done bring them back into discussion and ask each group to share their feedback under the following heads and allocate 15 minutes for this discussion:
   a. Describe your project
   b. Was the project successful
   c. Who did they consult while planning?
   d. What contributed to the success?
   e. What would they have liked to do differently?
   f. Any problems faced? How were they overcome?
   g. What does the group think are the benefits of working to a plan?

Now ask them to document their activity and write a report on it in brief, outlining the following:
   a. Main idea and purpose
   b. Process
   c. Achievements
   d. Opportunities, challenges and learning
   e. Future plans
SESSION 05:
Conducting effective proceedings at meetings - 1 hour

For participants to understand the importance of conducting effective meeting proceedings and documenting them.

Undertaking work on violence against children will involve numerous interactions both formal and informal among young people themselves, with duty bearers, leaders of all types, members of society, among others. Having effective meetings includes setting an agenda for discussion, preparing oneself for discussion items in the agenda, including discussion on action taken on prior decisions in the case of follow-up meetings, documenting decisions taken with responsibilities allocated and timelines clearly spelt out.

Facilitator should open the session with a discussion on why effective proceedings at meetings are important. An indicative script to be followed by the facilitator: Work towards social change, involves efforts towards behaviour and attitude change. Hence interactions with people, groups, leaders, officials, form a critical aspect of work. The more effective the interaction, the better the outcome. Preparing for meetings ensure that lead discussants maximize the time of the meeting in relevant and fruitful discussion. Documenting the meeting effectively, creates evidence of effective discussions, facilitates transparency, states agreements, actions to be taken by whom and outlines timelines, and provides a basis for further effective follow-up discussions. It keeps the conversation growing. Allocate 5 minutes.

Divide the group into 2 smaller groups.

Ask the group of think of/give them meeting situations. Examples: Meeting with school principal because of frequent corporal punishment, Meeting with the police officer to discuss alcoholism in the village, meeting with the village/community head to seek his support for an awareness program on drug abuse in the village. Let each group pick a meeting situation.
Ask them to undertake the following in their group in 5 minutes:

a. Identify specifics that needs to be achieved at the meeting
b. Draft an agenda

Let each group assign roles and enact a role play following the agenda for the meeting. 1 person in each group must be assigned as the lead discussant (person who leads the conversation), and 1 person in each group must be assigned the role of documenter. Give them 10 minutes to plan the role play and 2 minutes to enact it, in parallel if there are multiple groups. Once they have finished, allow 5 minutes extra to each group, for the person documenting to complete their work. Once the person has finished documenting the minutes/key discussions/decisions of the meeting.

Lead a discussion with both/all groups together, asking the following in 15 minutes:

a. Request all to get back in the frame of the character/role they played in the role play to answer the questions.

b. How is everyone feeling about how their meeting went?

c. Did the official being met feel satisfied with the group/person coming to meet him/her? State reasons.

d. Did the lead discussant feel satisfied with the way he/she led the conversation? State reasons.

e. Ask the person/s documenting the meeting to read her/his minutes aloud. Take a round of feedback on whether the groups feel the documentation was adequate. Ask for suggestions, and points that have been possibly left out.

Conclude the discussion with the following indicative script in 2 minutes—conducting effective meetings is a skill which gets better with practice. It however, needs commitment and effort on the part of organizers of meetings, discussants, and documenters, to ensure a good outcome.
SESSION 06:

Code of conduct for young persons when interacting among themselves - 20 minutes

For young persons to discuss and accept a code of conduct for themselves while interacting with each other as a group

Young persons need to conduct themselves in a non-violent manner respectful of themselves and others.

Discuss the code of conduct below and ask young people to add to seek clarifications, explanations and add to it if they feel necessary.

**Code of conduct**

- Respect for all including self
- Share information and learning with other children.
- No violent or abusive behaviour or language
- Allow for all to participate equally and voice themselves
- No teasing, ragging, bullying or humiliation
- Never physically assault or sexually abuse another person
- Never discriminate on the basis of race, culture, age, gender, disability, religion, sexuality, political persuasion or any other basis
- Report all concerns regarding actual or potential child abuse, mistreatment or any other violation according to the complaint/reporting and responding system.
Young people must be partners in initiatives to keep themselves as well as children in their communities safe. While they do have a prominent role, the burden of acting on and preventing violence against them cannot rest on young people alone.

What is a personal/group safety network? A personal/group safety network is a non-formal network of support whom children as individuals or as groups can create around themselves comprising responsible trustworthy adults whom children can reach out to. Non-formal means that this safety network is non-statutory. It does not have a mandate to exist or function under any law or policy currently. It is purely informal and voluntary.

What is the role of a personal/group safety network?
- To advise a group/individual young person on matters related to violence against children a group of young people/ individual young person may want to address
- To support with discuss matters, brainstorm on issues and help with formulation of plans
- To seek support while making complaints or reporting matters to the system
- To provide linkages and connections to the system
- To share personal issues, dilemmas, and seek advice on personal matters

Who can be part of a child’s personal/group safety network? Responsible adults: Responsible adults are those do not engage in any abusive behaviour themselves, would make time to listen, meet young people, engage, and who would stand up for a cause/issue. An indicative listing of who can be part of the personal/group safety network includes parent, relative, friend, teacher, religious/cultural leader, or duty bearer.

How would the personal/group safety network function? Persons in the safety network could engage individually, or as a group, or both. Depending on the kind of engagement that the young person/s deems as appropriate.

How do young persons for a personal/group safety network? Guidance on how to form the personal/group safety network is provided in this manual and would need to be undertaken accordingly. However, children as far as possible must inform their parents when they are forming their informal personal/group safety networks.

What are the benefits and challenges of having a group safety network? Young people will have support from adults in the community to advise them on activities they undertake individually or as a group. Gradually more and more members of the community will become aware and sensitized to issues which relate to violence against children. Challenges and risks include having to give time, sometimes take a stand in the community, getting involved in reporting a case to the child protection system. However, from prior experience in other places, communities in time do make the choice to stand up against violence against children.
Responding and Preventing Violence Against Children:
Methods Young People can use to Lead, Partner, and Contribute to ending Violence Against Children
A. Collecting evidence

Social Mapping
Social mapping is a simple and effective means of taking a rational look at one’s situation, community. In the context of working on violence against children, social mapping can be used to study find/locate vulnerability, presence of resources in terms of people, utilities, amenities, and people’s access to them, dangers and risks to children’s safety. Mapping enables an understanding of the situation in the community, based on which planning and prioritization can take place. How to undertake social mapping has been discussed in the section Understanding Violence against Children, Session 3 Case Study and Mapping of Violence against Children in the Community.

Focus Group Discussion (FGD)
An FGD is a qualitative research method which is used to assess attitudes, knowledge, opinions about a subject. FGDs conducted several times can be analyzed to give patterns, trends, in attitudes, perceptions and ideas. FGD are advantageous because people find it comfortable to discuss and issue in a group. There is no pressure to give personal information, testimonies. In the context of preventing violence against children, in addition to gathering evidence FGD enable the coming together of communities to begin and build discussions on complicated matters in a healthy manner.

Organizing an FGD
Preparation
Participants
Should constitute a representative sample of the community.

Each focus group should not less than 6 participants and not more than 15 participants. The ideal number of participants ranges from 8 to 12.

Should decide whether it is better to have mixed groups or males and females separately.

Discussions are more successful if the respondents are similar/homogenous. Their life experiences and issues would be similar and that would facilitate more effective discussions. Example: Having mothers and grandmothers in the same group could cause disruptions and a lot of incongruence in views and attitudes. Therefore, it is recommended to limit the age group of adults’ FGDs.

Moderators
Arranging participants: requires planning, and a pre-discussion visit to the community to explain objectives to community members, find out what time people would be available to participate, and to block their time.

11 FGD Protocol on child protection and GBV in refugee spaces in Jordan.
Should be adequately knowledgeable about the topic of discussion. This is to be able to steer the discussion. The moderator does not express or impose his/her view in an FGD.

Should not argue a point with a participant, even if they are wrong. Document responses in the form that they come,

Ensures that all participants have an opportunity to place their views and are heard, without pressurizing those who prefer not to talk.

It is preferable to arrange participants in a circle for a friendly and interactive setting.

Should work in teams of two, one steer’s discussion, and one documents responses.

Conducting an FGD
- Welcome participants: Greet and thank them for taking the time out to participate.
- Introduce yourself: Moderator/s introduce themselves by name, organization, group they belong to and what it does.
- Explain purpose: Explain the purpose of the FGD, what is the subject of discussion and why the FGD is being conducted.
- Explain moderator’s role: Clarify that moderator’s role is to ask questions, to ensure an effective discussion, ensure maximum participation, and the note responses.
- Ensure Confidentiality: Ensure participants that their identities will not be revealed.
- Begin with introductions: Conduct a round of introductions. Let every participant introduce themselves, and add a line on why they are happy to be part of this FGD.
- Set rules of conduct for FGD: The moderator should get the group to agree that:
  - One person speaks at a time
  - As far as possible no parallel small group conversations
  - As many as possible must get a chance to speak
  - When there is a difference of opinion all views are considered and documented
  - No one is forced to speak
  - No fights, or inappropriate language
Discussion: Begin the discussion, starting with more general questions and moving into more specific.

Documentation: Preferably document on a large chart in a place where the community can see what is being documented.

Designing Questions for FGD on issues related to violence against children
The challenge is to design questions that communities can understand and respond to effectively. Testing FGD questions in communities before actually conducting the FGD is very helpful and saves a lot of effort. It is often experienced that communities do not know names of issues (i.e. domestic violence, or corporal punishment, sexual abuse etc.) which affect them. Hence, using images along with the questions is very effective in starting conversations.

Framing questions
Start with general questions: Do you know about issue X? Have you heard? Can you tell us about what you know about it? Would Issue X be important to you/your community and why?

Move a little deeper: Can you discuss reasons for why issue X affects children? Can you tell us about cases you have heard of? Do people complain? Why don’t people complain? What kind of response to you receive to complaints?

Concluding questions
What do you think can be done to address issue X? Whose support would be necessary? What do you think you could do to act on issue X?

Documenting FGD
Documenting FGD must take place transparently in communities in a manner that they can view their responses as they are being documented. It helps to build trust.

Documentation should take place on large charts.

Keep separate sheets to document cases, and additional useful information which come up during discussion.

Collation and Analysis of data
Collate responses in Microsoft Excel if possible, it would facilitate easy analysis and spotting of trends.
An indicative table for collation:

| Name of community | Question1 | Question2 | Question3...
|-------------------|-----------|-----------|------------|
| C1                | Response... | Response... | Response...
| C2                |           |           |            |
| C3...             |           |           |            |

Cases

<table>
<thead>
<tr>
<th>Name of community</th>
<th>Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Details</td>
</tr>
<tr>
<td>C2</td>
<td></td>
</tr>
<tr>
<td>C3...</td>
<td></td>
</tr>
</tbody>
</table>

Study of collated data would give trends and patterns on what communities recognize as issues, how significant the issues are, reasons for the patterns of violence, response if they complain, why they do not complain, what communities identify as actions that can be taken to address issues of violence against children.

Images of children: FGD on child protection issues - 1 hours and 30 minutes

To understand the participants' perception, experiences and attitude about issues that affect children in their communities in Bhutan

The facilitator must prepare a list of pictures of children engaged in actions which are violations of child protection. These images may take from the reference image cards provided below or downloaded from the internet as would be more appropriate to the context in Bhutan.

Pass the images one by one around the room and for each image have the participants fill the table in response to the questions below.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Issue 1</th>
<th>Issue 2</th>
<th>Issue 3, 4, 5..etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you describe the picture? What is happening?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does that happen in your communities?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you know of any cases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are your thoughts and feelings about the picture?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you think it needs attention?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you think can be done about it?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISSUE</td>
<td>REFERENCE IMAGE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td><img src="image1" alt="Bullying Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Marriage</td>
<td><img src="image2" alt="Child Marriage Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child in Monastery/Nunnery</td>
<td><img src="image3" alt="Child in Monastery/Nunnery Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corporal Punishment</td>
<td><img src="image4" alt="Corporal Punishment Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Labour</td>
<td><img src="image5" alt="Child Labour Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child in conflict with law</td>
<td><img src="image6" alt="Child in conflict with law Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children working in Drayang/Children watching performances in Drayangs</td>
<td><img src="image7" alt="Children working in Drayang/Children watching performances in Drayangs Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Divorce/Custody/Neglect</td>
<td><img src="image8" alt="Divorce/Custody/Neglect Image" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In-depth Interview

In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation. In-depth interviews are useful when you want detailed information about a person’s thoughts and behaviour or want to explore new issues in depth. Interviews are often used to provide context to other data (such as outcome data), offering a more complete picture of what happened in the program and why. The primary advantage of in-depth interviews is that they provide much more detailed information than what is available through other data collection methods, such as surveys. They also may provide a more relaxed atmosphere in which
to collect information—people may feel more comfortable having a conversation with you about their program as opposed to filling out a survey, especially when discussing a sensitive issue.

Designing questions for In-depth Interviews:

Opening Questions:
- Can you please introduce yourself and tell us a little about what you do?
- What is your role as stakeholder X?
- What services do you provide to children?

Questions should be open-ended rather than closed-ended. Some examples:
- Have you heard about issue X?
- Can you tell me what you know about it?
- We have heard that children in the community face issue X. Do you think so?
- What do you think could be done about it by different stakeholders in the community?
- What do you think could be solutions to issue X?

Use probes as needed with each question. These include:
- Would you give me an example?
- Can you elaborate on that idea?
- Would you explain that further?
- I’m not sure I understand what you’re saying.
- Is there anything else?

Analysis
Analysis in depth interview is similar to analysis guidance mentioned for FGD above.

Surveys
Surveys are effective methods of quantitative research which help finding out incidence and numbers related to violence children experience. They are carried out as individual interviews with participants. And can be collated to give an idea of how many children are affected by different types of violence. To address violence in communities, surveys can be conducted to examine issues like children’s experience of corporal punishment in school, physical abuse at home, numbers of children engaged in work, issues of children with disability etc. Analysis of survey findings show a mirror to communities especially with regards to numbers and is important way of alerting them to serious issues. Surveys are conducted with scientific sampling techniques as part of research projects. However, surveys are also effective when done randomly in communities covering as much of the community as is possible.
Preparation

Respondent
- Must constitute a representative sample of the community which positions are explored
- Proportions of males to female respondents should be pre-determined.
- Age of respondents should also be similar so as to elicit comparable responses.

Interviewer
- The interviewer should set an appointment with the respondent ahead of time also clarifying how much time will be required.
- Should be adequately knowledgeable about the topic of discussion. This is to be able to ask questions and provide explanation/clarification if necessary.
- Practice administering the interview, documentation of response, and finishing in the time stipulated.

Conducting the interview
- Welcome respondent: Greet and thank them for taking the time out to participate in the interview.
- Introduce yourself: Interview introduce him/herself by name, organization, group he/she belong to and what it does.
- Explain purpose: Explain the purpose of the interview, what the subject of discussion is and why the interview is being conducted.
- Explain interviewer’s role: Clarify that the interviewer’s role is to administer the questionnaire, explain a question, and the note responses.
- Ensure Confidentiality: Ensure participants that their identities will not be revealed.
- Introduction of respondent: Let the respondent introduce him/herself, and add a line on why he/she thinks it is important to be part of the interview.
- Outline the norms for the interview for the respondent:
  - The interview will strictly adhere to the questionnaire
  - The interviewer does not answer for the respondent. Document responses in the form that they come.
  - The respondent may seek an explanation to the question
  - Respondent is not forced to answer the questions, but may state reasons why he/she does not want to respond to a question.
- Documentation: Documentation is done in the presence of the respondent for each question and checked by the respondent at the end of the interview. Keep an extra sheet for each interview to documented extra useful anecdotal information, which can be analysed separately, or reflected as notes in the report. Non-response questions need to be carefully responded and not left blank.
Framing questions:
- Ask maximum closed questions to get more accurate responses.
- Profile questions: Start with questions that profile the interviewer which include age, education, gender, and occupation. Profile questions enable more nuanced and specific analysis.

Collation and Analysis of data:
- Collate responses in Microsoft Excel if possible, it would facilitate easy analysis and spotting of trends.
- An indicative table for simple collation:

<table>
<thead>
<tr>
<th>Respondent Name/No</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>a</td>
<td>B</td>
<td>c</td>
</tr>
<tr>
<td>Respondent 1</td>
<td>✓</td>
<td>✓</td>
<td>.</td>
</tr>
<tr>
<td>R2,3,4...</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

More nuanced comparisons of responses can also be made by combining profile information with responses, different responses of different questions to each other.

- Cases

<table>
<thead>
<tr>
<th>Respondent Name/No</th>
<th>Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>Details</td>
</tr>
<tr>
<td>R2</td>
<td></td>
</tr>
<tr>
<td>R3...</td>
<td></td>
</tr>
</tbody>
</table>

- Study of collated data would indicate numbers of how many experience an issue, who were identified as the perpetrators, where issues were experienced, how many complained etc. also further analysis based on age, gender, education, and other such comparisons.

B. Prioritization and planning
When individuals or groups set out to work on violence in a community the issues can be overwhelming. Therefore, prioritization helps groups/individuals obtain a focus and undertake effective planning and further implementation. Planning has been covered extensively in the section on Preventing Violence-Preparing Young People, Session 5 and should be referred to there. It can be applied to any kind of plan that needs to be made and implemented.
Prioritization of issues for a group to work on

Ask the group to list out all the issues related to violence, abuse, and exploitation in their community. Ask the group to write the issues 1 each on small cards.

Create the following matrix on a sheet of chart paper:

<table>
<thead>
<tr>
<th>Level of Seriousness</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Increasing</td>
</tr>
<tr>
<td>Very Serious</td>
<td></td>
</tr>
<tr>
<td>Serious</td>
<td></td>
</tr>
<tr>
<td>Not Serious</td>
<td></td>
</tr>
</tbody>
</table>

Let the group discuss and seek clarification from each other on how they will interpret the matrix.

The issue cards prepared should be discussed and placed one by one within the matrix after discussion, debate and reaching a consensus.

The list should be reviewed once more and the high priority issues should be listed out with stating reasons.

Prioritization of stakeholders for a group to work with

Pick issues accorded highest priority from the exercise above

Identify all stakeholders who would need to be engaged in addressing the issues. List out the stakeholders on small chart cards.

Create the following matrix on a sheet of chart paper:

<table>
<thead>
<tr>
<th>Level of activity</th>
<th>Knowledge of role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
</tr>
</tbody>
</table>

Discuss and arrive at a common understanding of the matrix.

Place the stakeholders in the appropriate cells after discussion.

Review the placement once, and then list out which would be the key stakeholders to work with reasons for the same.

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12 Leher: Sensitization of Village Level Child Protection Committees
Problem Tree Analysis

A problem tree analysis is an effective methodology which can be adapted by groups to better understand their problems, understand how they manifest themselves, and identify solutions to address their problems. It is an effective way for communities/groups to analyze and break down issues of violence against children, identify and prioritize and solutions, which must be built into their planning processes. How to conduct a problem tree analysis has been covered in the section Understanding Violence against Children, Session 4: Examining Findings of Bhutan’s Study on Violence against Children, and maybe referred to there.

C. Case Intervention

Young people can take up cases of child protection violation for intervention in their communities and the intervention steps can be broadly categorized into:

1. Reporting and registering of complaint
2. Immediate assistance
3. Case plan and referral
4. Case follow-up and Closure

Young people supported by adults in their safety networks can play a key role in reporting, provision of immediate assistance and in follow up of cases within the framework of the child protection system. The stakeholders to be invoked in a case are outlined below for every stage of a case.
D. Open house meetings with children/young people

Open House Meetings as the name suggests are open meetings which provide a platform for young people to discuss their issues, they could be issues with a program or service they receive or issues with their lives in general. It is an opportunity for children/young people to listen and hear each other, identify areas for action, invite adults into their conversation, seek their support. Open house works well in any setting—schools, institutions, and in communities.

How to organize an open house meeting

- Decide the intervals and establish a regular pattern that is monthly or quarterly on a fixed day, such that over time it becomes a pattern and young people arrive without reminders.

- The meetings follow a structure that combines fun, and serious discussion. The entire meeting lasts a maximum of 1-2 hours.
  - Games/play/dance 20 mins
  - Discussion 20 mins
  - Waiting for people to arrive and wrap up 20 mins

- A group or individual is responsible for leading, facilitating and documenting the discussions as well as organizing the recreation sessions.
  - Set an agenda for the discussions. Follow guidance on how to conduct effective meeting proceedings in the Section Preventing and Responding to Violence against Children, Session 5: How to conduct effective meeting proceedings.
  - Plan the recreation sessions too
  - Wrap up the meeting with confirming date of next meeting, and allocating responsibilities for organizing the next meeting.

E. Committees in nunneries and monasteries

In nunneries and monasteries there are a number of committees which exist for various purposes related protection, welfare, health, and good governance. The voice of young monks and nuns need to be reflected in these committees, and these committees have the participation of young persons in key roles. To prepare young monks and nuns to participate in these committees, sessions on planning and execution of a plan, and conducting effective meeting proceedings, from the Chapter on Preventing Violence against children—Preparing Young People to Act, should be conducted with young monks and nuns to prepare them to participate effectively in the committees.

F. Outreach and awareness activities

Outreach and awareness activities are wide ranged and are conducted extensively to bring awareness, and orientation on issues of violence against children. They are instrumental in creating and deepening discussion, creating a buzz around issues, across varied sectors, co-opting more allies, and also for appreciating those who made contributions to responding and preventing violence against children.
There are a number of different types of events which can be planned referring to guidance on planning projects in the section on Preventing Violence-Preparing Young People, Session 4 and should be referred to there. Outlined below is a framework of suggested activities. Groups/individuals and undertake analysis by filling out the framework and then decide which events are more appropriate for their programs.

<table>
<thead>
<tr>
<th>Nature of activities</th>
<th>Stakeholders reached (all involved in various roles)</th>
<th>Expected Results</th>
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</thead>
<tbody>
<tr>
<td>Exhibitions</td>
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<td>Painting</td>
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<td>Story/essay writing</td>
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<td>Wall Painting</td>
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<td>Sports events</td>
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<td>National celebrations</td>
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<td>Festivals</td>
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<td>Documentary</td>
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<td>Street Play</td>
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<td>Bulletin Board in school and in community</td>
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<tr>
<td>Awareness Talk on who is a child/domestic violence</td>
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<td>Art Competition</td>
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<td>Drama/Skit Competition during Tsechu</td>
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</tr>
</tbody>
</table>

G. Visits to interact with service providers

Visits paid to service providers for children/young people are very effective and help young people and service providers to understand each other better:

- How service providers function and their limitations
- What their entitlements are from service providers
- What responsibilities they have towards service providers

It helps build confidence of young persons both in themselves and in the protection system

- Gives the confidence to report abuse

It helps establish trust between both young persons and service providers.

It helps orient and sensitize service providers to issues

Service providers which can be visited include:

- Police stations (women and child help desks)
- Health care centres (1 stop crisis centres)
- Schools and colleges
- Non-Government Organizations
Follow guidance on how to conduct effective meeting proceedings in the Section Preventing and Responding to Violence against Children, Session 5: How to conduct effective meeting proceedings.

H. Liaison with duty bearers
Young people can liaison effectively with duty bearers to raise and flag their issues. There are number of ways for young persons to interact with duty bearers:

- Visit them in groups on special days
- Invite them as special guests to awareness and outreach events
- Invite them to address young people in Open House meetings and to discuss issues with children
- Seek official meetings with them to discuss issues.
- Write letters raising issues and seeking response
- Write letters seeking meetings
- Seek permission to provide orientation and sensitization to duty bearers at their own internal meetings and trainings

I. Collaborate With Media
Young persons can engage effectively with the media to bring attention to issues related to violence against children in the following ways:

- Invite them to cover events in the community
- Send stories/case studies to journals/magazines/newspapers
- Use social media platforms to flag issues, highlight problems, work done and achievements.
Preparation to be Facilitators and Agents of Change
Note to Facilitators

A person reading this section of the manual, is likely to be:

- A person entrusted with building capacities of youth/young people/children to work on preventing and responding to violence against children.
- A motivated youth/young person with a plan to lead a group or undertake personal initiative to work on preventing and responding to violence against children.

Whichever role being played, this training package views readers as agents and facilitators of social change and presents some tips and tricks to be an effective facilitator. Building capacities is a process and people grow with experiences, time and when they make personal connections to issues which are both emotional and intellectual. Hence, it is preferable to adopt the approach of viewing oneself as a facilitator and enabler on a long path to change rather than seeing oneself as a trainer who will deliver effective training sessions, after which trainees will be trained, with the journey ending right there.

Believe and practice high standards of child protection: Facilitators are encouraged to be idealistic and practice high standards of child protection. The approach adopted by facilitators should be positive constructive ‘this is possible how do communities find a way to obtain/solve, rather than this will not work because of x,y,z reasons’. Both while in the field, and personally, facilitators shall not cause or engage in any practices which result or could child protection violations. Facilitators must adhere strictly to a child protection code of conduct. An indicative Code of Conduct for facilitators is placed below in this section.

Plan prepare and be organized: The briefs in this document, outline very specific guidance which is easy to follow, for undertaking activities, interventions, or conducting capacity building sessions, however, facilitators must plan and prepare well ahead, test components and adapt them if necessary, do additional reading if necessary. Preparing well also demonstrates integrity of purpose, and helps in the process of building trust with those the facilitator works with. Every situation throws up unpredictable challenges. Being organized and prepared, will help the facilitator be better prepared to tackle challenging situations.

Understand and clarify expectations: Facilitators should explain their role and understand expectations of the persons they are working with. Facilitator must clarify that they are enablers, who will share knowledge and skills, assist and work and learn alongside those who seek change. Change takes its own time and is not instant. Being efficient and working systematically does however help a great deal. Facilitators are not expected to have all the answers. It is alright to seek help, or admit to not having information. It is helpful to be transparent, honest and calm when being challenged.

Understand and explain risk: Working on child protection and addressing violence against children can bring personal risk. It involves taking a stand sometimes against popular cultural beliefs, challenging those in positions of authority, family, and friends. Bring prepared with facts, knowledge of law, and procedure is very helpful and important to counter emotional resistance.

Evidence is very important: Working on violence against children involves challenging widely acceptable social norms and practices, injustice, abuse and exploitation. Work on violence against children is still nascent and evolving. Hence, generating evidence in the form of good practice, challenges faced, violence experienced,
case studies, contributes to learning, helps scale up effective initiatives, and strengthens advocacy efforts.

**Learn from everything:** In most scenarios, given how under resourced child protection is, there is a dearth of quality and quantity capacity building of those working to address violence against children. In such a situation learning vicariously from people, places and things in the environment. Every experience and situation good or bad, provides a learning opportunity.

**Adapt methods to be able to work with least materials and resources:** A lot of work in community and other setting on violence against children is self-driven, community owned, and may never receive a source of steady funds. Hence, work methods need to be adapted to work in places and situations with the least resources as possible and with whatever is available in the environment. Keeping in mind the need to evolve methods which require the least resources.

**Strengthen knowledge and learning by innovating upon given guidance to create more effective methods of learning/working:** Facilitators should endeavour to use given guidance as a place to start and constantly be in search of new methods, developing more effective ways of reaching out, and also document their experiences and share them so that the learning grows.

**Careful balanced facilitation:** Facilitators should be mindful of and develop in self, the skill of balanced facilitation when handholding persons/young people/communities through a process of change. To balance between stepping in to lead when necessary, yet to step back and let young person’s/communities decide for themselves. The key is to adjust tempo of facilitation to that of the individual/s/group so that they are prepared to move forward when the time comes.

**Nurture leadership:** Facilitators should always strive to spark and leadership to emerge from within individuals/groups they work with. Being on the lookout for those who appear interested in taking lead roles, assigning them with responsibilities, and mentoring them is an effective way of developing the next generation of leaders and ensures that efforts and work becomes sustainable.

**Start and end discussions on time:** Facilitators should endeavour to adhere to timelines set with regards to discussions. If discussions are not achieving their objectives, it is better to close and revisit, rather than continuing at cross-purposes. Facilitators must accept that sometimes discussions don’t work, or the time is not right. Adhering to timelines helps discussions stay focused on the topic at hand.

**Take notes and review them:** Facilitators are encouraged to make diligent notes of work to be done, discussions, work done, experiences, and to review them periodically. It helps the facilitator stay focused, reflect on experiences, learn from mistakes, brings more efficiency to work.
**Code of Conduct**

**Facilitators should**
- Ensure that a culture of openness exists that enables young people interact and express their issues and concerns.
- Encourage and respect young peoples’ voices and views.
- Be inclusive and involve all young people equally without selection or exclusion on the basis of gender, disability, ethnicity, religion or any other status.
- Be aware of the potential for peer abuse and develop special measures/supervision to protect younger and especially vulnerable children from peer and adult abuse (eg: bullying, discriminating against, victimizing or abusing children).
- Avoid placing oneself in a compromising or vulnerable situation when meeting with children.
- Meet with a young person/s in public, central locations as far as is possible.
- Immediately report the circumstances of any situation that occurs which may be subject to misinterpretation.
- Inform children about steps of interventions being taken with respect to them or in the context of their lives.
- Make oneself aware and educated on the laws, rules and guidelines related to child protection as amended from time to time.
- Keep data about the individual young people confidential
- Ensure the responsible use of information technology and refrain from inappropriate usage, or exposure of young persons to the creation, viewing, downloading or distribution of any inappropriate or offensive material, including, but not restricted to, abusive images of children, pornography or child pornography.
- Report all concerns regarding actual or potential child abuse, mistreatment or any other violation according to the reporting and responding system.
- Ensure escorts of the same sex when escorting young persons and ensure that appropriate informed consent is taken from the young person and his/her guardian.

**Facilitators should not**
- Kiss, hug, fondle, rub or touch a young person in an inappropriate or culturally insensitive way.
- Sleep alone with any young person.
- Use corporal punishment or tolerate corporal punishment.
- Act in any manner that puts young people at risk.
- Use language that will mentally or emotionally abuse a young person
- Never threaten a young person
- Never use abusive language
- Never tease/ mock a child or call out nicknames.
- Act in any way that intends to embarrass, shame, humiliate or degrade a young person.
• Show discrimination of race, culture, age, gender, disability, religion, sexuality, political persuasion or any other status.
• Develop a sexual relation with a child.
• Give cash or any kind of gifts directly to young people.
• Do things of a personal nature that a young person/child could do for him/herself, including dressing, bathing and grooming.
• Initiate physical contact unless initiated by the young person (eg: holding hands).
• Suggest inappropriate behaviour or relations of any kind.
• Allow young persons to engage in sexually provocative games with each other.
• Look away when they see inappropriate actions inflicted by young persons on other young persons because it is frequent and commonplace.
• Take children/young persons to their residence for the night.
• Engage children in personal work or employ children at work or at home.
• Use his/her position for his/her own benefit or for the benefit of family or friends.
• Work under the influence of intoxicating substances such as alcohol or any other substances that significantly impair ability to do the job assigned
• Take any photograph that would or could potentially violate the child’s dignity, or privacy in any way
For agents of change to identify key behaviours/skills to be mindful of, and which will help facilitate dialogue, process, and interventions on violence against children at the community level.

Key skills/behaviours change agents in communities need to inculcate in themselves over time: listening to communities and all stakeholders involved, reflecting back to stakeholders what they are saying, encouraging them to take their own decisions, learning when it is appropriate to step in or back out, letting communities stay at the forefront, involving young people in decision making, bring clear and transparent in communication, taking a position, repetition of conversation with communities, provide clarifications, setting realistic expectations, it is not incumbent on change agents to have all the answers but to find answers with all those stakeholders involved.

Form groups of 4-5 persons. Give each group one of the cases discussed in the session on mapping and case analysis above. Assign one intervention (a home visit, rushing a victim to the hospital, reporting a case to the police, a home visit, a public meeting in the village, an awareness program) to each case.

Ask the group to enact around their respective tables, the intervention in the context of the case given to them. Allow 15 minutes to plan and enact the intervention, followed by another 15 mins for discussion on the following:

a. What were the problems faced/or could have been faced with regards to with the child victim, with the family, with the community members, with the system/duty bearers?

b. What worked in the particular intervention?

c. How could the problems be addressed by the facilitator’s behaviour/actions?

Take feedback from each group and draw out key skills/behaviours used/which could be used while facilitating/coordinating/taking action on violence against children in communities. Ask them to add skills/behaviours which would help them. Allocate 30 minutes for this. Refer to the note to facilitators as a reference.
Training Evaluation
Pre -Training Questionnaire (to be administered before the training is conducted)

- This questionnaire has been designed to determine what you already know about the workshop theme. We will ask you to complete the questionnaire again at the end of the workshop so that we can assess what you have learned and how we as trainers have done.
- This is not a “test” and you will not be “graded” on your performance.
- You are requested to complete all questions on your own and to the best of your ability.

a. What are your expectations of this workshop? What do you hope to gain by participating in it?
___________________________________________________________________________________________
___________________________________________________________________________________________

b. What is the one thing that you would most like to learn from this workshop
___________________________________________________________________________________________
___________________________________________________________________________________________

c. Who is a child? (√ / ×)
   a. Below 12 yrs ? ___________
   b. Below 15 yrs ? ___________
   c. Below 18 yrs ? ___________
   d. Below 20 yrs ? ___________
   e. Below 25 yrs. ? ___________

d. Do children have rights
   a. Yes (if yes, give examples) ________________________________________________________
   b. Sometimes (if sometimes, give examples) ____________________________________________
   c. No (explain why) ________________________________________________________________

e. Does Bhutan have laws/legislations that ensures safety of children?
   a. Yes (if yes, list) _________________________________________________________________
   b. No _________________________________________________________________

f. What is Child Protection?


g. Where does violence against children take place (list/illustrate)?


h. What according to you stops/are the barriers to reporting child protection violations?


i. Do you think children/young people/community can contribute/take steps towards preventing violence against children? Illustrate


j. Is a code of conduct necessary while interacting/working with children?
   a. Yes (if yes, elaborate)


   b. No (if no, elaborate)
Post-Training Questionnaire 1 (to be administered when training is concluded)

- This questionnaire has been designed to determine what you have learnt through the workshop.
- This is not a “test” and you will not be “graded” on your performance.
You are requested to complete all questions on your own and to the best of your ability.

k. Who is a child? (√ / ×)
   a. Below 12 yrs ? ___________
   b. Below 15 yrs ? ___________
   c. Below 18 yrs ? ___________
   d. Below 20 yrs ? ___________
   e. Below 25 yrs ? ___________

l. Do children have rights
   a. Yes (if yes, give examples)
   b. Sometimes (if sometimes, give examples)
   c. No (explain why)

m. Does Bhutan have laws/legislations that ensures safety of children?
   a. Yes (if yes, list)
   b. No

n. What is Child Protection?

o. Where does violence against children take place (list/illustrate)?

p. What according to you stops/are the barriers to reporting child protection violations?

q. Do you think children/young people/community can contribute/take steps towards preventing violence against children? Illustrate

r. Is a code of conduct necessary while interacting/working with children?
   a. Yes (If yes, elaborate)
   b. No (if no, elaborate)

s. Were your expectations of this workshop met? What did you gain by participating in it?

T. What is the one thing that you liked most about this workshop

u. What would you like to be trained on additionally in the future
Post-Training evaluation 2 (to be administered 4-5 months post the training)

The purpose of this questionnaire is to obtain a subjective evaluation from the participants’ whether and to what extent the training package has had impact on their work with young people on ending violence against children. The questionnaire also helps to evaluate to what extent expectations and judgements about the usefulness of the training package are met in reality.

The questions asked assesses the following:

a. The extent to which training material and workshop concepts are used in the work undertaken by the participants’ towards addressing violence against children.

b. The perceived impact of the training package on the work on ending violence against children and their performance as facilitators’

1. Did you find the training package useful?
   a. Yes
   b. No

2. How often do you refer the training material?
   a. Daily
   b. Weekly
   c. Monthly
   d. Only when needed
   e. Never

3. Have you followed the chapter and session plan given in the training material?
   a. Yes
   b. No
   • please specify

4. Did you introduce any additional session to the training material?
   a. Yes

   • Please specify

   b. No

   • Please specify

5. How often do you make use of the concepts learned at the training for the work with young people on ending violence against children?
   a. Daily
   b. Weekly
   c. Monthly
   d. Only when needed
   e. Never

6. Please describe the three most important concepts that you are using in your work with young people on ending violence against children that you learned from the workshop
   a. 
   b. 
   c. 

A Manual for Capacity Building of Young People to Act
7. Are there any achievements in your work on ending violence against children that you would like to attribute to the training package, please specify
__________________________________________________________________________________

8. What are some of the challenges that you have faced while implementing the training package with young children
__________________________________________________________________________________

9. Please indicate whether and to what extent you agree with the statements below. The training package has…

<table>
<thead>
<tr>
<th>Statements</th>
<th>I agree</th>
<th>I agree somewhat</th>
<th>Neutral/ Don’t know</th>
<th>I somewhat disagree</th>
<th>I disagree</th>
<th>I fully disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>has changed my perception of children and childhood</td>
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<tr>
<td>Helped to improve my facilitation skills</td>
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<tr>
<td>Helped me to plan and execute my sessions well</td>
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<td>Helped me to identify child protection concerns</td>
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<td>Equipped me to respond and address concerns of violence against children</td>
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10. Has there been any other impact that is not listed above
__________________________________________________________________________________

11. Do you think there is need for further training? Could you please specify the needs you have identified
__________________________________________________________________________________
10. Workshop kit

- Hard copy of the TOT -(1 per participant)
- Child Protection, preventing and responding to violence against children (A pocketbook for young children) -(1 per participant)
- Child friendly version of the UNCRC (1 per participant)
- List of needs & wants cards (5 sets)
- A4 sheets of paper
- Sheets of Chart Paper
- Chart cards A4 size and ½ A4 size
- Sticky notes/Post Its
- Pens
- Pencils
- Crayons
- Sketch pens
- Tape
- Stapler
- Ruler
- String
- Large Plastic/cardboard Storage box
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