

# Workshop Facilitation Guide



**CHILD RIGHTS TOOLKIT**  
Integrating Child Rights in Development Cooperation

Module

## 7 Child Rights in Crisis and Risk-prone Situations



unicef 

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# Training plan

This training plan is for Toolkit module 7, which is designed for development and humanitarian actors in the context of prevention and preparedness for disaster as well as in designing programme interventions and linking long-term development efforts to on-going humanitarian relief and recovery activities.

## Objectives

1. Be able to define resilience and its significance to realizing child rights in development and humanitarian settings
2. List recommended programming interventions that place children at the centre of efforts to build resilience
3. Given a scenario, identify the key actions needed to set up these recommended interventions
4. Identify the purpose of the tools in this module

Training methodology	
Slide presentation of session content	15 mins.
Large-group open discussion	10 mins.
Small-group work <ul style="list-style-type: none"> <li>• Case scenario given to groups with list of questions</li> <li>• Prepare responses to questions</li> </ul>	1 hr 30 mins
Small groups present findings to plenary session	30 mins.
Session close	5 mins.

## Advance preparation

1. Review the contents of Module 7 of the Child Rights Toolkit
2. Review slides for this session & facilitation notes in slides
3. Review & become familiar with steps of presenting the case for the exercise from the Facilitator’s Notes
4. Review the questions for large-group discussion
5. Copy materials from the Participant Handouts section for the case study exercise. At minimum, each participant group should have one copy of the handouts for the exercise.

## Training Tips

**Slide presentations:** The slides for each session contain detailed notes on content and facilitation notes.

**Small group work and presentation to plenary:** There are a number of options for how groups can conduct their work and present their findings. The simplest is for each group to designate a presenter to present the group’s findings; another option is to have each group post its findings and to have participants move among the posted presentations requesting details from group members. Adjust the session time dedicated to these presentations based on reporting method selected and number of participants in the plenary.

**Large group activity:** As an alternative to the large-group discussion, participants may work on discussion questions in independent small groups or in “buzz groups” that take place within the plenary session.

**Session outline**

Time	Content & Activity	Training Materials & Notes
10 mins	<p><b>Content/Activity 1</b>  <b>Objective &amp; contents:</b></p> <ul style="list-style-type: none"> <li>• Introduce the topic and session</li> <li>• Be able to define resilience and its significance to realizing child rights in development and humanitarian settings</li> </ul> <p><b>Methodology:</b>  Slide presentation</p>	<p><b>Facilitator materials:</b></p> <ul style="list-style-type: none"> <li>• Slide presentation: Session 7, slides 1-8</li> </ul> <p><b>Facilitation notes:</b></p> <ul style="list-style-type: none"> <li>• See detailed notes on contents within the slide presentation</li> </ul>
20 mins  (10 mins) (10 mins)	<p><b>Content/Activity 2</b>  <b>Objective &amp; contents:</b></p> <ul style="list-style-type: none"> <li>• Identify recommended programming interventions that place children at the centre of efforts to build resilience</li> <li>• Identify the purpose of the tools in this module</li> </ul> <p><b>Methodology:</b></p> <ul style="list-style-type: none"> <li>• Slide presentation</li> <li>• Guided large-group discussion</li> </ul>	<p><b>Facilitator materials:</b></p> <ul style="list-style-type: none"> <li>• Slide presentation: Session 7, slides 8-11</li> </ul> <p><b>Facilitation notes:</b></p> <ul style="list-style-type: none"> <li>• Introduce the key strategies and concrete actions, highlighting each tool as you address the content and asking participants to examine the tool as it is discussed</li> <li>• Facilitate a large-group discussion of how participants feel they might use these tools and strategies in practice. Specifically, discuss how these tools might complement and enhance other tools they currently employ</li> </ul>
1 hour 30 mins  (10 mins) (1 hr 20 mins)	<p><b>Content/Activity 3</b>  <b>Objective &amp; contents:</b>  Given a scenario, identify the key activities needed to employ a child-rights focus in emergency preparedness and resilience building efforts</p> <p><b>Methodology:</b></p> <ol style="list-style-type: none"> <li>1. Introduction of exercise</li> <li>2. Small-group activity</li> </ol>	<p><b>Facilitator materials:</b></p> <ul style="list-style-type: none"> <li>• Slide presentation: Session 7, slide 17</li> </ul> <p><b>Facilitation notes:</b></p> <ul style="list-style-type: none"> <li>• See detailed notes on contents within the slide presentation</li> <li>• Before conducting this session, become familiar with the case scenario and the steps of the exercise in the Facilitators Notes</li> <li>• Explain the small group exercise, break participants into groups of 4 or 5, and provide each group with the handouts for the exercise (see Participant Handouts)</li> </ul> <p><b>Participant handouts:</b></p> <ul style="list-style-type: none"> <li>• The handouts consist of a synopsis of the case and a table containing space for indicating activities to be recommended. Please distribute at least one copy to each group for the small-group exercise</li> <li>• Participants should also refer to Tool 7.2 of the Toolkit to guide them in addressing the exercise.</li> </ul>
30 mins	<p><b>Content/Activity 4</b>  Small group presentation to plenary</p>	
5 mins	<p><b>Session close</b></p>	

# Participant Handout

## Module 7 Exercise: Integrating child rights concerns into programming for Disaster Risk Reduction

**Assignment for participants:** Review the case study below. In your working groups, use Tool 7.2 from the Toolkit to help you define supporting strategies and propose activities to PARMARTH in order to integrate child rights in their DRR programming. Please appoint a chairperson and a secretary who will make a 5-minute presentation of your findings and proposals to the group.

### Case study: Region of Bundelkhand, India

**Context:** Communities in Bundelkhand fight water deficiency issues through participatory village-level committees dedicated to taking up water scarcity issues.

The region of Bundelkhand in North India is prone to droughts, and yearly rainfall has severely declined in recent years: from 800-900mm in 2002 to 450-500mm since 2007.

According to a study by the local NGO **Parmarth Samaj Sevi Sansthan** (« PARMARTH »), 54% out of 44 surveyed villages have full access to water during only one month per year, 5 villages have access during two months, and only three villages have it for the whole year. This scarcity of water has an immense impact on health. Temperatures rise above 40°C between March and August, and water scarcity leads to dehydration and diarrhoea. Poor sanitation services lead to water related diseases (diarrhoea, cholera). Due to scarcity of water, many people defecate in the open despite having toilets at home. Droughts led to famine and deaths, malnutrition among children. Bundelkhand has also seen an increase in migration and even of suicides among farmers due to agricultural failure, swelling debts and the lack of livelihood opportunities.

Household spending on water can take a significant part of household revenues (see below) and women need to spend four to five hours a day for collecting water. The burden of collecting, transporting and managing water resources became a primary responsibility for women despite the fact that they have no say in the decision making process related to how water is distributed.

The persistent water scarcity has however not been taken into account by the State authorities (Madyah Pradesh) and there is no adequate plan to solve this issue. Local associations consider that ecological degradation combined with government policies that took away community ownership from traditional system has brought havoc for the region. Indeed, most of the traditional structures have fallen into despair and are now crucially needed. Another study in 60 villages in Bundelkhand reveals that more than 54% of wells are in unserviceable condition and more than 50% of ponds have dried up.

The Scheduled Castes (SC) and Scheduled Tribes (ST) are two groups of historically-disadvantaged people recognised in the Constitution of India. During the period of British rule in the Indian subcontinent, they were known as the Depressed Classes. The Scheduled Castes and Scheduled Tribes comprise about 24.4% of India's population overall and reach 29% in Bundelkhand.

### Proposed intervention

Parmarth is supported by the European Union, in a Disaster Risk Reduction project. The aim is to ensure that women and the youth remain at the centre of the water politics at the village level by actively engaging them in the decision making processes and, their leadership role to manage and safeguard water resources for basic survival.

As for Parmarth, the realisation of Women's right to water is critically dependent on the following issues:

Module 7: Child Rights in Crisis and Risk-Prone Situations



### The price of water

People depend heavily on water vendors. On an average people pay Rs 125 every third day to buy 1,000 litres of water, when they could afford it. That makes a monthly spending of Rs 1,250, more than three times of the poverty line figure of Rs 360 for rural areas. It also reflects the plight of almost 50% people living below the poverty line in Bundelkhand.

**(1) Equitable access to water supply:** Access to clean water is essential for achieving gender equality, sustainable development and poverty alleviation. It enables women and girls to devote more time to the pursuit of education, income generation and even the construction and management of water and sanitation facilities.

**(2) Equitable access to land rights and water for productive use:** Lack of access (ownership) to land is the underlying cause of women's limited access to water and a key reason for perpetual state of poverty of female-headed households. Even where women have a legal right to land, customs often prevent them from taking its *de facto* control. In poor regions, food security is often dependent on women's subsistence production to feed the population. Evidence shows that women are responsible for half of the world's food production (as opposed to cash crops) and in most developing countries, rural women produce between 60–80 per cent of the food.

**(3) Access to sanitation:** Poor sanitation and hygiene cause water-borne diseases, such as diarrhoea, cholera, typhoid and several parasitic infections. The social and environmental health costs of ignoring the need to address sanitation (including hygiene and wastewater collection and treatment) are far too great.

**(4) Capacity development:** Building capacity means bringing together more resources, people (both women and men) and skills. However, very few programmes and projects are aimed at expertise in social development, sanitation, or hygiene education that emphasizes a gradual scaling down to those responsible for operation and maintenance of water supply and sanitation, who are primarily women. Targeting women for training and capacity building is critical to the sustainability of water and sanitation initiatives, particularly in technical and managerial roles to ensure their presence in the decision-making process.

**(5) Participation and equity in decision-making:** Women are under-represented in the 'water world', with careers and training in water management dominated by men. Empowerment of women as water managers must also be felt at the grassroots level. Livelihood security also requires changes in the inequitable institutional structures and processes.

**(6) Protection of the resource base- indigenous perspective:** Indigenous peoples both men and women are holders of 'water knowledge'. Their traditional land management skills often provide the most effective method of water resource management in their settlement areas. However, indigenous peoples are seriously affected by their uncompensated and unsustainable loss of water to farming and other industries introduced from outside their communities.

The proposed intervention should directly benefit around 40,000 people in 6,760 households in 60 Villages. Most are small holders and landless farmers. The project should also reach out to elected members of Panchayati Raj Institutions (PRI, a system of local authorities), local media persons, teachers and student communities, farmer associations, youth groups and representatives of line department functionaries and development services providers and all those who have a major stake in the promotion of water-livelihood linkages in the interest of poorest and most marginalized communities.

A number of activities were pre-identified by Parmarth:

- Set up Water Committees within the villages. These "Pani Panchayatts" should be composed by women, and will lead all decisions related to the management and uses of water at local level. Decisions should be taken on a participatory basis, inclusive of the SC, ST and the young.
- Help Communities and the newly formed Pani Panchayatts to prepare village "Water Security Plans". The project would train on the processes and methodology of the preparation of such Water Security Plans (WSP).
- Parmarth also foresees to use WSPs and the Pani Panchayatts for advocacy purposes, raising awareness on gender and inclusion issues with policy makers at District and State level and proposing new ways of working. WSPs and Pani Panchayatts could then be replicated in the interest of the poorest & marginalized groups.
- Parmarth will also follow the individual WSPs so that they are incorporated in the official District Plans for ensuring their implementation.
- Train young women to promote awareness on water management at village level and make them local "champions" over water. These "Jal Sahelies" will also be able to repair hand pumps and to represent the community in front of Local Authorities.
- Train Jal Sahelies in maintenance of water sources, newly constructed structures and the management of Pani Panchayatts, making sure that SC and ST groups access project benefits.
- Increase benefits for small farmers through trainings and the adoption of better and effective farming practices & techniques (notably, through improved rice planting and growing techniques).

Parmarth also wishes that the following outcomes should be observed:

- 60 Pani Panchayatts comprising about 2,000 active women will be formed. The core monitoring group will have representation from SC, ST and youth groups. They become functional and operational on the issues of natural resource management and livelihood promotion
- Better economic conditions of the community groups further encourage them for taking proper care of their children / adolescents.
- The rate of school enrolment and retention will increase in the project areas especially of girls', and children originating from SC and ST.
- The community members' risk will be minimized in case of the drought situation, as project intervention will work towards drought mitigation strategy.
- Jal Saheli network becomes the focal point for capacity building, legal aid and issues related to human rights.
- 20 new water structures will be built, and 30 structures will be rehabilitated mostly in SC and ST areas.
- Implementation of women generated water security plan in 60 villages ensures food security, accesses to safe drinking water and improved sanitation facilities towards better health care system.

### About Parmarth

**Parmarth Samaj Sevi Sansthan (« PARMARTH »)** is a non-governmental and non-profit organization, established in 1995 working for the weaker and deprived sections of the society. The objective of the organization is to build capacity of the communities and particularly women and girls, to seek accesses to basic amenities such as education, health care, water and sanitation and livelihood opportunities. Over a period of 15 years, Parmarth has initiated several programmes and projects addressing the issues of livelihood, water and sanitation in Bundelkhand region.

Parmarth believes that poverty, water and sanitation, have deepening interdependency and pose challenges to the economic opportunity and sustained economic growth and development. These factors also have impacted women's lives, livelihoods and well-being disproportionately. Therefore, Parmarth has involved women and the young to identify the problems, and the plan the programmes according to needs of the community to address the issues of water and livelihood.

## Module 7 Exercise: Integrating child rights concerns into programming for Disaster Risk Reduction

Operational guidance: integration of child rights concerns into DISASTER RISK REDUCTION (DRR) programming and implementation <sup>1</sup>

Outcome	Examples of supporting strategies and activities	SUGGESTED ACTIVITIES
<b>1. Make DRR for children and women a priority</b>	<ul style="list-style-type: none"> <li>• Promote the inclusion of child focused DRR in Village Development Plans and related budget</li> <li>• Advocate inclusion of child focused DRR in the Country</li> <li>• Include child focused DRR in Country Programme in line with emergency risk-informed programming</li> <li>• Collaborate with governments, UN, NGO and other partners</li> <li>• Promote the voice and participation of girls, boys, adolescents/young people and women in DRR</li> </ul>	
<b>2. Different risks faced by girls, boys and women are identified and addressed</b>	<ul style="list-style-type: none"> <li>• Include a robust assessment of disaster risk, including related vulnerabilities and capacities in a Situation Analysis, data collection and monitoring, and other child-focused research</li> <li>• Promote sub-national Vulnerability and Capacity Assessment in high risk contexts as appropriate; ensure assessment is informed by a gender and rights analysis.</li> <li>• Include monitoring of risk in the programme management, review and evaluation cycle</li> <li>• Promote &amp; strengthen national systems to assess and monitor risk including people-centred early warning systems</li> <li>• Collaborate with NGO partners and others to establish an evidence and research base on disaster risks with a focus on differential vulnerabilities and capacities of girls, boys, and women.</li> </ul>	
<b>3. Safer and more resilient conditions for girls, boys and women</b>	<ul style="list-style-type: none"> <li>• Promote DRR knowledge and awareness at household and community level</li> <li>• Strengthen school safety and the formal and non-formal education of children in DRR and climate change adaptation</li> <li>• Ensure water, sanitation &amp; hygiene facilities are protected from hazards and contribute to resilience</li> <li>• Strengthen child protection systems and social policy strategies to reduce risk posed by disasters</li> <li>• Promote health and nutrition strategies to increase safety and resilience</li> <li>• Promote in specific high-risk contexts an integrated programming approach linking national development and policy processes to community resilience frameworks</li> <li>• Ensure approach is informed by a gender and rights analysis.</li> </ul>	
<b>4. Strengthened humanitarian preparedness, response and early recovery</b>	<ul style="list-style-type: none"> <li>• Support the capacity development of national and sub-national partners in preparedness, response including early recovery approaches.</li> <li>• Support NGOs to advance disaster risk reduction including capacity development of national and sub-national partners mentioned above</li> <li>• Strengthen internal capacities in preparedness, early warning, response with an early recovery approach.</li> </ul>	

<sup>1</sup> Source of Table: [Disaster Risk Reduction Programme Guidance Note](#) (UNICEF, 2011).

# Facilitator Notes

## Module 7 Exercise: Integrating child rights concerns into programming for Disaster Risk Reduction

**Time:** 1 hour 20 minutes

**Purpose:** Given a set of categories of governance reforms (institution building, anti-corruption efforts, child-friendly services, rule of law/legislative reform, capacity-building, accountability mechanisms), select three categories and identify concrete actions/approaches to improve their effectiveness in realizing child-rights.

### Advance preparation

- Review & become familiar with the case and feedback grid for the exercise from the Participant Handouts
- Copy materials from the Participant Handouts section for the case study exercise. Ideally, each participant should have a copy of the case study description and answer grid. At minimum, each participant group should have one copy of the handouts for the exercise

### Steps of performing the exercise

After presenting the content on key strategies and concrete actions (slides 9-11), perform the following steps:

1. Break participants into groups of four or five
2. Distribute one set of handouts to each group (see Participants Handouts)
3. Step through the facts of the case briefly and have participants break to review the questions.
4. In working groups, have participants review the case and answer the questions provided on the question sheet
5. Explain that each group will be asked to present their findings during the plenary session
6. The facilitator should move among groups ensuring that participants understand the exercise and are addressing the questions appropriately.