"Children, be they from East or West, cry and laugh the same way."

Rehmat Shah Sayil (Pushtu poet)
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CRC Consultant's report
Acknowledgments

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Dr Tanzil Agha.

Peshawar, Pakistan.

Dec. 1999
EXECUTIVE SUMMARY

It is heartening to note that a little drop in the ocean does create ripples. Multigenerational attitudes and practices diehard and efforts to bring about change is resisted even in literate societies. Community behaviours stem from a variety of causative, influencing, predisposing, and assumed factors and the acceptance of challenging information, however beneficial, requires a gentle transformation through missionary work.

Fostering a policy of parental support, rather than actual implementation has resulted in a mix of both, in varying degrees, which perhaps is a logical approach by Save the Children, Sweden. The Convention on the Rights of the Child is the axis around which all financial and technical inputs revolve consistently.

The Training Unit and the Programme Office have over the years progressed through various milestones. As such there is an increasing cognizance of the necessity of mobilization at the grassroots level along with the other stakeholders. Efforts to review the gender equity lens side by side are also underway through training, integration and mainstreaming. There is a recognition of the weak areas in ongoing monitoring and supportive supervision, the dropout phenomenon, meaningful networking at government and Alliance levels and the allied constraints, counseling and technical support on a need basis.

Training is what all living things go through irrespective of gender, species and physical appendages, from conception to destiny. It empowers local institutional structures, both government and public through capacity building and social mobilization. It can kindle a fire of greater realization, will and commitment. Training on the CRC should have a holistic approach. For the trainees it is a first-ever experience and as such they need to be equipped with effective communication skills and a deeper understanding of the practical implications of the CRC in different scenarios, with varied constraints and resources. This will then impact the expected outcome of the training itself.

Training is visualized as an enabling strategy while simultaneously giving leeway to the partners to implement activities within the required norms as well as their own particular mandate.

Training is partner driven, and is conducted all over the country in both rural urban and tribal areas at all societal levels in the government, private and public sector. However the lack of self-initiatives post-training is a disturbing feature. A random estimate of 65% drop out may be perceived as a staggering statistic. Keeping in mind the scenario ten years earlier this is encouraging. Pockets of Child Rights awareness exist at various societal and governmental strata. Advocacy tools like the newsprint and electronic media are utilized. Opportunities e.g. the commemoration of the Decade of the Convention of the Rights of the Child are constantly highlighted through activities and the media. This does not mean that the challenge has been overcome. There is yet a long way to traverse to achieve the fundamental rights for all the vulnerable children; for all children are liable to multiple forms of exploitation and abuse, irrespective of class, caste, creed, colour, age and gender. Controversial areas in the CRC e.g. age of maturity, children's participation levels as practised by adults and its psychological effect on children have to be discussed in detail for clearer concepts in heterogeneous groups.
The phasing out and hand over strategy is inherent to sustainability and continuation of the child rights philosophy. From a top-down perspective this means strengthening of policy and legislation at country/government level. On paper approval of innovations does not guarantee the reality of application. Creating an initial underwater ripple by working at all project stages with willing communities, activists, target and socio-economic groups is thus deemed imperative to tangible and lasting success. Clarifying strategies and bilateral expectations at the startup of each project will result in fewer unmet expectations and greater successes. The phasing out strategy is more of a weaning off to self reliance rather than a process of ill-planned last minute abandonment. The usual focus of partner NGOs is on the education sector (Art28) as such non-formal primary schools for the working children have been established either before or after the liaison with Save the Children, Sweden. Attention to integrating the many other rights is vague or limited.

Reflection upon the Alliance reveals that each member organization works according to its own specific mandate and strategy. Directly addressing the sectoral issues of health and education are perceived to be meaningful as compared with advocating the CRC which is not a sector in itself. Acknowledging this view, the many articles of the CRC delineate the child’s multiple and essential practical right as the rightful holistic needs of a living being. Save the Children, Sweden therefore encompasses the CRC, Disability and Gender as cross-cutting themes in its work with disadvantaged and vulnerable children. This knowledge and mission is imparted to partners and peoples from different cross sections of society; lawyers, labour leaders, government, communities and the media, to apply it in a situation specific, acceptable, appropriate and effective manner.

What is encouraging is that the corridors for joint dialogue are open and Save the Children, Sweden in Pakistan believes that this is the highway to achieving a rights haven on earth for all children.
INTRODUCTION

1.1 Background

Save the Children, Sweden, also famous as Rädda Barnen, was founded in the year 1919 in response to the sufferings of children during the First World War. It is a movement with no party-political or religious affiliations and is based on the principle of voluntary membership. It works to influence governments and people on the Rights of the Child in conformity with the UN Convention which was adopted on the 20th of November 1989 and came into force on the 2nd of September 1990.

The Rädda Barnen Headquarters are located in Stockholm, Sweden. It has offices on 4 continents and in 9 regions of the world. Support for 200 projects in 15 countries comes from a backbone of 88,000 members in 300 local associations. Collaborating internationally with its namesake of Save the Children, US and UK as an Alliance it is active in more than 100 countries.

Its mission is directed at improving conditions for vulnerable children by itself or in cooperation with others by;

a) identifying and analysing needs and potential courses of action
b) sponsoring practical development and support work and sharing experience gained.
c) influencing public opinion and decision makers.

The overall objectives of the movement are that, all children are ensured their rights to live and grow as free, healthy and independent individuals and to enjoy inviolable human dignity. The United Nations Convention on the Rights of the Child is fundamental to its work. Development cooperation and support is primarily directed at the most vulnerable children and those in areas of armed conflict and in particularly difficult circumstances. This assistance supports local efforts to improve the conditions of life for children with an inherent respect for the culture and wishes of cooperating partners, government and non-government.

Pakistan as a signatory has ratified the UN Convention on the Rights of the Child, in Nov. 1990. As such it is obligatory for the state parties to follow the CRC in both letter and spirit. The government has established the National Commission on Child Welfare and Development to review the existing laws, policies, and programmes to incorporate and implement the principles of the CRC. Monitoring and reporting procedures are to be followed in conformity with the Convention. Countries are answerable to the international community if they are unable to comply partially or wholly with the Convention. Save the Children Sweden is working in Pakistan since 1983. It conducts trainings on the CRC and works through partners governmental and non-governmental. The first, in liaison with UNHCR and CAR to assist with the Afghan Refugees in the provinces of NWFP and Baluchistan. In 1987 the Training Unit was established to promote activities for self-reliance and cooperation among the refugees. The Country office in Pakistan uniquely manages the programmes in the two neighbouring countries of Afghanistan and Pakistan. The main objective of the Pakistan programme is to create awareness on the Convention of the Rights of the Child (CRC) at all societal levels through training, research and project support. The themes of Socially and Economically Especially Vulnerable Children and Children with Disability are areas of special focus. To promote equal rights for all girls and boys the CRC, Disability and Gender are cross-cutting themes in all the programmes.
The policy of the promotion of the Rights of the Child is action-oriented with a long-term vision for positive change. Human resource development through information, coordination, organisation and leadership is crucial to development. These attributes are thus ensconced in a variety of training programmes.

**Objectives of the Evaluation.**

To review the Pakistan programme its activities and future, a study was commissioned to:

- assess the Impact of the CRC training programme
- identify existing resources in the area of CRC training,
- develop monitoring mechanisms for the CRC
- develop a CRC strategy.

**Timetable**

The Evaluation and Impact Study took place between 1st June 1999 - 17th December 1999

**The Evaluation:**

The evaluation had four phases:
1. Review of documents.
2. Data gathering
   - by attending a one week training on the CRC conducted at the Headquarters in Stockholm, Sweden June 7th-11th, 1999.
   - observing a 4 day CRC training conducted by the Training Unit for a partner organisation. Swat NWFP, June 30th- July 3rd, 1999.
   - Field work in 3 provinces viz. Punjab, Sindh and the NWFP, was carried out by conducting interviews in the rural and urban areas of Lahore, Islamabad, Karachi, Hyderabad, Swabi, Mardan and Peshawar.
   - Analysis (interim) after each activity.
   - Final analysis and reporting.

**Terms of Reference**

At different stages of the evaluation the lesson learned was that a series of joint detailed discussions would have perhaps led to a greater understanding of bipartite expectations and vision and facilitated the initial information gathering process.

**Report Structure**

The report has five main sections which are introduction, methodology, findings, recommendations and the appendices. The sections give a background to the evaluation, followed by the on ground findings, analysis and recommendations. The appendices are made up of field work reports and sequential analysis, that were carried out at different stages of the evaluation.

**2. METHODOLOGY**

CRC Consultant's report
The evaluation adopted an integrated developmental approach focusing more on intangibles and software aspects.

"Qualitative implies a direct concern with experience as it is lived or felt or undergone. (In contrast quantitative research, often taken to be the opposite idea, is indirect and abstracts and treats experiences as similar, adding or multiplying them together, or quantifying them). Qualitative research, then, has the aim of understanding experience as nearly as possible as its participants feel it or live it. "(Sherman R. and Webb R. (eds) Qualitative Research in Education, Forms and Methods: Lewes Falmer Press.)

The information gathering process focused on smaller numbers to highlight instances or examples which were illuminating and to seek those views and experiences which were natural, i.e. discussions with employers, community, and young women village committee members.

2.1 Evaluator

The Consultant was the evaluator, in all the provinces.

2.2 Stakeholder Consultation

The consultative process consisted of focus group discussions, individual interviews and on-site observations.

Focus Group Discussions

The focus group discussions were held at all levels with the government, NGOs, and communities. Thus not only providing varied experiences and opinions within one time period, but generating useful discussions.

Individual Interviews

Individual interviews were conducted according to structured questionnaires, one for individuals and groups and the other for the NGOs.

On-site Observations.

In this context the non-formal and street schools were visited where working and non-working children were enrolled. Talking with children themselves provided an insight to their special feelings and views.

Stakeholders were:

- Girls
- Boys
- Women and men teachers
- Men religious clerics.
- Community activists.
- Drop-outs i.e those who took no post-training initiatives.
- NGO workers
- Government personnel
- Civic society.
- Staff of Save the Children, Sweden.

2.3 The Sample
At the time of the evaluation, according to information provided, since 1995 a total of 937 persons from more than 30 institutions within the country had received training from the Training Unit. As it was not feasible to visit each and every trainee an overall representative sample was selected as a non-probability convenience sampling to obtain as much relevant information as possible. Diverse situations of issues, ethnicity, activities and gender were observed and discussed.

(Non-probability convenience sampling means that the sample also depends on the participants willingness and availability to participate, therefore people may be included who were not in the original randomized list, but were available at the moment of interviewing. This type of voluntary sampling is acceptable and often reliable in a small scale qualitative evaluation.)

The places and people visited are enumerated below:

Province - NWFP
- Districts - Swabi, Mardan, Peshawar.

Province - Sindh
- Division - Karachi, Hyderabad.
- NGOs - Luck, Roots, ARC, ARM, Teachers Resource Centre.

Province - Punjab
- Division - Lahore.
- NGOs - ANCE, ALBBS, ANCE, Savera, Sudhaar, Sahe, Simorgh.

In Islamabad - SCF UK, US, and UNICEF.

Focus Group Discussions conducted = 6 in the NWFP, 4 in the Punjab, and 4 in Sindh. Total = 14
Focus Group discussions were conducted separately with women and men in groups of 7-13 participants.

Individual Interviews = 18 in the NWFP, 27 in the Punjab and 8 in Sindh. Total = 53.
The head of the Organization, social organizers, teachers, government personnel and community members were interviewed individually.

2.4 Evaluation techniques.

The principle techniques used in the evaluation were:
- Review of documentation
- Interviews
- Observation
In depth interviews structured and semi-structured were carried out by the consultant, herself. In order to avoid bias and allow the stakeholders to discuss their experiences freely the programme staff were not present during most interviews and field work. Some of the on-site visits were decided upon on the spot to see actual situations. (Street school in Lyari, Karachi) Research practice demonstrates that participants will often say different things to an independent interviewer. Between donor agencies, implementing agencies (NGOs) and participants (trainees) there is an inevitably an issue of power relations which can create a barrier to honest feedback. Participants and implementing agencies may feel thankful to or dependent on each other and the funders for what may be offered in the future, and are therefore hesitant in criticizing any individual or agency.

2.5 Triangulation

During the evaluation the process of triangulation was followed. Triangulation involves checking out the different perspectives of the different stakeholders. It relies on a process of cross checking in which a number of dimensions are analysed: the methods i.e. the interviews, discussions, observations, diagrams; people places events and processes; and insiders / outsiders; both genders and the perspective from each team member.

Interviews and Discussions

Events and processes

Observation

Diagrams

Insiders / Outsiders

Multidisciplinary

People

Places

Women

Men

Triangulation facilitates the identification of common trends, patterns, and consistent views on issues raised. In addition it can reveal widely differing viewpoints.

2.6 Interview schedule

A standard set of questions was used to act as a guide for all interviews and focus group discussions. Limitations of time meant that it was not possible to extend the schedules. For during group and individual discussions other issues emerged which were not included although related to the questions. The interviews were therefore kept flexible to incorporate forthcoming concerns and views. Partner and non-partner organisations were contacted in each province specifically those associating with the CRC.

2.7 Location.

Interviews were held during home visits for women interviewees; in community hujras (men’s guest house), ethnic community centres, non-formal schools, street schools, mosque schools, government and non-government offices. The idea was to identify a venue where the respondents would be most comfortable in their own setting, and ensure that the availability of a maximum number of team members where required, would be at hand. The Pakistani society generally believes in hospitality as a culture. Often over lunch and tea, people relaxed and were wont to express some of their real feelings and concerns.
Findings
SUMMARY OF FINDINGS

3.1 The Pakistan Component

The Pakistan programme as it is colloquially known is based on the United Nations Convention of the Rights of the Child. It therefore has an influencing training programme and an enabling partner programme. Both of which are closely associated and integrated to catalyse lasting and effective change in multiple and diverse societies.

3.2 The Training Programme on The Convention of the Rights of the Child

(The experience and the quality)

The trainings were initiated in 1994, specifically for Pakistan, by delegating a Pakistani woman trainer as the Principal trainer. A Pakistani man recently signed up in August 1999 as the assistant trainer with a view to upscaling and upgrading the movement in Pakistan.

The trainings identified are specifically on the Convention of the Rights of the Child which addresses a child's basic human rights and pinpoints responsibility for those rights on the signatory States, parents, communities and society.

A number of trainings are being held nationwide on thematic areas like child labour, sexual abuse, HIV/AIDS, the rights of the girl child, child health and education by national and international organisations e.g. International Labour Organisation, Family Planning Association, UNICEF, Paediatric Association, Plan International, Rozan, GTZ, Aga Khan Early Childhood Care and Development and the SAARC.

Trainings in the past have been conducted at the now defunct training unit and at various locations all over the country, be it a rural, tribal or urban setting. Following the administrative and programme merger in early December 1999 trainings will be conducted at the Country Office as well as at other locations.

The training duration varies from one day to a number of weeks, depending on the requirement objectives and the training modules.

Details of the training modules in use are:

Module/Topic ................................................. training time ................................ trainees

Orientation of the CRC .................................... 1 day

Training on the CRC ....................................... 3-5 days

Disability training ......................................... 3 days

Advanced disability training ............................. 5 days.

Training of Trainers ....................................... Eight months training spaced out over an year.

Follow-up ....................................................... 1-2 days.
3.3 The Modules

The foundation of the CRC training modules has been laid by the training package on the Convention of the Rights of the Child for International Save the Children Alliance (ISCA) members and partners, edited by Graeme Storer, Bangkok, December 1994 Edition. It has 191 pages consisting of 7 chapters. There are six modules on the introduction to the CRC, the Rights of the Child to survival, protection, development, and participation, and the action plans for monitoring and reporting.

The methodologies utilised are ice-breakers, brainstorming, individual and group exercises and presentations, role-plays, poster displays, distribution of hand-outs, case and the CRC article study.

A sample analysis, session-wise of the CRC training workshop and the apprentice NGO trainers follows in the appendix i & ii:

The trainings on awareness regarding children with disability are conducted solely for partner organisations and communities working on this issue. They are introduced to the Articles on disability, the elements of the CRC, types and causes of disability, the status of children with disability, and normal child development. The resources available, responsibilities of society and inclusion at family and community level is discussed.

The training of trainers is being conducted to train NGO staff working with CRC advocacy project financially supported by SCS. There are mainly two modules which are training skills and contents of the CRC which cover a total of eight months. During workshops for the NGO the apprentice trainees work as observers and co-facilitators. The aim is to prepare them through classroom and on the job training as independent CRC trainers for the future. There are two men and one woman who are undergoing this training Rural women and men have recently undergone a training of trainers course.

The identification of trainees is conducted by the partner organisation itself according to the criteria of willingness, commitment, mobility and membership with an institution or organisation.

The follow up of training is primarily the responsibility of the partnering organisation. This is carried out through field visits, meetings, and community reporting after three months. Biannual and annual reports are submitted to the funders who visit the NGOs and field sites at intervals of 3 months to an year.
3.4 Mapping

Organisations other than the partners, who are conducting Trainings on the CRC along with the available resources are listed below with the name of the organization, its location and the relevant training details.

i) Democratic Commission For Human Rights, Lahore.

a) Training Topic: Workshop on the Rights of the Child
   Training Duration: 03 days.
   Training Modules: There are a total of six sessions e.g.
   - Defining a child and the rights of the child.
   - Status of the rights of the child.
   - Violence against children
   - Child labour in the NWFP
   - Convention on the rights of the child.
   - Goals and strategies for the future.

   Training methodology: Participatory dialogue, brainstorming, use of cards, group exercises, visual charts (petal chart) group presentations, and the commitment jar. The Commitment Jar is a souvenir from the workshop as a symbol of shared commitment to the present generation of children. It is a large transparent jar which contains each participant's personal commitment and is preserved in the office of the organization chosen by the consensus decision.

   Training Manual: Rights of the Child, April 1996
   Language used: English.
   Facilitators: Staff of the Organization - 1 woman and 3 men.
   Participants: Literate Women and men from village based NGOs and CBOs.

   Training Duration: 4 hours.
   Training Modules: consist of a total of 10 sessions.
   - Child Rights
   - Legal definition of the Child
   - Identification of Child Rights
   - Chart of Needs and Wants.
   - Children's situation in Pakistan.
   - Child abuse and violence
   - Community and violence
   - Child Labour.
   - Action Plan.

   Training methodology: Participatory discussions, brainstorming, group discussions and presentations, use of cards, visual charts,

   Language used: Urdu - the National language.
   Facilitators: Staff of the Organization.
   Participants: From village based CBOs.
ii) Savera. Lahore

Training Duration-: 4 days.
Training Modules-: consisted of a total of 14 sessions -:
- Introduction to the CRC
- Wants and Needs of children.
- Definition of rights.
- Definition of a child.
- Difference between a child and an adult.
- Role and responsibilities of the Government, UN, and NGOs.
- Reporting procedures.
- Meaning of life and death
- Discussions with children.
- Violation of child rights, especially the girls.
- Children in hazardous situations.
- Development and tree of development (exercise)
- Children's Participation.
- Future action plan.

Training methodology-: Group exercises, open discussions, prioritization of immediate needs and rights, matching of articles with pictures role plays and video cassettes were the training methods used.

Training Manual-: The curriculum is hand written on loose papers.
Language used-: Urdu.
Facilitators - Chief Executive and Staff of the Organization.
Participants-: Other NGOs, CBOs

b) Training Topic -: An activity based workshop for the orientation of the CRC
Training Duration-: 1 day
Training Modules-: Sessions were held on;
- Which bird would you like to be?
- An unhappy incident in childhood.
- What makes a child unhappy at school?
- How can the teacher be helpful in school?
- How to communicate with children.
- What changes can be brought about by understanding a child?
- How can we plan better for a child's future.

Training methodology-:
Specific questions were used to obtain group and individual responses. Presentations on flip charts were also made.

Training Manual.
The sessions are documented by hand.
Language used-: Urdu
Facilitators - The Chief and her women staff.
Participants-: Women teachers from 7 girls schools.
iii) 

a) Training Topic-: Orientation on 20 Articles of the CRC through a puppet show.
Training Duration-: 1 day.
Training Module-: There are 4 characters, the cat, an auntie a girl and a boy who conduct a conversation to portray the articles of the CRC e.g. Age of the Child, Needs, like education and life and health, inclusive education and integration of children with disabilities. Freedom of expression, nationality and identity, juvenile justice and punishment are addressed as well. The responsibilities of the state and parents are highlighted. The right to information and formation of children's groups is brought home in a lively way.
Training methodology-: Use of puppetry techniques and children's active participation.
Training Manual-: Printed loose document.
Language Used-: Urdu.
Facilitators-: Staff of the Organization.
Participants-: Children and adults of any community or institution.

b) Training Topic-: Right to Survival
Training Duration-: 30 minutes.
Training Module - Story on Ali's Dream. The story revolves around Ali, his sister and their parents. Ali has a nightmare in which he has been captured by the lovely butterflies he keeps in a jar. He realizes that freedom and the right to live is for all living things, not only boys.
Training Methodology-: Storytelling and drama, and colourful drawings.
Training Material - Printed story on loose sheets of paper.

C) Training Topic-: Message of Peace
Training Duration-: 30 minutes
Training Module-: There are 5 characters a girl, 2 boys, the mother, and the teacher visiting the children's ward in a hospital for those who have suffered from the effects of a nuclear explosion. The feelings of sadness are shared by the little girl with her classmates who vow to spread the message of peace through songs and symbols of peace.
Training methodology - : Role play and, poems.
Training Material-: Documented story. The poem, We are one.
Language used - Urdu
Facilitators- Staff and Teacher
Participants-: Children and teachers, trainees from other organisations.
d) Training Topic-: Human Rights Education.
Training Duration-: 15 days i.e 2 weeks
Training Modules-: 3 modules. Module I has 3 sessions, Module II has 10 sessions
and Module III has 30 sessions. In the IIIrd module the 9 sessions are on Child
Rights. Further sessions over the next three days are held on the importance of child
rights, the family and children, the States responsibility, child abuse and
violence, kidnapping and torture. Child labour and children in hazardous
situations, children in armed conflict, the effect of planning and policy on children.
The impact of various factors on a child's physical, mental emotional and societal
growth. In following sessions gender discrimination is highlighted specifically in
media advertising.

Training Methodology-: Introductory lectures, participatory dialogue, handouts,
group work, role play and theatre techniques, case studies, drawings and pictures,
story telling and picture stories, games, group stations on human rights, presentation
of models, audiovisual aids like videos and cassettes.
Training Manual-: A Training of Trainers Manual
Language used-; Urdu
Facilitators-: Staff of Sahe.
Participants-: School teachers, NGO workers and members of other institutions.

iv) *Save the Children Fund -UK*

a) Training Topic Awareness Raising on the CRC

Training handbook is available on the Internet which links the CRC to the

v) *Save the Children-US*

Training Duration - 2 hours.
Training Module-: The sessions are on the background of the CRC to how and when
the Convention was finally adopted by the UN General Assembly. The workshop
objectives and the major rights of the child - Survival, Protection, Participation and
Development - are discussed in detail. The meaning of rights and the CRC articles are
portrayed through drawings and the use of cluster cards. The cards have been
redesigned in conformity with the cultural context. to suit Pakistani and Afghan
participants e.g the Afghan passport depicting nationality, name and identity.

There are a total of 36 such pictures.
vi) **UNICEF- and the National Commission for Child Welfare in Islamabad.**

a) Training Topic - Training of Trainers on the CRC.
   Training Duration - 3 days
   Training Modules - Module I has 3 sessions.
   The sessions are on learning objectives, adult learning, and participatory training methods with a role play on a child rights situation.
   Training Methodology - Group and individual exercises, sharing experiences, explanations through lectures, role play and case studies.

b) Training Topic: Registration at birth
   Training Duration: 3 days.
   Training Modules: There are ten Units or sessions on Child Rights, the principles of the CRC, the importance of birth registration, the method for registration, awareness and motivation of the community formation of child-friendly committees, the responsibility of the local union council, advocacy and future necessary action.
   Training Methodology: Individual and group exercises and presentation, short lectures and group work.
   Language used: Urdu.
   Participants - Government and Non-government officials and workers.

   Training Duration: 3 days
   Training Modules: The three modules spread over three days are:
   i) CRC and the role of the Social welfare officer (SWO).
      This includes an introduction to the CRC, the principles of the CRC, grouping of articles, the legal status of the articles in Pakistan in relation to Islamic Law. A diagrammatic representation of the administrative structure for redressal of the violations of the CRC as in article 19 has been prepared. Sessions on the processes for the implementation of the CRC in Pakistan, the girl child and the CRC are held.
   ii) How to monitor child rights. The district based monitoring system (DBMS) is detailed on an information flow chart which indicates information gathering by the SWOs at the district level. The next step is data collection followed by coordination and analysis at the provincial, national and ministerial levels, with the involvement of the related government departments. The DBMS is a governmental monitoring mechanism which monitors child rights violations in the country in collaboration with UNICEF.
   iii) Skills required and follow up action. Sessions are held on interpersonal communication listening and facilitation skills, behaviours and planning and reporting skills.

   Training Duration - Each of the 14 lecture sessions is between 30-70 minutes. No number of training days has been allocated.

Training Methodology-Consists of predominantly the lecture method, individual and group presentations and discussions, exercises, brainstorming, a field visit and a case study.


d) Training Topic- Child Registration at Birth- A Training of Trainers
Training Duration- 3 - 6 days.
Training Modules - There are two training modules.
Module I = Child rights, significance, rules and procedures of child registration, communication, social mobilization and promotion, and monitoring and future planning.

Module II = Steps, methods and principles of training.
Training Methodology-Lectures, discussions, brainstorming, group work, and presentations.
Language used-English and Urdu.
Participants - Mainly government officials.

vii) Luck/Rasti-Karachi.

Training Duration-1 day
Training Module - Consists of 5 sessions on the meaning of child, differences between a child and an adult, the importance of child rights, children's issues, introduction to the CRC.
Training Methodology - Brainstorming, individual and group exercises and presentations, case studies, sharing experiences, flip charts and role plays
Training Manual - Hand written loose sheets.
Language used - Urdu and Punjabi or Pashtu.
Participants - Communities, children, NGOs/ CBOs, college and university students.
b) Training

Training Topic - Training on the CRC
Training Duration - 3 days
Training Modules - The two modules are
Module I = The child, differences between a child and an adult, the importance of child rights, recognizing children's issues, the CRC.
Module II - What is trust, feelings, the non-verbals, group motivation, childhood memories, drama portrayal of the articles specifically on child abuse and children's potential.
Training Methodology - Individual and group work and presentations, brainstorming, drama and theatre.
Training Manual - Loose sheets, handwritten.
Language used - Urdu, Punjabi and Pushtu
Participants - Communities children, college and university students and NGOs and CBOs.

List of Resource Materials

Democratic Commission for Human Rights.
- Flip chart for training on Child and Human Rights - 14 pages, with cluster cards from Rëdda Barnen (unacknowledged).
- CRC pamphlet,
- Brochure
- Child Rights Manual
- Child Rights workshop and report.
- Gender and Women's Rights Manual
- The CRC compared with Islam and Legalities
- Stickers on Child Labour and Corporal punishment.

ANCE
- Social Welfare agencies Senate Bill.
- Handbills for Child Rights and education of Child Labourers.
- Letters to the Chief Minister Punjab in support of the NGO Coordinating Council for the elimination of child labour.
- Brochures for the Educational and Technical Training Programme - 2
- Working Children Savings Card Scheme.
- Rëdda Barnen and the Global March, a newsletter.
- Human Rights newsletter in Urdu.
- Proposal for working children's health project to ILO.
- Advertisement for admission to Rëdda Barnens school for working children in Nawankot.
- Survey of Child Labour in Tanneries in Kasur area.
- Survey of Child Labour in the Manufacturing Industry conducted in collaboration with the Dept of Labour, Punjab.

SAHE
- Teacher Training workshop on Child Rights - a drawing exercise depicting the relationship of the State, Parents and Child.
- Training Manual on Child Rights and teaching methods.
- Women and Education
- Peace messages.
- My Story - a puppet show on 20 CRC articles (Right to Life) etc.

SIMORGH
Brochure of the history, goals, work and strategies of the organisation.
- Illustrated primers for primary level on Child Rights - In Print.
- Directory of NGOs in Education in Pakistan.

**SUDHAAR** - Training Manual on Child Labour for NGOs by IPEC-ILO
- Progress report.
- A study on the Children of Kasur.

**SAVE THE CHILDREN FUND-UK**
- Brochure
- Pictures and posters.
- Aware- Children's newsletter.
- The child labour project in Sialkot.
- Greeting Cards
- Book of child rights.

**SAVE THE CHILDREN-US**
- CRC Training - an orientation module.
- Child Participation - a Strategy by Redd Barna - photocopy.

**NCCWD.**
- Child registration at birth
- CRC - National laws on health education and protection.
- Implementation of the CRC in Pakistan.

**UNICEF**
- Brochure of the International Consultative Forum on Education. (UNDP; UNESCO; UNFPA; UNICEF; World Bank.)
- Training of Trainers CRC modules for CBOs.
- Child labour pamphlet.
- Meena - a girl child story books.
- Newspaper cuttings on violation and awareness of Child Rights.

**AURAT FOUNDATION**
- Information brochure on the Advocacy Campaign on Child Rights.
- Strategic Plan
- Projects in detail

**SAVERA**
- Field Reports
- School Observation forms.

**FEMALE HUMAN RIGHTS ORGANISATION - SWAT**
- Brochure

**MISCELLANEOUS**
Newspaper Articles on: Honour Killing Close Enough to Expose, Seminar on Incest (War against Rape - Karachi)

**FRONTIER RESOURCE CENTRE**
- Brochures
- Magazine and Newsletter
- Messages on CRC in simplified English

In Karachi:

**LUCK** = Learning and Understanding Children's Knowledge a project of Rasti.
- Mid-term Review.
- Brochures in English and Urdu.
- Training Modules on Sexual Health, HIV/AIDS and Theatre Workshop Facilitation and Module development, PRA, CRC, in Urdu and English.

God and I - a curriculum project
- Children's books on environment and the world we live in
- Children's Voices: What they say.
- Flash Cards in Urdu - a collection.
- Flip charts for teaching the Urdu Alphabet
- Daily Activity Sheet - a reporting format for field staff.
- Centre for non-school going and working children where there is no NGO, a proposal for Donors.

ROOTS
- Brochure

Projects are non-formal education for working children.

THE SATELLITE INFORMATION CENTRE - a project of VOICE in Lyari.

Quarterly and Bi-annual Newsletters. (3)

TEACHERS RESOURCE CENTRE
- A compilation of craft activities for children using scrap material
3.5 The Partner and Non-partner NGOs

Interaction, dialogue, visits and on-site trips were conducted with a total number of thirty six (36) national and international NGOs in Karachi, Hyderabad, Lahore, Islamabad, Peshawar and Mardan/Swabi, covering all the three provinces of Sindh, Punjab and NWFP, except Baluchistan. Partners are defined as those NGOs which have a commonality of policies, objectives and methodology. They are provided long-term financial and technical support according to a predetermined criteria and in harmony with the policy at headquarters.

Background:- More than 80% of the organisations came into being as a felt need for a platform where the unspoken voice of injustices could be heard. A mix of programmes for men, women and children took shape mostly in the form of welfare and charity activities. A struggle to work with the exploited and tortured got underway and visits to slave labour camps and jails, makeshift factories and tenements of tribulation became part of a yet undefined movement. Initially primary schooling was perceived as an essential priority for survival and non-formal schools were established in a rush. With the donor community clamouring for an awakening to basic human rights, women's rights, gender balance and child rights; groups and individuals got wise and plunged into the arena. Nouveau graduates were recruited for the sake of their own and the organisations bread and butter carried on in the way they knew best. Workshops and trainings were the delayed milestones in the process of growing up. Staff turnover or job shopping increased as more lucrative opportunities arose. No tab was kept on the former personnel once they crossed the threshold to greener pastures.

The NGOs have mushroomed in the country since the early 90s, the ones in Lahore trace their history back to the 70s and perhaps even earlier.

Training: Through word of mouth Save the Children, Sweden and the NGOs came to know about each others mandate. A long-term working relationship was established according to a pre formulated criteria correlating the mandates with an understanding that everything that Save the Children, Sweden does it does in accordance with the Convention on the Rights of the Child. The CRC is the unchangeable password and the training the crux of the movement. Orientation, awareness and trainers trainings have been held for the NGOs, depending upon the capacity and requirement of both partners. These trainings are a first time information source for the public on a subject that is presently best described as the tip of the iceberg; insofar as the extent of its ramifications and boomerang effect have not been realized.

Initiatives. Training information is translated into wanting to do something, feeling sorry for the plight of less advantaged children and a frustrated helplessness at being unable to do anything for them. Banking on the training organisation to provide quick and unlimited finances is the immediate straw that all clutch onto, unaware of their own hidden strengths.
Occasional meaningful self initiatives are proof that all is not lost. These instances maybe attributed to a real personal commitment to the cause and the driving force in overcoming major obstacles. As children these adults accepted corporal punishment at school, in the community and in the home as a matter of childhood. Now they know better for it has dawned that money alone is not a necessary provision to child rights, a few gentle, kind, attentive and caring actions and words can work wonders. Anger is not reciprocated with anger. The NGOs are running multidisciplinary programmes, the commonest being non-formal education, schools for the working and non-working children. Door to door motivation and Child to Child programmes have reduced the drop out rate and increased enrollment and continuing education. There is a trend to focus on children with disability, girl domestics, corporal punishment, torture of step children at home. First attempts at overseeing juvenile justice, child drug traffickers and the reduction of child abuse whether sexual, exploitative or violent have been set in motion by lawyers and advocacy groups by forming watchdog bodies and by improving conditions within the judicial setup. Child sexual abuse of both boys and girls terminating in murder has raised deep concerns even in the rural communities. Children as carpet weavers, domestics, industry workers, slaves, kidnapped, physically and mentally maimed and forced into begging are no longer invisible. Human rights groups interrelate child labour with segregation and the forced segregation of women from the labour force. The theme is to integrate rights based activities into grassroots activities and so are not sector specific.

Community participation, to use the hackneyed and indefatigable term, is solidified by the formation of community groups, workers unions, trade unions, employers unions and village based forums, for an exchange of news and views and possible solutions with temporary or permanent action. These collectives have intensified efforts to decrease the requisite period of apprenticeship to attain an economic skill so that the employee receives full wages after two years. The harsh working environment of an employer-apprentice relationship are in a stage of overhaul. Tensions generated between employers often needs redressal. Community resources are dependent on the human element, monetary funding by the children themselves, and material donations as land or a few room schoolhouse. In some areas street schools have been set up, initially as a pioneering effort to cater to the needs of not only the working children but also to those children attending schools where the quality of education is substandard. Later community and occasional external funding has led to the continuation of the project. Women and girls were visible in the non-formal schools as teachers and pupils and in the community as enthusiasts, lobbyists and village committee members.
Theatre and drama techniques to promote child rights messages and the gender aspect of the CRC, are being used by one NGO in Karachi. A children's and adults theatre group have been formed, and street plays acceptable to the communities on health, girls education, employment, HIV/AIDS have been presented. Poetry for learning purposes is used instead of routine teaching styles. Timetables, syllabi, examination schedules and co-curricular activities are reshuffled according to the children's preferences. Attempts are being made to revise the curriculum and rewrite the primers text to touch upon issues such as the right to self care, homework and housework nondiscrimination and stigmatization. The influence of bureaucratic policies on the child what the child owes to the world and vice versa to enhance clear concepts of survival, protection, development and participation within the existing environment are highlighted.

**Reporting and Monitoring.** Monitoring and reporting is carried out by the donors, the NGOs, CBOs, and the communities. Formats, checklists, and guidelines designed individually are available with some of the NGOs and Communities. CBOs use a narrative form of reporting of the activities with more of quantitative indicators rather than process and change indicators. Greater reliance is placed on the partnering organisations who have assumed responsibility for the application of the CRC, each, in their own style and according to their own policy.

**Constraints.** Of the constraints within communities and organisations the ones that were prioritized were paucity of funding, community mobilisation and contribution, women's participation, inadequate skill training, level of personal commitment, facilitation and guidance, the immediate monetary benefits to large families as compared with spending on an education, ethnicity.

**3.6 Impact of Training.**

Training as a strategy and, as a capacity building tool for human resource development is being used worldwide; for it is wise to teach a person to fish, rather than provide a fish indefinitely.

The optimal utilisation of available resources is essential. In the same vein training on just the CRC in isolation has been questioned time and again. Cognizance of this is being consistently taken now that change in knowledge alone does not bring about a change in behaviour, attitudes and practices. Beliefs, tradition and norms are diehard subjectives. Training is an awakening to the sunlight. It has to be followed up with an intensive burst of sunbeams to make a difference. Human needs are diverse. Occasionally more support in the form of guidance, counseling and facilitation may be required perhaps more in Pakistan since it still is a culturally traditional society with an overall hazardous low literacy rate of 35%.
Training has been amended over the years by including real life examples. Homogenous groups are trained to enhance networking and practical resources. Even a mix of languages is used during any one single training session and translations of handouts into the national and local language are available. The sequential arrangement of the modules aids the information growth process and sets the stage for establishing a child's identity and prerogative in an adult ridden world. Group dynamics has to be perceived as an important feature, for the very aim is the transfer of information for translation into action otherwise it is a sheer waste of precious resources. During training the vital part played by team building, conflict resolution, and collective action must not be lost sight of for these are the basic notes to composing the eventual plan of action.

The impact of CRC training was assessed on the NGOs, individual and groups of men and women who received the training. It has been streamlined under the following subheadings.

i) Translation of training information:

The first time information provided during the workshops generates a recognition and realization of the plight of the less advantaged children, visible in daily life. The immediate urge to do something for these kids in dire straits is met with a feeling of frustrated helplessness in that the challenge is stupendous in the existing milieu. This is perceived as an opportunity for future funding for child rights as well, which is often not so as criterion of policy is followed.

ii) Dissemination of Training:

The training is directly related to the NGOs work as a number of them have ongoing formal and non-formal education projects. New information acquired from the training is shared in full or concise form with colleagues, school teachers, religious leaders and community members. Dialogue, discussions and awareness sessions, Walks and poster exhibitions are held. Rephrased and summarized modules of training are poorly documented. Audiovisual materials e.g. posters, handbills and booklets propagating the CRC in the national language are often distributed at various levels. Radio and television programmes have been conducted in the two cities of Dera Ismail Khan and Peshawar by an NGO and Save the Children.
The internalization of a driving force to espouse the cause of children's rights is attributed to personal will and commitment. Instances of initiatives therefore augur hope in trying circumstances. The majority of initiatives are centripetal to the school and centres. Teacher training programmes to create child rights awareness are held to mould the teachers into children's friends instead of their critics.

Special emphasis and attention is paid to the attitudinal behaviour to have an environment conducive to learning for children who have never been to school. This involves kindness, tolerance, patience, understanding and listening skills on the part of the teacher. In sharp contrast to the traditional andragogical methods the growth of the child as a person is focused upon. Increased enrollment is carried out through motivation of parents, employers, political and religious leaders and the public. A slow learner is given extra attention in class or even after school hours. Flexibility of school timings and assignments for children with disabilities and working children is permitted. The siblings accompanying them attend school as well. The children are involved in the same curricular and co-curricular activities. Play and activity time are an important part of the syllabi. The girls and boys voice their opinions and feelings for they know that the teacher is supportive.

Corporal punishment within the home, school, or place of employment is gradually being accepted as unacceptable. This is portrayed through role plays. Hitting, spanking and physical abuse are denigrating to the personality. Although adults find it hard to discipline children in any other way many of them who are working with children today can identify these feelings which they experienced as children themselves. They try not to reciprocate anger with anger. In certain instances the teacher has snapped the threatening cane in two to symbolise abolishing physical punishment. However during role plays children act out beatings inflicted by parents. Teachers mobility and confidence has increased. They manage community queries and involve parents, especially mothers in problem-solving and decision making. Quality time with the mother at home is encouraged for improved academic results and achieving mainstreaming into regular government schools. Liaison of the partners with government schools paves the way for incorporating child-friendly teaching methods within the curriculum.
CASE STUDY I:

Muhammad Azam Hussain is 20 years of age. He was raised in a female-headed household since he was an year and a half old. His mother worked as a domestic, while his two older brothers had to drop out of school to work so that the family could survive. He has one sister who is married. After matriculation (High School) his brothers did not support his education, so he took up a job at an automobile workshop. A friend refereed him to Sudhaar where he has been working with the Organisation over the past three years since the age of 18. His job at the office was initially that of a cleaner. Owing to his personal commitment and will today he is an office assistance. He received training in CRC an year and a half ago. He says. “Because I work here Children’s issues have become a habit and an interest and so I wanted a deeper understanding of the CRC. I am in the habit of learning whatever I can, I want to progress in my work and in my personal life.”

After the training he has learnt to motivate people, interact with them and convince them. He is tolerant to other cultures and believes in hearing what others have to say. The public he said is not aware of the CRC as such. So clear and correct information is necessary for them. His friends ask him the reasons for his interest in this work. To which he replies that it is not for the payment only he would work against child labour even as a volunteer. Of the training he said that during the first three days the pace was gradual, but towards the end the time was less and everything finished quickly. He felt that instead of the lecture style, more time should be given to feedback. He was interested in advanced Child to Child training programs.

His plans for the future are to attain the highest degree in education and one day become the Head of the Organisation like the one he is working with.

CASE STUDY II

Many are the “Log cabin to White House stories” one is apt to hear and read. To reflect on these while ruminating the awesome driving force against all odds within these individuals is mind-boggling. Such a story is recounted here to portray the force of will and courage within a human being for when I first met this gentleman I had a hunch that he was made of different mettle. Raja Abbas Ali was born into a poverty-stricken family of Lahore, Punjab more than forty years ago. His father remarried and abandoned both the families. As a single parent his mother worked as a housemaid to see that there was bread on the table for all. His two older stepbrothers went to work as children and financed his education up to Class 5.

Meanwhile as a child worker he continued his apprenticeship with a tailor. From then onwards till Class 8 he worked on a lathe machine. Later on he moved to a Heavy Mechanical Complex as an industrial worker. Here he signed up with the Trade Unions and graduated from high school as well. As a member of the CBO in the periurban area he started welfare activities like cleanliness and free tuition to working children with a group of volunteers in 1985.
iv) **Formation of watch dog bodies.**

The organization and formation of community groups, workers and employers and trade unions village -based forums are a positive attempt to bring about meaningful changes in different societal strata. Child rights activists and human rights groups and lawyers have formed forums named Help line, Children's Legal Aid, Womens Crisis Committee and Justice Equity to follow through with children in jails. Efforts are underway to secure bail, early release, humane treatment and the provision of educational and health facilities. A movement for separate jails, courts and transport for children in detention is ongoing. Two or three individuals have voiced acute concern on the kidnapping and killing children, sexual abuse of girls and boys, torture, child carpet weavers, brick kiln and factory workers, child apprentices and slaves and girl domestics and children in trafficking. Journalists in their individual capacities have regularly given coverage to the aforementioned gross violations of the rights of the child by publishing reports, photographs and special features. Community collectives and NGOs have made combined efforts to obtain workers rights. A decrease in the period of apprenticeship, quicker opportunities to earn full wages through independent work, improved employer-apprentice relationship and changes in the harsh working environment, right of benefits are some of the areas where positive changes, even if miniscule, are occurring. Village Integration Committees with men and women community members and parents of the children with disabilities were formed as part of the project Community Based Integration of Children with Disability through Advocacy initiated in October 1997. In the district of Swabi by motivational orientation of mothers, fathers, religious and community leaders, teachers and activists. This has facilitated the inclusive education of girls and boys with disabilities into the non-formal and government schools.
Community Contribution

Community support maybe both material and non-material. Material resources identified are in the form of land and building (rooms), contributions in cash and kind. The non-materials are a moral willingness to further the cause by motivating neighbours and public, formation of adult forums which recognize children’s rights, attendance at meetings, increasing school enrollment, allowing time off from work, fund-raising, and changes in the harsh and cruel attitudes to the socially, economically, physically and mentally disadvantaged children.

Child to Child Approach

The child to child approach is a harbinger of factual children's participation. It empowers the child in the role of not only a learner but also the learned. With first-hand experience and an in-depth understanding of the child’s perspective, children see logic easily and quicker when presented by a child. Moreover trust and faith is reciprocated and mutual in a homogenous group. Children may not understand what a Right is but they do know that they need to be able to protect themselves from different kinds of harm.

Children advertise the existence and quality of the schools and centres by word of mouth. Occasionally the nominal fees are paid from the children’s very own earnings and they are proud of this. Where a crisis occurs in the teacher-child relationship, it is the schoolmate who brings a friend back with the promise of protection from all harm. Children help and encourage each other with home and class work as well. The Child to Child program is used to motivate children who run away from school. Children motivate their friends by telling them to go back to school if they run away from beatings. They say “I will support you and the teacher will not beat you. I will stand by you and support you.” When children run away from school we the teachers ask the child’s best friend to bring the child back. From there on we remotivate and convince the child not to leave the school. If parents do not pay the school fees the children make payments out of their own earnings and savings. The child to child method is a very successful method which we use to lower the drop out rate.

The Dropout Phenomenon

Trainees who do not take any self-initiative, post-CRC training are known as inactive. These individuals, although selected by the community and NGO in collaboration do not go on to apply the principles of the CRC. Are resources then wasted on them? Is it affordable keeping in view the percentage of those who are active, and what is the minimal that is acceptable? Training it seems does not guarantee action. It is more of an awareness creation. A strategy which will appeal to the people to mobilize themselves, collectively or individually to bring about change, however infinitesimal for a start. Those who dropout do they really forget all that they heard or is it retained, yet dormant in the subconscious of their mind to be utilized when the occasion arises. The reasons quoted for drop-out are insufficient time, absence of incentives, societal pressures, paucity of public response and poverty. The illiterate general public cannot immediately comprehend the sustainable
benefits of an education and parents therefore pack off their kids one too many to work from a tender age. At least they say they are earning their daily bread in an environment of rising unemployment.

Surely it is not possible to address all the causative factors of a longtime problem and perhaps that is overwhelming. Ways and means at all levels and at all times can be sought to bring about change in knowledge attitude and practice as a gradual and mutually beneficial process trying to overcome little by little the blocks and hurdles.

viii) Specific Issues

Of the multifarious child rights issues identified top of the list for priority action were children affected by:

Hazardous work,
Sexual abuse
Torture and trafficking
Detention and conflict with the law.
Beatings and punishment.
Hazardous Work

There are 8 million child workers in Pakistan, many of them in an environment of oppression which attacks the child’s physical, mental, social, emotional and creative survival. The development potential and evolving capacities of a complete human being is thus severely compromised. The very essence of the convention and it’s overarching principles in the best interest of the child are in serious jeopardy. Children in hazardous situations are those in the bangle making (glass bracelets) industry, cloth printing and dyeing, in Hyderabad, carpet weaving industry, automobile workshops, brick kilns, girl domestic helpers. The glass bangle making process consists of 12 painstaking steps in which straightening, curving, joining, cutting and polishing of glass with the bare hands is carried out. A telly of 30 bangles is equated with a dozen. A child’s wages are fixed at Rupees 3 per 24 dozens. so children and women earn a paltry sum of rupees 25 to 75 at the end of a 10 hour work day. First aid workers compensation and protective clothing and equipment is unheard of the work places are cramped, dark and rudimentary. The handling of chemicals in the cloth dyeing and printing industry is poisonous to life. Children working at tanneries in Lahore dive into the huge drums with acrid chemicals and use their bare feet over pieces of leather soaked in Formaldehyde. In equally appalling circumstances are children working with gas and kerosene oil burners constantly exposed to poisonous fumes. In brick kilns children and their parents are exposed to dangerous levels of toxic inhalants as fumes from burning old tyres for fuel and brick dust. No medical care or workers compensation is available. There is no protective clothing and equipment for child carpet weavers.
Child Sexual Abuse:

The sexual abuse of children occurs wherever defenseless children are 'available'. 'Available' connotes the perception of the perpetrator. Boys in detention are sexually abused while traveling in the prison van to the Courts with adult male prisoners in solitary confinement. Law enforcing agencies are perpetrators and accomplices in this heinous crime. In the automobile workshops and factories forced homosexual acts are committed by employers and clients. Pre-teen and teenage girls domestics are raped by their male employers and tortured and starved by their women employers. Incest is common according to reports from an NGO Angan, Bedari which publishes a weekly column in the children's section of a local English daily. The section provides counseling to the victims.

Child Kidnapping, Torture and Trafficking:

Kidnapping for using children in drug and sexual trafficking is rampant in big cities and bordering tribal areas. These clandestine operations are carried out by specialised gangs and the beggar community. There are indications of an 'organ donor mafia' which kidnaps, murders and eviscerates infants and children. The transplant organs (eyes, liver and kidneys) are sold to 'donor organ banks' in different countries for thousands of dollars.

Children in Detention and Conflict with the Law:

Children in detention, are often picked up for vagrancy, forced drug trafficking, murder, rape and theft. As an easy prey they are subjected to various forms of torture, abuse and degradation. Sprinkling of Acts or Legislations exist for children in these situations, in only two out of four Provinces. Children are incarcerated in cells and transferred in the same prison van with serial criminals. Prisoners in solitary confinement thus avail the opportunity and sodomize children when being transported to the judicial courts.

Child Spanking and Punishment.

The adage 'Spare the rod and spoil the child' holds true for many adults who control and supervise children with a weapon, be it a stick, or a human appendage (limbs). It is deemed appropriate to mould the child for the future in this firm manner by inflicting pain and humiliation. In a majority of rural and urban educational centres and ecclesiastical institutions a stick is kept in full view of the students. In fact it is the teachers or employers' armament. This treatment is acceptable to parents for mothers beat their children repeatedly in public places, at a doctors office and at home to remain quiet. Parents thrash children who do not live up to expectations or obey orders. The print media has occasionally reported cases of teenage suicide where parents fail to make concessions.
Children with Disability

According to available figures out of a population of 76,771 a total of 266 children were disabled. Gender disaggregated data was not available collaboration partner was facilitated to start work on this thematic issue to promote awareness and integration. Some of these children who attend community and formal schools receive greater attention from the teacher and allowed to participate in sports. Parents attitudes are changing slowly in accepting that these children can play, be social and go to school. Name-calling is strongly discouraged and other children and adults are motivated to address the child by its baptismal name. e.g. a child of short stature is stigmatised as ‘bonna’ meaning dwarf, in the local vernacular.

Constraints

These were identified at different levels as perceived by the partners, the community and the children and the funding organisation. Some of the hurdles were transient whereas others are more lasting in nature and are cited as follows.

(i) The partner NGOs:

In the early stages the community opposed the motivation process as the very idea of child rights was unknown in rural and urban areas, among not only the illiterate but literate as well. Community trust and faith gradually develops over time and necessitates consistent and persistent visits to homes and hujras (a traditional social gathering place for men).

Owing to predominant socio-cultural norms it was unacceptable to see young women talk with strangers, especially men. As no financial incentives are offered to communities the organisational staff had to face constant recriminations and accusations. In retaliation, the regular and full payment of school fees is often lacking.

Women’s mobility owing to societal norms is severely limited. For the women teachers at the local school this was a brand new experience. They had never been beyond the threshold of their own homes. They were not equipped to mobilise the community. Their confidence and support levels were low in the early stages although some were spurred on by the challenge and continued to motivate people of the possible benefits.

The schools for the working children were established six months before the CRC training course. The newly recruited NGO staff, both women and men had no concept of the CRC or community participation. Without appropriate guidance they did whatever they could possibly do. Difficulties arose in implementing the CRC direct from the written word. In retrospect it was felt that the CRC training had provided new and relevant information.

The child labour Act prohibits the employment of any child under the age of 14 years, the employer being liable to a fine of Rs. 20,000. Employers are fined by the Government Labour Inspectors, as a consequence of which the children are laid off from work. The working children’s parents then plead with the employers and Inspectors to rehire the children. This paves the way for a full-fledged vicious circle of child exploitation at work and in the home.
The activation of dormant government resources poses a challenge. Requests for the utilisation of neglected public parks for conversion to children's activity centres have gone unheeded. Owing to politically bureaucratic plans, squatter settlements have been razed to the ground to construct high rise commercial buildings. One non-formal school has been permitted to move into extra space in a government school after a prolonged struggle.

Most NGOs have no fund raising strategies and gaps in donor funding are common. The training programme raises the expectations of the local village or district level organisations regarding certainty of funding by the international organisation.

A non-governmental organisation maybe perceived as an external or western lobby owing to its past history of highlighting controversial and socially challenging issues, specifically women's issues.

(ii) The Community:-

Resource Information.

The people are aware of the NGOs ongoing multidisciplinary programmes in the area. and so recognizing the financial and material resources available to the NGO, the lack of incentives and demands for community contributions is resented.

Macro-economics

Rising inflation leaves little time for the poor and disadvantaged communities to spare time for social or community work. Fathers cannot leave their daily wage jobs and mothers are overburdened with housework. Children loose time and money from work. Little girls cannot be spared for they share the work with the mothers who work as housemaids.

Activists.

Actively functioning local child rights committees are required. Verbal agreement is not necessarily translated into practice. For there is no obligation to practice what others preach. Conflicts arise between groups, factions and individual employers owing to multiple reasons.

Children's voices

Regular time off from work results in a decrease in daily wage income which is a bane for economically unstable families.

Raising expectations exposes the children to two worlds and increased frustration.

Donor Dilemma

Great expectations for funding are apt to arise during the training period. However the donor organisation is limited by adherence to policy, criteria and resources.

Continuing Supervision
Follow-up of the plans of action is another area of concern. The pros and cons of this resulting in initiatives or a lack of these is often cited. The follow-up strategy of continuing and supportive supervision is weak at all levels. Problems identified were a lack of guidelines, periodic and effective interaction, structured formats and a deeper understanding of the meaning and ultimate qualitative outcome of the inputs and activities. An illustration of this is the celebration of the decade of the UN Convention of the Rights of the Child. The organizers were counting the number of child participants without any thought of how this pilot demonstration would actually affect the everyday lives of the children and the future interaction between the children and the accompanying adults.

The Future Training Needs

The future training needs highlighted were:

- Concept Clarity. Clarification of controversial issues e.g. survival, age and definition of the child, and development.

- The application of the CRC in the local and country context at the grassroots level and written guidelines for implementation.

- Capacity building. Training in the principles and techniques of community participation, motivation and organization.

- Teacher training programmes to provide quality teaching techniques, an understanding of child psychology, the use of the creative arts as a medium of instruction, and an intensive program for the management of children with disabilities and learning disabilities was required. - A video documentary on the CRC for visual impact.

- Follow-up support and guidance for conflict resolution and direction to utilise the existing resources.

Dissemination of information and sharing of lessons learned on a wider scale. Follow-up or continued monitoring deserves special mention. This aspect of the project cycle

Gender Perspective

Gender cognizance and its inclusion in a Rights Approach programme is of critical importance. Gender issues reflect inherent traditional beliefs and values shaped by attitudes and practices. In Pakistan this is conspicuous in giving the first preference to a boy for food, clothing, shelter, healthcare, social status, freedom, identity, information and opportunity. This aggravating a clear discrimination against girls in the principles of Survival, Protection, Participation, and Development. This is overt at later stage in the restriction of women’s mobility and ability. It is preferable to domesticate girls in limiting them to the homechores, sibling care, traditional work, and as an aide to the mother-domestics. As a consequence of which they are denied a secure techno-economic future. The high illiteracy rate among girls severely compromises this status quo. This no-win situation is reinforced by the deliberate misinterpretation of religion and cultural norms by power hungry men. The CRC trainings
are held both for men and women in the rural, urban and tribal communities. Women and men are organized to form groups and activists are identified at the grassroots level.

At the outset men usually opposed the formation of women's groups and women's work away from home, but later realizing and being convinced of the benefits and lack of a threat supported their active involvement. However only boys attend the mosque schools and work in certain factories. Girls usually work in the carpet industry, the glass bracelet industry or as domestics.

At the managerial level there are few women staff as compared with men. Over the past year a few organizations have employed more salaried and volunteer women. An attempt is being made to enroll more girls in the schools for mainstreaming. Girls with disabilities are specifically included and the process of integration is followed through. Studies show that the progress of 59 girls and 37 boys in one village women's group and 30 girls and 96 boys in a village mens was followed through. To rally public opinion in favour of participation of the girls educational primers, posters and activities are planned to highlight their capabilities.

MONITORING MECHANISMS
Monitoring although an essential and sequential part of every programme is a highly elusive phenomenon. In that it takes a different form and shape in different minds. Standardization for the sake of review and future planning is necessary. The rights perspective demands measurement of tangibles as well as intangibles. The qualitative improvements are far outweighed by mere numbers. Advocacy and awareness are assessed in terms of actual behavioural and attitudinal changes which are visible through new and improved practices. Policy guidelines on monitoring are followed as laid out in the procedures for the International programme (1996) which specifies clearly activity and financial reporting. The Country Programme office monitors the partner organisation which in turn receives reports, written or verbal from the community based organisations or individuals, within a specified time.

Monitoring skills are weak at most levels. The majority have no concept and this is reflected in reports and during discussions. Everyone emphasizes the number of working children in the non-formal schools and their artistic abilities. Celebration of occasions is perceived as the utmost in participation by both adults and children. When planning these shows, impact is of little consideration. Indicators are reported only as statistical data. Trainings on activity concepts tend to be attractive. However, the aspect of feedback is not stressed during the training course. It is left 'open' to the trainees and nouveau trainers. Targets of achievement have to be linked in an intrinsic way with the overall objectives.

To streamline and mainstream monitoring as an integral part of any programme or plan, from the initiation, a consensus decision was arrived at with the Government, NGOs, Community and technical Consultants to conduct a participatory workshop on Monitoring mechanisms and indicators with inputs from all the stakeholders to formulate workable procedures in the local context.

The purpose of the workshop and session content was designed to meet the above mentioned objectives. However, owing to contingencies of time the workshop has been rescheduled for the year 2000. The workshop agenda is as in the Appendix.
Recommendations
The recommendations are presented with a holistic view of the UN CRC which considers children as human beings too. The suggestions may thus be incorporated as part of the trainings or focused on when identifying partners, or even facilitating innovative pilot projects.

Women and children are bonded in development prenatally and the condition of the one cannot be separated from the other. In the best interests for the survival, growth, protection and participation of both synchronously it is necessary to enable and empower both economically and socially, albeit at different stages.

Low income families especially 'mothers groups' can be offered revolving loans for small home-based micro-enterprise projects with the proviso of ensuring that their working and non-working daughters and sons will at least complete primary schooling. This will address the child rights and micro-economic situation, improve the safety of work, and ownership of employment now and in the future. It will impact positively the situation of the adults with benefits to the children.

Pakistan has a reported population of at least 150 million with a burgeoning growth like the sword of Damocles looming overhead. Its resources are choked to capacity with the influx of refugees from war-devastated areas. Its financial safety nets are shredded to bits by power mongers. In this scenario it is crucial to endorse and support intensive and successful models of birth spacing projects. The unborn child, yet, full of life, rightly deserves a better future than its sibling.

Considerations for the removal of children from hazardous work e.g. addictive drug preparation and trafficking, bonded labour, handling of toxic chemicals and side by side sexual exploitation is required. Provision of alternative less risky work and protective clothing and equipment is needed. At policy level lobbying with governments, trade and labour unions for the use of modern technologies, which should be imported tax-free is required.

Children living with or in an HIV/AIDS environment (parents suffering from AIDS, a culture of denial exposure to sexual abuse, indiscriminate use and disposal of injectables, unsterilised surgical and dental equipment) face innumerable, yet unexplored issues. Constant exposure to social stigmatisation, financial crises, a denial of multiple rights and a future as an orphan or as an HIV/AIDS patient loom large. At present there is an acute paucity of issue-acceptance, prevention and safety programmes, testing techniques, reliable statistics and immediate and future support services for adults and children.

Step-children, with only one natural parent and children from single parent families (women-headed households) existing within a compromised emotional, social and financial background require specific considerations for coping strategies. A widower will usually remarry leaving his children at the mercy of the hostile stepmother who easily exploits the situation.
Multidimensional fora with women and men, legal and medical experts, politicians, police and prison officials, employers, trade and labour unions, and communities to prevent and monitor sexual crimes against children, are the need of the hour. 20% of sex crimes are committed as stranger rape whereas the remaining is attributed to acquaintance rape. (BBC-18th Nov. 1999, 'Hardtalk' with Linda Feirstein-Director sex crimes unit, New York Police, USA). There is an urgent need to prosecute perpetrators and provide counseling support to the victims girl and boy child and women.

The child to child approach is an effective participative strategy for the transfer and application of the Rights knowledge. The principle of each one teach one may be reversed with child to adult programs providing greater involvement, confidence and team building and a sense of achievement. Children should actively participate in child-related research projects and surveys for an in depth understanding of the issues.

Incorporate the CRC into the formal and non-formal school curriculum through the active learning techniques of story-telling, charades and creative work. This should be followed by discussion with children and adults on the identification of possible solutions within the existing resources.

After the home, the next stage in learning is the school be it a formal, non-formal, mosque, government or non-government one. Teacher training in the practising of the CRC is essential to not only increase and sustain enrollment but to improve the quality of potential and achievement.

Children and youth in formal schools as Trainers in CRC, should train other girls and boys who are potentially the future legislators and policy-makers. Specific issues of concern to the children themselves e.g. corporal punishment, sexual harassment, labelling, bullying may be built into the curriculum in the CRC Training manual for Children.

Regional Youth Ambassadors will enhance cooperation and learning within the region, among themselves and for themselves. Each Ambassador, from amongst the working children, may be voted by consensus to a two year term. Funding allocations may be obtained, as part of a joint venture, of the International Save the Children Alliance.

The disability and dysability issue has been identified oftentimes in a subtle as well as overt manner and therefore needs to be taken cognizance of. The concept of integration as a prerequisite to leading fuller lives is rather ambiguous. In the best interests of the child it is rational to enable them with a skill to reduce dependence and enhance a sense of capability to steer their own lives honourably. Learning disability or dyslexia is more common and difficult to diagnose in actual conditions, and a vast number of children who can reach their full potential with encouragement and appropriate guidance are instead socially ostracised and face constant intra family recrimination. This calls for intensive care at home and at school for children who may have a physical disability coupled with only a slight learning disability. This dysfunctional disability through specialized techniques can be rechanneled to produce the greatest technocrats ever.
The overall cost-effectiveness of the program in terms of success and gaps should be intensively viewed for training is not always followed by anticipated action. The average success and failure rate have to be weighed. A comparison of the benefits that accrue in the long-term to children with disability and working children in the non-formal schools has to be assessed in terms of independent life-support skill systems.

The phasing out strategy has to be clearly spelled out, right from the inception of the project. The completion of each two or three year term may be marked as a time for review and replanning. Successful models can be upscaled and replicated to increase coverage, both geographical and thematic.

To address the paucity of collective action, attempts are in progress to foster networking. Intensive rapport with international and local institutions working for the rights of the child with different strategies, at country and regional level will result in further strengthening and integration. The need to accept and mobilise each others resources for harmonious empowerment is necessary at regional and inter-regional levels with governmental, private and public institutions.

Donor follow up and technical support as a facilitator to build bridges and provide guidance and direction within at least the first post training year by listening, proposing and helping develop ideas is envisaged. It is imperative where conflicts and blocks hamper the movement.

Yearly review conferences can be held with both partners and non-partners to foster communication, and analysis of both successes and weaknesses (A SWOT analysis) and replicate worthy child rights models.

The use of media as an active information system should be increased. Videotapes, drama, dialogue and write-ups should portray the reprehensible situation of children in social economic and emotional poverty. A media forum for the CRC may be established in all provinces.

Analytical and gender monitoring which signifies the growth of the project and the extent of women and men's commitment and meaningful contribution should be emphasized. It is important to record the process of change in consonance with quantifiable targets. When reporting children's walks rallies and commemoration days the immediate and future impact of the activities on children and adults behaviour and attitudes needs to be documented. The workshop on the monitoring of the CRC scheduled to be held next year will hopefully address this aspect.
A majority of NGOs being supported for changing activities over a lengthy time period are still parasitic in outlook. The logical framework approach already in use is a step in the right direction. The next milestone is the phased maturing of the programme for which technical and/or financial support policy is required for both the supporter and the supported. Trainings on the CRC must not be viewed in isolation, as there are a host of influencing and predisposing factors. It should therefore be custom made to the community’s needs. New information should be correlated with its interpretation and application in practice. Thus the drawing up of action plans should not lose sight of community participation techniques, gender balance, reporting and monitoring skills. The future child rights activists require basic understanding skills in child behaviour and expression. One day devoted to actual child rights practical field work will surely be beneficial for the participants in their particular work situations.

Relocation of trained and committed staff from the NCCWD to mainstream children’s rights issues in the relevant departments and ministries e.g. Health, Population welfare and Education, Development and planning, legislation and judiciary, at the federal and provincial levels. This will impact on government policy at the macro level by influencing decision making hierarchies.

Mentoring by Save the Children, Sweden as a guide, philosopher and friend for the trainees should continue, other than abandoning ‘the birds just out of the nest and learning to fly’. The role of the Northern mentor with the Southern partners should be crystal clear to both so that each one achieves its maximum potential.

The time has come when Save the Children, Sweden ‘has to talk of many things’ to address the growing concerns and widespread issues of an ethnically diverse population. Wider and effective coverage calls for more personnel, both women and men, specialized in CRC training. This will ‘beef’ up the programme as a movement and improve outcome while providing a richer resource base for multiple groups.
Appendices
ANALYTICAL REPORT ON THE CRC WORKSHOP AT MINGORA, SWAT. BY AURAT FOUNDATION and RÄDDA BARNEN

By
Dr. Tanzil Agha

BACKGROUND:

Ever since the UN Convention on the Rights of the Child came into being on the 2nd September 1990, the active signatories have put their gray matter together to devise ways and means of creating awareness and lobbying for the Rights of the Child all over the world. Radda Barnen is actively involved, at all levels in this movement.

In this context Radda Barnen Pakistan conducts Training directly and through partners on the Convention on the Rights of the Child

This policy of the Promotion of the Rights of the Child is action-oriented with a long term vision for sustainability and change.

Radda Barnen believes that a spark can kindle a raging fire of new realisation, strong will and commitment for the achievable. Human resource development through the means of information, coordination, organisation and leadership is crucial to development.

These attributes are thus ensconced in the outwardly simple, yet in depth term of 'Training'. For training is what all living things go through, irrespective of gender, species and physical appendages, right from conception to destiny. It empowers local institutional structures, both government and public through capacity-building and social mobilisation.

Aurat foundation will be celebrating its nearly two years of partnership with Radda Barnen in August 1999. As part of its broad mandate of Advocacy, Capacity building, Information and Publication and Research, the Aurat foundation harmonises the Radda Barnen mission, in terms of the child as the centripetal force towards growth and progress.

The first CRC orientation workshop as part of this years program was held by the Aurat foundation in D.I Khan in April 1999 with 23 participants.

This the second one was conducted in Mangora, Swat, Malakand. The Child Rights Cell team from Aurat foundation during the preparatory phase had worked in the area to select the specified number of representatives from the NGO, CBO and government departments. Their participation was confirmed in writing. The administration and logistic arrangements were made in advance by liaising with the Radda Barnen Project Office and Training Unit.

The workshop on the Convention on the Rights of the Child is analysed under the following heads in order of descending priority, e.g. the curriculum content, group dynamics, gender balance and managerial effects, with a conclusion.

CURRICULUM CONTENT:

The foundation for the curriculum is based on the UN convention on the Rights of the Child 1990. In June 1994, the Asian Forum for Human Rights and Development and Radda Barnen organised a workshop in Chiang Mai on the convention of the Rights of the Child (CRC). This was attended by delegates from five country offices from South and South-East Asia, and represented three alliance members. A second workshop was held in Bangkok on...
September 1994 which reiterated the need to develop a training package to promote the use of the CRC in the best interest of the child. The training sessions and lesson plans incorporate the training package promoting the Rights of the Child for International Save the Children Alliance (Asia) and its partners. This has been compiled by the editor Graeme Storer.

Amendments over time have been made by including real life examples, group exercises and ice breakers. The manner of communication varies according to not only each country context but being sensitivity to each area’s socio-cultural norms. Multi generational traditions cannot be whisked away by just rubbing the Aladdin’s lamp of wishful change.

Each of the sessions has been critically assessed so that weightage is given to the matter and factors which in a follow through process together produce a result. The training package consisted of six modules which were arranged sequentially, over a four day workshop.

**DAY ONE: INTRODUCTION AND EXPECTATIONS;**

The 31 participants were quick to say their name and that of their organization. It was easy for them to mention the positive aspects of their character but they took alittle time searching for the negative aspects. Most of them mentioned anger and impatience as one such point. From the workshop they expected to learn how to deal with the suffering and victimisation of children, which was visible all around them. One woman said that she wanted to be able to help women attain the position and capabilities of men. Two of the men participants knew what the acronym CRC stood for as they had read it on the banner outside the venue.

**ANALYSIS:** The men and women were all literate. Their educational level was up till Masters level. The men who were used to authority and public dealing like the police, NGO and CBO representatives were confident and outspoken. They were conscious of their own identification and stood upright during the introduction. The young ladies were rather self conscious and unsure of themselves since this was the first time that they had ever stood up in a gathering and were asked to speak with so many men present. The participants looked forward to more community appropriate knowledge on psycho-social issues, mobilisation of government and policy changes and networking.

Self- analysis is perceived as an immediate wake up call which as a cognitive function turns the picture around to one self. It helps explore the inner mind in distinguishing the good, the bad and the ugly lenses with which a person views the surrounding environment. It was heartening to speculate that the germs of gender awakening as an enabling force were multiplying in this so called traditionally unaware society. The potential was there, it only needed directional guidance and support like the tendrils of the climbing ivy.

The pictorial use of buses on the expectations chart gave the impression of constant motion, a feeling of moving ahead. It reflected the anticipation of something finite that was going to happen as opposed to stagnation and lethargy.

**SESSION 2: MODULE 1; CRC BACKGROUND AND PRINCIPLES;**

The history , the basic philosophy of the CRC with stress on human values was explained to the group. It was emphasized that the raison d’etre’ for working with children was due to the fact that women and children are the most disadvantaged groups and their rights as such are commonly violated on the pretext of religion and culture. This session provided new information, and so there was little discussion.
The convention on human rights and the convention on the elimination of all forms of discrimination against women (CEDAW) needed to be reinforced with a convention on the rights of a child, to focus the spotlight on the girl child. Both CEDAW and CRC emphasized rights and non-discrimination. However, reporting by the signatories is a prerequisite only by the CRC.

This was linked to Pakistan's status of being one of the initial 20 countries which had ratified the Convention. However, reservations exist since there are three parallel schools of thought. The outcome of a comparative study in 1994 on the Legal statutes of the Islamic Republic of Pakistan and the Islamic Shariah (the Islamic law based on the text of the Quranic revelations, Ahadith and Sunnah) and the UN CRC, is heavily skewed towards the Islamic Shariah and the CRC being synchronized with each other. The last sermon of the Holy Prophet (pbuh) of Islam emphasized the rights of women, children and slaves 1400 years ago. Islam specifically condemned child abuse and exploitation and exhorts parents and society to assume full responsibility just as the CRC does so.

**ANALYSIS:** Realisation dawned ten years after CEDAW that loopholes in women's issues needed to be addressed long before the girl child became a woman. The process of rights begins at the root of conception and not when the leaves have already begin to wither on the tree of development. Thus the CRC was a novel and nascent strategy which invited support for the new born to mature into a complete woman or man.

The comparison and contrast of the three legislations accepted by Pakistan are similar in many areas. On certain issues conceptual clarity is lacking which causes ambiguity, confusion and a sense of incompleteness and indecisiveness in the participants minds.

A strongly convincing reference to actual undistorted religious facts brooks no argument. The Muslims must understand that the Rights Concept and the Rights Approach as advocated by the CRC is not the hegemony of the New World Order but an ageless philosophy of 'Rendering unto Caesar the things that are Caesars' professed by every ancient and modern religion.

**SESSION 3: DEFINITION OF A CHILD AND MATURITY**

The majority of the trainees said that a child was defined as 'one who cannot make a decision', 'is unaware, cannot differentiate between good and bad, needs beatings to be disciplined, cannot defend themselves'. The cutoff age for this was by majority consensus 14 years. Some said that for a boy it was 18 years whereas for a girl it was 15-17 years of age. Some even said that even a 9 years old girl is considered mature.

**ANALYSIS:** The age of maturity has always been a highly controversial subject, everywhere.

It has a multitude of religious, political, social, legal and economic connotations and implications. Each power group usurping Nature for their own 'best interests and for their ulterior motives. Rationalization propounds the fact that physical, social, emotional, mental and economic maturity are diverse in nature and yardstick of measurement. Many adults are years on in physical maturity, yet are labile and may I dare say by social standards immature. This understandably opens a Pandora's box where the benchmarks for each of the disciplines of maturity may be laid down. In today's jargon a holistic approach to genderised development is emphasised. Life is not signified by mere physical growth; it is a wholesome product of the ultimate potential in the cognitive, emotional, social and creative areas within
womankind and mankind. Of course it begins at the beginning, which is from the embryonic stage, if not before.

Is it really possible for a 9 year old girl married to an 11 year old boy to bear 10-14 children during her reproductive life, and not bear repercussions on herself, her children, her family and her community. Rampant illiteracy, overpopulation, a high infant and maternal mortality rate and the unending violation of child rights are the causes and at the same time the effects of these practices. Medically the biological growth process continues up to the age of 21 years.

The legal age for the privilege of driving, franchise and obtaining an arms license varies between 16-18 years without gender discrimination. Movies too are rated PG (parental guidance) for children under a certain age, irrespective of their gender. This raises the question, that is the age of maturity based on sexual maturity alone?

NEEDS AND RIGHTS:

The participants showed that they had a clear concept of the exact meaning of the two words and that needs could be translated into rights, with an overlap. The responses were:

Right is a need which is not easily attained. Rights are essential for life.

Right is a basic facility for which the society, parents and the government are responsible.

The final three sessions on 'Who is a child, the differences between an adult and a child, and Needs and Rights were interlinked and moving step by step from an apparently simple yet crucial question set the stage for establishing the child's identity and prerogative in an adult-ridden world. It also opened up the theme of the workshop and the connection with the various institutions and departments which were represented.

DAY TWO:

A précis of the previous days sessions on the Principles and background of the CRC, the age of maturity, needs and rights led to the second day's sessions.

SESSION 1: THE ARTICLES of the CRC, MODULE VI

The Articles of the CRC were introduced through an individual exercise in which each Article was differentiated by writing it on a different colored balloon. The participants selected a balloon with the article of their choice. Child-focused issues were identified as children with disability, child addicts and sexually abused children. A discussion on adoption ensued as one of the lawyers had adopted a girl as the first child and was later blessed by a biological son. He had decided to give his adopted daughter a share in the inheritance, apart from undying parental care and affection. This was related to the best interests of the child and non-discrimination.

ANALYSIS: The writing of the articles on the balloons made the articles felt and tangible in nature. The coloured balloons broke the monotony and depicted the many rainbow-like possibilities through which children could be provided opportunities.

The discussion on adoption provided new information to the father and the group regarding the laws of inheritance. Cognizance of the social issues is vital for sooner or later the truth is bound to come out, which in the long term will negatively impact the girl child. Her values of trust and loyalty and rights of security, care and identity will be in serious jeopardy.
This upholds the Islamic Law which deems the naming and identification of a child within 40 days of birth by a community celebration (Aqiqah) for reasons of paternity, inheritance, nationality, marriage, employment, adoption, kidnapping, divorce and death.

At the advent of Islam adoption was not favoured to resist the pagan practice of the Arabs who kept boys to increase the number of their private armies. The Grand Sheikh of the Al-Azhar University, Egypt referring to Surah Ahl.al-bat has reiterated this fact.

A logical interpretation of the verses of the Holy Quran shows that the Muslim community is exhorted to be kind and tolerant to the homeless, and the orphan. The concept of Zakat (Charity) and alms-giving is the sharing of the commonwealth of the Islamic community, by the haves with the have-nots. The moral in the Ebenezer Scrooge Christmas story is aptly quoted in varied form by all religions ancient and modern. This Concept of Care for the child is further approved by guardianship and the bestowing of gifts. The bond with a wet nurse is considered to be a strong and lasting one, akin to that of a blood relative. Except for an automatic inheritance a foster child is looked upon as the biological offspring. The Islamic law of Will allows a testator to give away up to one-third of the property to a person who is not the biological heir.

**CRC ARTICLES 42-54 MODULE VI**

The remaining 13 CRC Articles; 42-54 dealing with the Government responsibility and reporting, NCCWD, alternative reports, and the role of NGOs was informative.

**ANALYSIS:** This session provided first-time information to the trainees. This raises the possibility of creating cluster groups at the grassroots level with a voice to influence and change existing discriminatory policies. Each signatory to the Convention was morally responsible for the correct implementation, timely reporting and transparency regarding the articles of the Convention.

**THE RIGHT OF SURVIVAL; MODULE II**

Survival was described as: -

Those factors which help a person to exist; Life for development and well-being; To remain alive.

During group work the factors which were threatening to survival were identified as: -

Child soldiers and children in war; Children with disability; in hazardous jobs, in disasters, e.g. floods. Juvenile offenders, children with parents in jail. The different forms of exploitation-sexual, economic, with addictive substances; family feuds and upheavals cause severe psychological distress; orphans and illegitimate and abandoned children were also included.

**ANALYSIS** The group readily identified children in especially difficult circumstances, which meant that daily life observation was recapitulated. The issue of clandestine abortion was not raised, nor was HIV/AIDS mentioned. Survival issues are very much gender related since female foeticide is widely practised and accepted undercover. The Big City Hi-Tech availability of Ultrasound for the unquestionable diagnosis of the sex of the foetus has led to an optional pregnancy and the optional child for parents.
PROTECTION RIGHTS & CASE STUDIES.

The four case studies highlighted different situations in a child's life where the child was unprotected and vulnerable. Exploitation was glaringly presented in each case. The participants matched the CRC articles with the points of concern in each case.

ANALYSIS: The inherent need of protection is not only physical but envelopes security, dignity, respect and honour. This is felt acutely in the presence of others. An 11 year old boy working in an automobile workshop for Rs. 15 per day aptly remarked, 'I don't mind the beatings, but the verbal abuse hurts me more than anything'. The school child verse of ‘Sticks and stones will break my bones, but words will never hurt me', was either a cover up or no longer holds good for any girl or boy.

DAY 3: DEVELOPMENT. MODULE IV

During this session the word development was defined as:
- An improved standard of living.
- Education leads to development.
- To move from one level to another.
- To move ahead
- Mental and physical growth
- To change the present situation.

The CRC Articles which addressed the above were Art. 2,3,6,12,18,23,26,27,28,34,7,28.

ANALYSIS: A connection was established between two days of classroom academe and the existing on ground reality of life.

PARTICIPATION ,MODULE V

Children from the lower income group who were working children and children with disability (2 boys and a girl) were present during the sessions. These children who were willing to talk with the group had been selected by the participants themselves. Their responses were:

- They wanted to work for the improvement of their family and community.
- They needed an education and skill training.
- Looked forward to freedom in Kashmir.
- Wanted to play in the Park.
- Were afraid of God and disasters and Wars, beatings and quarrels at home and outside.

Our suggestions or opinions are not asked for by adults.

The girls and boys presented national and patriotic songs and skits with confidence. They willingly to discuss their daily lives, and ambitions.

ANALYSIS: A real image now began to take shape in everyone's mind, that girl and boy children were brave, living, walking, talking, breathing, thinking and feeling beings. As compared with the first days afternoon session when by general adult consensus a child had been defined as one who does not understand or is unaware. The natural untapped talent of
the child came through and was mirrored in the perfect singing and charades which depicted their lives.

The drawings vividly portrayed their wishes, ambitions and dreams. Most of the drawings were of a house which signified peace, security, family affection, care and comfort. The participants were actively involved, even emotionally, for one could see them serving the children drinks and snacks. Some of them even snuggled close to the little ones and made them sit on their lap. In fact the day could very well be renamed the Day of TLC - Tender Loving Care. The dilemma over the grades and types of participation was expressed by the participant father of a blind child who questioned, Wasn't yesterday's session with the children an example of using children for our own ends, by putting them on show? Others said, Why were they provided a different lunch menu and seated at separate tables? What are we going to do with them now that they have been exposed to the atmosphere of a Child Rights workshop.

It was uncanny how exactly the same comments and questions arose at the CRC workshop held in Stockholm in June 1999, when similar discussions were held with a group of working boys from India. The adult perception of participation needs to be revamped. This aspect must be clarified for the participants complete understanding to enable them to distinguish between tokenism and full participation. Full and complete participation may not be possible in one go. There are various degrees of participation, and a start has to be taken from the first degree to reach the highest degree of the ultimate in children's participation. It is imperative that the children's perspective is given due importance by allowing the children to express their own point of view regarding the way things are and what they need. In the aftermath, how a response to that need is mobilised is thought-provoking. The possibility of exploring a follow-through or sponsorship with a particular child maybe facilitated. Although it is not possible to Heal the world in one go ripples on the surface can be made as a first step. Adults need to transplant their very spirit and soul, back to their own childhood future!

CHILD RIGHTS VIOLATION & role plays were based on the areas of work and general observations. CRC articles imaged were Disability 23, Labour 32, and Non-discrimination.

ANALYSIS: The portrayal of actual situations gave vent to actual feelings which enhance empathy towards children in disadvantaged situations. This can become the ignition that springs the wills into action.

ACTION PLAN

The action plan was the culmination of the preparatory phase for real action. Each group of professionals formulated eight action plans in the context of their own specific field of work. Planning was immediate and long term with the specific time frame and type of support mentioned.

ANALYSIS: Most of the plans indicated baseline surveys, data collection, community mobilisation, public awareness and social organisation as the initial undertaking. The journalists group would interact with the jail staff and inmates. The labour department indicated that although there was no Child Legislation yet approved for the Malakand area they would continue to create child rights awareness through their inspection teams. The Lawyers focus would be on providing free legal aid to the children in conflict with the law. The Police had a more individualistic approach in treating working and homeless children kindly. The NGOs and CBOs decided to conduct case studies. Each section of society
had a different approach to the common objective. Inter-group cooperation to utilise the
group resource in solving issues is essential.

Follow-up of the actions taken would be conducted at a review meeting after six
months. Meanwhile the groups would relay information of activities conducted every month
via mail or telephone.

GROUP DYNAMICS.

The group of trainees was rather hesitant the first morning, especially the women. For them
this was a first time experience where women and men from different backgrounds were
seated together. By mid-afternoon there were smiles and a few laughs. They were slightly
reticent in forming the groups for combined exercises and group work. By the next day the
participants were more at ease with each other and easily slid into the groups. They were also
eager to take part in the question answer sessions, and shared personal doubts and experiences
with the larger group. The Policemen even wanted to dispel their harsh public image, but
the journalists were unrelenting in their accusations. The wisdom of having a mixed group
was therefore in question. Over the next two days the tempo built up with the discussions
becoming more informal and the participants moving around with like-minded
colleagues. During the final sessions the energy and enthusiasm was tremendous as exhibited
in the role plays, presentations and discussions. Networking had begun to take shape in the
exchange of contact addresses and telephone numbers.

GENDER PERSPECTIVE.

The gender value of the academic and human inputs estimated throughout the four day
proceedings. The women's behaviour was typified the socio-cultural norm. They were seated in
the first three rows near the wall and were seldom involved in the discussions. Their
comments were barely audible, and smiles hardly discernible. The men commented that the
mere presence of women in a male dominated gathering was unheard of in their district. By
the end of the workshop two women were involved in discussions with the men.

The curriculum content occasionally referred to girls. The role plays and the children's
participation sessions focused on gender non-discrimination. The presence of girls and boys
with disability infused a new sense of direction in terms of action.

CONCLUSION

The development of women and men as a resource is one of the key strategies towards
progress in the new millennium. Cognizance must be taken of the fact that women and men all
start out as girls and boys and therefore an initial or Early Approach is
recommended. Investment in peoples is proven to be more lucrative and rewarding than any
material hoarding. To train, inform and educate is to create, invent and build a strong and un
shakeable foundation. It is an insurance where the policy goes on and on. Training workshops
are an illustration of providing sustainable food security by teaching a person the lifelong
skill of fishing, rather than handing out the fish on a daily basis and perpetuating the
dependency plethora.

A larger part of the policy pie has to be balanced on the gender scale. Girls and
women must not be left out or relegated to the back bench if they are unassertive. Concerted
efforts to bring those boys and girls who are neither seen nor heard in all socioeconomic
levels must be made. More so in countries where there is an acute disparity between the rich and the poor. Where the poor wane poorer and the rich bloom richer each passing day. Where this state of affairs tears apart the growth of boys and girls. Contractures and strictures formed during their crucial years are permanently inflicted specifically on girls, and more on the girls with disabilities, street and working girl children and girls who have been victims of conflict. The assumption that religion is the cornerstone of culture is debatable. For no religion, nowhere restricts and encumbers human freedom. The sociocultural norms are enforced by power hungry men and women.

God in His infinite wisdom and vivid vision has created—

*All things bright and beautiful*
*All creatures great and small*
*All things wise and wonderful*
*The Lord God made them all.*

Then who can deny any girl or boy, man or woman the bounty of His gifts.

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**THE MANAGEMENT AND ORGANIZATION OF TRAINING.**

1 - *PREPARATION*

1) Identification of Trainees

The trainees are identified by the Radda Barnen partners, according to a selection criteria. At this stage a training needs assessment is a prerequisite. A representative number of individuals from the trainees group, maybe asked relevant questions, the responses of which are documented.

2) Seating arrangements.

The seating arrangement was more in line with a pedagogical outlook rather than andragogical as the participants were seated in rows. The semi-lunar shape provides a direct, viable, two-way communication channel between trainer and trainee.

II - *APPRENTICE TRAINERS*

The Apprentice Trainers or Co-Trainers in Aurat Foundation have a Masters level or Law degree. They are undergoing an years on the job training programme which will conclude in August 1999. The details of the Training Schedule are attached. Their training skills and capabilities were assessed as below.

*ATTITUDE*
CRC training is a new concept in Pakistan which touches culturally sensitive and controversial issues. Heated discussions should therefore be handled with care, in a calm manner. When a point of interest is raised, it has to be viewed from various angles, before it is termed irrelevant. It is natural for people to interpret information in the context of their own work, feelings, experiences, comprehension, and commitment. The will to carry the training forward by translating it into action has to be expressed by the community as a perceived need. Only then can the program be community owned, for progressive development.

**FEEDBACK**

Appropriate discussion time has to be set aside for each session. Some sessions generate more interactive arguments and counter-arguments, than others. The experienced facilitator usually recognises this. Informal and thought-provoking discussions spill over during the tea and lunch breaks, before the commencement and at the conclusion of the workshop. Apprentice trainers must take cognizance of this aspect and be flexible.

**CONFLICT RESOLUTION**

Conflicts owing to a diversity of opinions and beliefs are apt to arise in homogeneous or heterogeneous communities. Disagreements between trainer and trainees, or amongst the trainees are managed by adhering to a code of conduct which has been pre-set by a consensus. Decision, mutual trust, and team building is essential for teamwork and the achievement of common objectives. This facet of the training aspect must be reiterated everyday. The Apprentice Trainers will learn how to handle such situations adeptly if they are conscious of the fact that each person's level of understanding is on a varying grid.

**SESSION PLANNING**

Lesson plans should be prepared independently with guidance from the Principal Trainer. Innovative and creative audio-visual aids may be produced e.g. Poster presentations, flow charts. A pinwheel, Umbrella or paper boats floating in a tub displaying the CRC articles may be a project that the Apprentice Trainers could themselves prepare.

End of the day review notes must be documented, for group dynamics and amendments. During sessions all the three trainers facing the trainees cause a distraction. Since they speak one after another, and tend to be repetitive. This results in overlap and ad hocism. One session should be conducted by one trainer at a time with the Principal Trainer providing backup support. Each step of the role-play sessions has to be clearly written out. New terms like role play should be explained at the start.

The flow of information is hampered owing to a lack of lesson plans. The NGO has to relate the CRC training to its overall policy, and this can be done while preparing the lesson plans.

**VOICE CONTROL**

A trainer who is inaudible to the backbenchers is certainly ineffective, however knowledgeable they may be. In Pakistan power breakdowns, known in the local vernacular as load shedding are the norm so it is all the more important to have the proper tone of voice. A clear confident voice definitely generates rapt attention.

**MONITORING**
It is advisable to prepare structured formats or checklists which are returned on a monthly basis rather than waiting for extempore quarterly reports, at least initially. This will maintain a close rapport enhancing timely support at the grassroots level. Monitoring formats may be prepared for the trainers themselves also.

**RECOMMENDATIONS**

The Apprentice Trainers require upgrading of their skills as trainers, to be able to conduct a session in entirety. Exposure visits to conduct sessions for other partners, e.g. the upcoming trainings at RISE will be beneficial. Areas which require strengthening are lesson planning, management of comments and queries, documentation, gender balance and monitoring procedures.

Basic facilitation skills and know how are the essence of a competent trainer. Aptitude tests for trainers if conducted will facilitate the selection of the most suitable and effective trainer.

The Principal trainer is suited to her present role. Perhaps as a trainer of trainers support is required. The Training Unit has a professional Training Instructor who can strengthen the weaknesses that exist right now in training methodology, team building, soft analysis and facilitation skills. A group usually goes through the process of storming, norming and forming before anyone can achieve anything, and this needs to be brought home to the apprentice trainers!

By Dr. Tanzil Agha.
Field Reports and Analysis

Introduction. From the 9th to the 12th of August 1999 a total of 8 NGOs were visited in Lahore. Of these 5 were planned and 3 were unplanned visits. The unplanned visits were an attempt to identify organisations or institutions working with the CRC in different dimensions. The 5 organisations which were prelisted are collaborating with Radda Barnen since 1995. Each one is assessed individually after interviews, and discussions with the head of each organization and the staff. The groups trained at the community level were interviewed on the spot through focus group discussions and individual interviews as a qualitative method. Field visits to the working children centres, activity centres and the non-formal schools were conducted for direct observation and interaction with community members and children who are the target beneficiaries.

The National Council for Civil Liberties. NCCL
The NCCL was established in 1958 and registered under the Societies Registration Act XXI. 1860.

It started out with a group of people struggling for democracy in a situation of political upheaval. It was restructured as the present day NCCL, a Human Rights organisation, which is child-centred. The strategy followed is advocacy, education, training and development. To-date work has been carried out with children in difficult circumstances in slave labour camps, known as Kharkar camps in the local vernacular, children in jails in the Punjab, kidnapped children, and children vulnerable to addictive drugs. The NCCL has several subcommittees responsible for programmes on Legal aid, Health and the Rights of Women and Children. The NCCL addresses the right to Education as a dimension of the CRC and operates through centres for working children. With financial assistance from Radda Barnen five Bright Tomorrow Centres were established in Lahore. Since 1993-94

The NCCL staff strength is 38, of which 4 members have received training in CRC conducted by Radda Barnen in July of 1996.

TRAINING IMPACT.

This section records the direct responses to a structured questionnaire for the assessment of the training.

The Head of the Organization Zafar Malik and the Coordinator Akram were interviewed. The social organizers Joseph, Hanif and Mansoor, Francis and Azim the motivators and social organizers were part of a focus group interview. The Kot Lakhpat centre for working children was visited to observe the project activities.

The Coordinator Akram and Motivator Hanif received CRC training from Radda Barnen. Joseph received training in CRC from a Lahore based NGO Sahe for 4 days. The majority of the staff were field workers who felt that the training was directly related to their work with children and that the stereotyped teaching styles had to be changed to work with children who had been treated harshly. As children these adults accepted the treatment given to them but now on following the CRC they have given up the old attitudes and practices.
Watching children more closely and trying to implement the new knowledge the realization has dawned that money is not required for kindness, attention and, listening to children. The need to revive their dignity and impart the basic education and survival skills to them is important. For children do not understand what is a Right but they want to know how to protect themselves. These working children are more mature than what is thought because they can speak on such topics that are normally not even considered at their age. The children themselves are a media to establish communication and connection with other children and others. They are a means of advertising the Centre. Feedback is provided to other staff members to apprise them of the new skills and topics after any training course. All program work highlights the CRC in speeches, role plays and skits. These are conducted with the advice, demand and understanding of the children themselves. The problems faced were at different levels e.g. Organisational, Donor, Community, and Administrative.

Organisational - A specific strategy for mobilising financial contribution is required. "As the Coordinator I found it difficult to implement the CRC direct from the writings."

Community - People are aware of the funding resources and so refuse to contribute any financial support. Initially there is antagonism to the motivational community visits. This was overcome by talking about needs like health and education and then about rights and the CRC. The minimal amount for the school fee is paid by the children from their own pocket. The NGO hopes to start a fund raising scheme through donations to cover costs. Motivators and experienced educationists are involved on a regular basis to create awareness and support within the community. Parents often say that they don't have enough time for frequent meetings, and agree verbally but don't practice the information. They continue to beat the children and do not send them to school. A strong local committee with resources has to be formed in the shape of an employers union. The Executive member may then be on the local committee as well for their word carries weight. The focus is also on minorities through speeches, drama and tableaux. Child participation is increased and information on the CRC articles is given.

The training on CRC conducted by Rädda Barnen was informative. It is necessary to be able to understand Rights ourselves first. The training provided us with clear concepts on this. However revision and follow-up is necessary as trainees require a greater understanding through repetition. Wherever research or experimentation has been carried out exposure and visits for experience sharing at inter-district and inter-provincial levels are required. A documentary on CRC will provide visual impact. Adult frustration and anger should be addressed to be able to understand and perceive kids as humans with needs and rights. Training in child psychology and community values, thinking and organisation is required. The child to child aspect is important from the point of sexual abuse, abusive language. The methodology of the implementation of the CRC may be written on a two page hand out for the training participants. The training certificates should be given on the completion of the training course.

Organisation- Most of the staff is fully aware of the CRC, even those who have not received formal training from Rädda Barnen. They know that the activities are child-focused. As identified by the staff themselves they need further training on various CRC-related topics. The women staff has not received any structured CRC training. Of programme managers only two are women, with the vocational training programme. At the centre there was no woman teacher or staff member present, although there were six girl students. The women and men staff require capacity building and strengthening of motivational, community participation, classroom management, confidence building and team management skills.
Monitoring Mechanisms.

Internal monitoring mechanisms have to be streamlined, in terms of monitoring proformas, guidelines and an effective monitoring schedule. Monitoring is carried out through monthly meetings with the community and the staff. Field reporting and overall progress reporting is carried out. Issues are discussed at special meetings within the community and at staff level. (As part of the hand over strategy the monitoring should contain elements of effective monitoring which highlight ongoing process impact and community commitment in terms of financial and human resources, with specific consideration for gender concerns and progress. Tangibles are easily understood and recorded. However, intangibles are another dimension. It is thus important to record and process qualitative changes which occur in such a way that they signify the growth of the programme and the utilisation of the CRC. Merely stating the Articles of the Convention is very academic. When reporting children's participation in walks, marches and on activity days, the feelings and the change that has occurred over theproject period needs to be documented. Progress profiles of the children are an important feature of this aspect and should be closely looked into during visits and at monthly or quarterly review meetings).

The material produced are printed in English and Urdu. Reports are also published for dissemination. Brochures are also available.

SUDHAAR

This Lahore-based NGO founded in July 1994 is working in Kasur since 1995 with child workers. Since 1996 Rädda Barnen as the Funding partner and Sudhaar as the implementing partner are in collaboration to provide non-formal primary education to the working children in Kasur. To create awareness of their basic rights, and to provide an opportunity for rehabilitation services. Rädda Barnen has provided reimbursable financial support during an interim period when the NGO was trying to secure funds from the ILO.

From 1997 two learning centres have been established in Kasur in the villages of Kharra and Baratshah as part of the project with Rädda Barnen.

At the project office three people, namely the Director, Project coordinator, and office assistant were interviewed. The project site was visited in Kasur where 6 women teachers and the supervisor were interviewed. The children were also asked questions.

The need for CRC training arose owing to the focus on Child Labour, and education being a deterrent to child labour. There was an existing variation of staff knowledge of the Convention on the Rights of the Child. The teachers wanted to learn how to motivate the children and their parents not to drop out of school. Training on CRC was conducted by Rädda Barnen for 5 days in Oct 1997 & 98. The trainees were women teachers, motivators, and staff members, a total of 36 people. Of these 7 men and 20 women are still with the organization. At present the NGO has no training resources. However on child labour issues it collaborates with the govt Ministry of Labour.

TRAINING IMPACT

An increased understanding of the CRC helped to incorporate children's issues and the Best Interest of the Child in each project. When concerns are raised for children, decisions are
reconsidered. Children spend more time at the Centre than before and want to keep coming back. Children are aware of their own rights and needs and violations of the CRC. The community complaints are heard with tolerance and kindness. Anger is not reciprocated with anger. Door to door motivation and Child to Child programmes help reduce the drop out rate in the schools. Health education and Health Centres have been initiated as part of the teachers recommendations following feedback from the community. Personally the teachers felt that they were now more mobile, confident and courageous and enjoy their work. Their friends tell them that after the training they have seen a change in their behaviour at home and at work. They are able to handle community complaints by asking people to give suggestions. Mothers have realised that with care and kindness children bring better results at school.

CONSTRAINTS
Within the Parents Committee rapport has been established with the mothers. The fathers are difficult to access as they go to work in the morning hours, and refuse to come even on holidays. There is a lack of scheduled meetings for fathers. Some of them do turn up when asked to come. To improve this situation the supervisor and coordinator, both men have started a door to door campaign. The supervisor said that initially the people objected to cameras, and playing of music at festivals and activity days, but now they do not do so. Even a few adolescent girls attend the school on a regular basis.

Six months after the school started we received training this created a lot of problems for us. We were shy of people and afraid of going to the community. We did not know what is a workshop, what is motivation and we found it difficult to talk with others.

FUTURE TRAINING NEED
The training needs identified were advanced CRC training, new skills to handle fathers and employers and increase their participation in the programme. The teachers were interested in building the school as a model centre. Some of them wanted to improve their skills in Art so as to be able to increase the children’s activities in the school and thus generate their interest and regular attendance.

THE CHILD TO CHILD PROGRAM
The Child to Child program is used to motivate children who run away from school. Children motivate their friends by telling them to go back to school if they run away from beatings. They say “I will support you and the teacher will not beat you. I will stand by you and support you.” When the children run away from school we the teachers ask the child’s best friend to bring the child back. From there on we remotivate and convince the child not to leave the school. If parents do not pay the school fees the children make payments out of their own earnings or savings. The child to child method is a very successful method which we use to lower the drop out rate.

MONITORING MECHANISMS
Monitoring is carried out through regular field visits and report writing on a daily basis. Staff and community meetings are held Quarterly and Annual reports are submitted to the donors as and when required.
SAVERA

Savera was established in 1993 in Lahore and registered under the societies Act. The word Savera means Dawn. It focuses on the Rights Approach in all its work with children. While the major focus is on primary education, recreation, freedom of expression and the protection of children from all types of abuse and exploitation. Rehabilitation is an important feature of Savera's mandate. Keeping in view the fact that the overall drop out rate at the primary level in the Punjab is 40-50% its first school for girls and boys was set up at Saedpur near Lahore. Almost 60% of children of the primary school age remain out of school for various reasons. Pakistan's official overall literacy rate is 35%. Therefore Universal primary education before the year 2050 is not possible in the existing situation. Savera schools are seen as points of intervention for children in the labour market to provide them growth and development opportunities.

TRAINING IMPACT

The interest in training arose because the CRC is closely related to the primary goal of the organization which is the basic education, safety, and development of the children. Therefore when contacted by Ra'adda Barnen Savera nominated two women Saima (Admin & Accounts) and Farzana (Field Coordinator) for training. The training was imparted in 95/96 for 3-5 days. They felt that the trainers should offer guidance and be more tolerant to requests for clarification e.g on Survival. The training content and material provided new and relevant information.

It was felt that the training brought about a realization of child rights to the children and staff members. Home visits to motivate parents were conducted. Timings and assignments were made flexible, so that the working girls and boys and their older siblings could attend. The teachers are provided constant guidance in managing behavioral issues.

CONSTRAINTS:

The parents do not want to listen for they feel that the children loose time and money from work. Mothers working as domestics take their daughters along to help, and are reluctant to send them to the centre as it takes them away from sharing the burden. In order to maintain classroom discipline the teachers find it difficult to do away with corporal punishment.

FUTURE TRAINING NEEDS

The future training needs identified were Teaching methodologies and CRC lesson planning in the curriculum. Behavioural change training and a Guide Book for teaching science subjects is a specific need. A training needs assessment should be conducted for NGOs during which a pre-workshop rapport should be established between trainers and trainees so that mutual levels of understanding are reached. Organization, management and communication skills are essential for community work. Special training on the topic of sexual abuse was another training need. The trainers should offer more guidance and be more tolerant to questions and requests for clarification.

A senior staff member said the following: "quote; Of the community persons and staff recruited from the communities very few know about the United Nations, or what a Convention is or what a signatory means. To them what really matters is the visible condition of the children and the existing issues which children face everyday. It is necessary to relate the issues through case studies to the Articles. The training is on the articles of the Convention rather than on sensitization to the issues. It should be..."
more what goes to the heart and soul, so that when you look at a child, the look should be different. Radda Barnen should utilise its resources in a more meaningful way. The CRC training has not brought about any radical change in the organisation or programming. There is not much of a difference in the CRC related knowledge or attitude of the 2 staff members trained by Radda Barnen in comparison with the other office staff.

In 1995 the NGOs quickly changed their policies to obtain international donor funding for women and child rights. NGOs should work in different sectors in the same area. The donors should see that there is no overlap or confusion. It should be the donors responsibility to see that resources are utilised effectively.

**ALIF LAILA BOOK BUS SOCIETY**

**INTRODUCTION**

The Alif Laila Book Bus Society was established in 1978 and is registered under the Societies Act. It was founded as a lending library for the poor, disadvantaged and street children. The focus was on the Best Interests of the Child through project-based learning. The target groups are the children, school teachers, parents, especially from low income groups, education policy makers and the public in general. It has set up Hobby Clubs, Mobile and static children's libraries, non-formal schools, an audiovisual and computer centre, an educational materials research and training centre and puppet theatre. The Hobby Clubs are innovative and creative skill training and learning centres. At present, the project areas are in Lahore and Peshawar. It is hoped that Children's Complexes will be established in all the five provinces in Pakistan.

**TRAINING IMPACT.**

Radda Barnen has been supporting Alif Laila Community (Basti) Schools since 1995. Of the three women trained in July 1996 only one is still working with the Organization. The other teacher who was interviewed received training from Radda Barnen in Community Participation only. The training was relevant to their work with girls and families who came from a strict cultural background.

The woman teacher is actively involved in all the community supportive activities. Women in the adult education classes are accompanied by their children. In this way the children are enrolled in the Bus Society. Regular mothers meetings are held to orientate them to possible ways and methods of addressing children's needs and Rights. In this way women are encouraged to voice suitable recommendations. Fathers whenever they have time off from work do show an interest in the child's study. The idea is to work with the child to arouse creativity and curiosity through a mix of fantasy and reality to be able to look at the CRC. With community support the women teachers are struggling for a more spacious school in the slum areas. They are working on the premise that neglected public parks can be handed over by the Government of the Punjab for the construction of a Children's Centre.

**CONSTRAINTS**

Attempts to utilise available government resources and amenities in the form of land and public parks for children's activities are usually blocked, opposed, delayed or shrugged of. It also takes time for communities to establish trust and faith.

**FUTURE TRAINING NEEDS**

The areas for training identified were community participation, information sharing and advanced trainings related to the CRC
THE ASSOCIATION OF NETWORK for COMMUNITY EMPOWERMENT

The acronym for the Lahore based NGO is ANCE. It took shape in 1971 with a few like minded individuals who wanted to improve the condition of children and the communities they lived in the area that they were residing or working in themselves. The ANCE was registered in 1961 with the Social Welfare department in the Punjab. The ANCE works in the slum, and low income child factory workers area in and around the city of Lahore. Its mission is to change the future for them by mobilizing, organization and empowering them for their Rights.

Working in the sectors of Health, Education, Environment, and Disaster Relief, Child Rights for child labourers was the special focus. In 1989 an Educational and Technical Training centre for working children was established with support from the Family Planning Association of Pakistan. In 1992 the South Asia Partnership funded an educational project for the working children. Since 1994 Radda Barnen is providing technical and financial support to the Educational Centres in 4 areas in the city Kot Lakhpat, Saddar, Nawankot, and Baghbanpura. There are 260 child labourers both girls and boys with 120 of their siblings attending the centres, 50% of the students are girls. Children with disabilities attend the centres like any other child does.

TRAINING IMPACT
The 2 staff members who received training in 1995 are no longer with the NGO. However owing to the long standing experience and commitment of the Director the struggle goes on. All new staff are orientated on the CRC and the Child Rights Approach policy of the organization. Working with different strata of society forums have been organized for collective action. Related government departments; Labour, Social Welfare, Environment and Rural development, Law department and the Construction and Works department are involved in a regular dialogue. Politicians too are a part of this campaign.

The working children are in the process of drafting a letter to the Prime Minister of Pakistan regarding their rights. Role play, debates and rallies are held in public places to create awareness. The children discuss their rights at home and at work and even with their employers. They hope to form a Child Workers Union. They want to foster relationships to form a platform for prevention and protection against sexual exploitation and abuse; for ensuring their rights for rightful wages and wage-hours. For they know that there will be no end to child labour.

ON-SITE VISITS
Site visits to all the 4 centres were conducted on the Directors request. I thus had a fairly good overview which is not possible by instamatic spot visits.

i) Kot Lakhpat
Kot Lakhpat is an industrial area where factory workers reside permanently in squatter settlements. It has a population of over 5 lakhs people which is increasing every minute. There are 8000 working children; of which only 160 attend the Centre for the Education of working children. The children work in automobile workshops, factories and private industrial units from morn till evening earning upto a hundred rupees a day (Rs.9 per day). According to the existing Child Labour Act children may not be employed. If the Labour department supervisors come by they are permitted to fine the employers Rs.20,000 so the
children are laid off before an inspection team comes in. The parents then beg the Labour department personnel not to fine the employers. The employers know that they are exploiting the children in every way.

Community Participation.
The Local Councilor and the Secretary of the Employers Union are working as part of a joint effort to create awareness among as in the CRC especially referring to Article 2. Efforts are underway to decrease the period of apprenticeship to attain an economic skill. In this way the employer will have to start paying wages to the child-workers for work done. Moreover the employer will be bound to transfer skills to the apprentice within an agreed period of time which is two years. The employers tend to keep the apprentices for longer periods to obtain free or low paid services for as long as possible. Efforts are underway to change the working conditions and the employer-apprentice relationship as the workshop environment is one of abuse of all kinds. A picnic party for the employers and ANCE was held to reduce conflicts and tensions amongst themselves and with the children. The informal discussions thus generated the realization that acquiring an education was important side by side with the learning of a skill. The Councilor and Secretary on behalf of the communities vowed to continue supporting the school and establishing more like it in the future.

At this centre the students were a mixed group, for not all were working children. Girls had accompanied their siblings. An 8 year old girl brings her 6 year old brother with a physical disability to school everyday by pushing the three-wheel bike all the way from home to school and back. The kids liked the place because here they were treated kindly and encouraged to study and play games. The teachers were young, enthusiastic about the work they were doing. The school is housed in a rented building. The owner remarked that “This is not my building, it belongs to the school, rather I am a visitor here, just trying to help.”

iii) The Nawankot and iv) Baghbanpura Centres.
At this centre more than 65 girls and boys were enrolled. As in the other centres the atmosphere was friendly and relaxed. The children recited their lessons and songs confidently, eagerly, and correctly. The centre was clean, and airy. The woman teacher was supportive of the students and had assigned them responsible jobs to do around the classroom and school.

ANALYSIS.
Most of the Organizations started out with a group of like-minded people getting together for a cause. As the NGO cult took over these groups were registered to formalize their existence and empower themselves for donor funding. They too fell into the trap of being donor-driven and amended their goals and objectives accordingly by working in all of the developmental sectors for which financial assistance was available. Mention may be made of the ANCE (Lahore) and the Aurat Foundation (Peshawar) both of which had already had a Child Rights Approach; one owing to a haunting personal life experience and the other as part of a broader global Rights mandate. Rädda Barnens technical and financial support dates back to 4-5 years; and is continuing into the future as well, up to the year 2002.

The Organizational staff felt that the CRC training had provided new and relevant information as they had never heard of the Convention of the Rights of the Child before. Training on Community participation was given to a few of the staff members which had resulted in confidence building, ability to talk with men, motivate the community and
greater mobility. These were specifically mentioned by the women staff. This was very relevant to their work at the grassroots level since they were teachers who were interacting with girls and boys in the community-based schools. The daily routine observations of the children in a crisis situation had stirred up feelings of willingness to action in the adults. To make this meaningful direction, guidance and support was necessary. Equipped with the knowledge that advice, counseling and "showing the way" does make a difference the social workers and managers have managed to increase school enrollment, reduce drop out, change the attitudes and perception of mothers, fathers, local leaders the community and even in certain aspects the government. The Child to Child method is an effective strategy adopted by the NCCL to keep children in school and so lower the drop out rate. Feedback and orientation sessions are held for all colleagues at the office level to deal with staff turnover. Sharing of information where advocacy in the districts is an integral part of the strategic plan is essential. Structured monitoring formats for intensive follow up are not available. Monitoring is usually carried out through field visits, and meetings quarterly and Annual reports. Groups and individuals communicate via the telephone or mail services to report initiatives and issues.

Donor supervision and follow up is limited as greater reliance is placed on the partnering organisation which has assumed post-training responsibility for the application and implementation of the CRC in its own individual style and within the context of its own mandate and policy and strategy. At this point it is appropriate to mention that the NGOs do need technical support in this area for then they can visualise where they have gone, where they are going and where they should actually go, in case they have strayed from the beaten path. In this way the best interests and work relationship of the senior and junior partner are both safeguarded and made long lasting and cost-effective.

TRAINING CURRICULUM
For the majority of trainees it was the first time that they had ever attended a workshop in their lives. Important and relevant information had been imparted. The pace of the workshop varies, being slow in the beginning and hastened towards the end with a load of information being quickly transferred. This was the observation of one of the participants.

The training methodology followed was participatory in nature. The group exercises and role plays were appreciated as an effective learning tool. One child participant wrote that this teaching method was a very different from the one that he was used to at school. The training was appreciated more by the mid-management and social organizers and teachers who have to face daily life-issues at the grassroots level. New and relevant information had been provided which stimulated thinking. The issues of disability, adoption age of maturity, levels of participation, and sexual exploitation were raised for discussion.

IMPACT OF TRAINING.
Gender and qualitative assessments are often bypassed in favour of philosophical narration and in toto statistics. Impact on the programmes and staff is assessed in terms of awareness dissemination and the practical applicability of the CRC. Though there is a variety of conflict of interests between different groups at various levels.

Tangible supportive measures in the form of activists and fund raisers for sustainability was exemplified at the ANCE. Liaison with political leaders and government departments for the provision of the basic civic amenities is an initiative to pool all available resources. The child labourer is being blackmailed and exploited by the parents, the society and the immediate employer in the economic, emotional, physical, mental and developmental dimensions.
Except for Savera, and Sudhaar which have conducted training on the CRC with standardized modules the other NGOs have no such resource base. The issue of dissemination of information within the office is not streamlined. When asked for specifics like lesson plans or orientation materials, or a schedule none was available. Rädda Barnen training material is used, modified, translated and amended freely without any copyright rights or acknowledgment, except for the ANCE which clearly displayed the logo on all posters of the Convention which were translated into the local language. The trainings generate a group feeling during the exercises and group work. Side by side conflicts arise top-down and bottom-up, some of which are resolved. Individuals who have got to know each other tend to remain in their own cocoons. There is an attempt to form a coalition of Radda Barnens partners which has not materialised owing to different priorities. A joint activity planned for the Universal Children's Day this year is in the offing.

FOLLOW-UP OF TRAINING
The follow-up is hedged in terms of visits, letters seeking direction and financial transactions from the trainees, routine organisational reporting systems and recalling spot instances of initiatives and successes. Constraints mentioned time and again was the initial attitude of the community or in certain cases the politico-administrative cum religious hazards were highlighted. Dropouts meaning trainees who have taken no self initiative are seldom mentioned. The reason assigned is usually a lack of funds. Turn over of NGO staff is common. The Human Resource Development does not stop there it takes shape in another form elsewhere for information and education are not waste matter. To widen the network once started communication and feedback through the parent or parenting organisation should continue even with the drop-outs.

FUTURE TRAININGS
- The training topics identified for the future were advanced training on CRC and Disability which are directly related to the Convention and may be classified as high academe. The question of the applicability of the Child Rights education thus gained zooms into focus the obvious path of community participation. Rädda Barnen is cognizant of this over the years and has held quite a few trainings for partner organisations, the public sector and the government. Community participation meaning organization, team building, consensus decisions and communication, self reliance, the ability for innovations and initiatives are definitely an integral part of using a training curriculum. Rather it is the extra-curricular activity of the training

CONCLUSION
- It is heartening to know that a little drop in the Ocean does create ripples. "Rome was not built in a day." Neither did community changes occur overnight. Multi generational knowledge, attitude and practices diehard. Efforts to bring about a change are more often than not resisted, even in literate societies, since behaviours stem from a variety of causative, influencing, predisposing and assumed factors. The trainings on the CRC have resulted in an awakening to the issues and hazards that children and especially vulnerable children face from us adults. The effect even if momentary is positive for the immediate reaction is to recount instances of children in difficult situations, personal life experiences the hunger for more information action and the commitment to help children in every thought, word and deed. Therefore the pooling of all available resources in the public private and administrative sectors is not only cost-effective but also community-effective. Keeping in view the "dropout" rate perhaps Rädda Barnen would like to rethink its policy at HQ in terms of percentage effectiveness and pre-conceived CRC-Application cost per trainee directly or through its partners. At the moment this a dilemma during as well as
after the training course for all the stakeholders. If looked into this will definitely need a criterion which is transparent and a system which reeks of good governance. Reflection on future support to governmental and non-governmental partners is necessary to identify routes through which the CRC may be applied in the its true meaning at administrative, public and political levels for in globally it is more than often the politician who is the King or Queen maker. A session on the presumed contingencies and constraints regarding the applicability of the CRC during the Plan of Action on the last day of the training may provide guidance to the future implementers to review the immediate situation in their own context. The Rights of the Child need an immediate internalization into every walk of life which is development, progress, gender, macro and microeconomics and overarching policies and legislation. The motto that must be followed in both letter and spirit is that,

- "No one has the right to take away my Child Rights"
- With this conviction that children feel, think and express this and can act accordingly with positive outcomes in a peaceful and secure world of the future the challenge is on.

**NON-PARTNER NGOs**

- The non-partner NGOs met with were SAHE, SIMORGH and the DEMOCRATIC COMMISSION FOR HUMAN RIGHTS (DCHD)
- Most of the staff had a background of teaching and working with Primary education projects and Human Rights or Women's Rights. Working with early childhood development the introduction of the rights concept was necessary from the beginning.
- Simorgh was founded in 1985 as a part time initiative. It is a feminist cum activist organisation involved in research, publication, information dissemination, and non-discrimination.
- At Simorgh the focus is on research on children's perceptions of the curriculum, kids with emotional problems, case studies on child labour, and children's sensitivity to their own as well as others needs. In this way the emphasis is on the wider concept of Survival, Development and Participation within the existing environment. Teachers are trained to use tools to incorporate the CRC in a subtle form because in the first instance it strikes as being totally unapproachable to the trainees who do not know the meaning and applicability of the CRC. At present work is ongoing on primers which are school texts which touch upon issues as the right to self care, the body and its growth, observations and attitudes; e.g. the story of the Ugly Duckling is discriminatory of race and creed and requires two-way discussion. In this way the clauses of the Convention are looked into and the roles and responsibilities of the child, the community
- what the child owes and what the world owes to the child are highlighted so that the child can clearly claim its rights.
- At Simorgh I talked with Anjana Raza the training and publishing Coordinator of the School Book Project and Ms Neelum Hussain one of the founder members.
• Sahe concentrates on Primary Education since 1982. For girls who belong to the strata of the poorest of the poor and are left out from the school. The work is child-centred and activity based for learning enjoyment. There is no provision as such in the government curriculum for the syllabus and story to address Child Rights. Teachers are trained in this through teacher training workshops. To date 200 teachers have been trained through the Training of Trainers workshops where the training material used is sensitive to the CRC and Gender. The training of trainers is held for 10 days in which improvement of the curriculum and teaching methodology techniques are emphasized. A combined training on the CRC, Human Rights and Women's Rights was conducted in 8 districts of the Punjab. Flow charts on how a child is influenced by top-down policies are generated showing how the role of the State in politics and macro-economics, the Parents themselves effect the situation of the children. Labelling a child creates a stigma. The girl child cannot complete her homework as she has a lot of housework to do. Books are analysed for child rights issues. The chapter on Pakistani children highlights identity clause. Demonstration lessons on professions specific to women focus on prejudices. Publications in the pipeline are Stories on the CRC, an illustrated version of the CRC for UNICEF for teachers asking children to create stories. Dissemination of workshops and manuals is to NGOs is common. Future CRC training programs will be held in Lahore at the end of Sept and in Peshawar in November. A 4 day workshop will be held in all the four provinces for the Education Deptt. on how to apply the CRC. A 10 day training for NGOs, and senior management level officers on the CRC and gender will be conducted next year in Lahore as part of an integrated training programme.

• The Democratic Commission for Human Rights was established in 1984 in Lahore Sham Nagar, Chauburji area which is a well known commercial area.

• The Rights programme is initiated by training 2 members from 18 organisations in each province over a period of 15 months. A dozen workers are then selected as activists. 4 teams cover 16-18 villages per province and dialogue with the communities on the following topics: Human Rights activism, Gender and Women's Rights and The Rights of the Child, Civil and Political Rights. A framework is developed with Child Rights as a cross cutting theme. The DCHR has 4 trainers. Training materials have been amended from all over the world. Radda Barnens cluster cards are used without any acknowledgment. A total of 180 people have been trained so far. It is difficult for people to appreciate why there should be no violence against a child and for this reason interaction with opinion makers is effective. Printed hand outs and stickers are disseminated freely to gather public support

**TRAINING ASSESSMENT OF RISE in SWABI DISTRICT.**

• A dialogue was held with the Head of the NGO and the staff. Four different village committees were also visited to conduct 4 focus group discussions with a total number of men and women.

**Background.**

• Swabi is the largest district within the Mardan Division, and one of the 20 districts in the North West Frontier Province. The population is 800,000. The people are agrarian. The majority of villages has a Welfare Organisation as an existing grassroots forum. Various self-initiatives have been taken with internal and external funding sources. Reliable statistical data was unavailable regarding the number of children with disabilities and
gender disaggregated data. The service facilities were also scarce and of a poor quality. The lack of awareness coupled with the social stigma tends to keep this issue in the background.

The founder member of RISE—the acronym for Rural initiatives for Sustainability and Empowerment has been associated with developmental and Rights-oriented organisations, cluster CBOs and activist groups over the past several years. With the Samaji Behbood Rabita Committee (SBRC), a cluster organisation of 60 CBOs Radda Barnen held a training programme in November 1996 on the CRC and Disability for 25 participants representing the staff and the community. The issue of children with disability and inclusive educational and enabling activities was discussed in an action oriented way. The SBRC with a mandate of being a coordinating body needed an implementation partner, so RISE as a nascent NGO was structured under the overall supervision of the ex-coordinator SBRC in June 1997. The development objective is to promote awareness about the situation of disabled children, both girls and boys, and advocate for their Rights as specified in the UN Convention on the Rights of the Child. Which means to assist disabled children in leading fuller lives by integrating them into their own communities.

TRAINING IMPACT

Having received training under the umbrella of the SBRC in CRC and Disability the NGO, RISE arose with the goal of working with people at the grassroots level in creating awareness on child Rights and strengthening CBOs to integrate children with disability into the mainstream of life. Thus aiming at inclusion of children with disability into all activities of life through changes in attitudes, behaviours and practice. Today there are 75 teachers and 3 staff members who have been trained by Radda Barnen. 45 Village Integration Committees have been formed to participate in community activities to assist children with disabilities. Each VIC, for men and women, comprises of 4 CBO volunteers, 2 parents, 2 religious leaders, 2 school teachers. Area and village profiles are available for ready reference. Case studies of each child are also prepared so that information and progress is reviewed on a regular basis. Volunteers work actively with the programme. A female teacher Amria works during vacation time with children and women’s communities despite the paucity of transport facilities within the rural areas. Information dissemination of the CRC is an ongoing feature during teaching in schools, at social and cultural gatherings and during the Friday afternoon prayer sermon in the mosques. It is also integrated in the other projects of Maternal and Child Health, and Micro enterprise. The preventable causes of disability like polio, and malpractice of injections are focused upon. The project addresses the various articles of the CRC e.g Articles 2 (nondiscrimination), Art.6 (Survival and development), Art.23 (Children with disability), Art.28 (Education), Art 24 (Health). Children are encouraged to show their emotions and are provided support and counselling at times of conflict with an adult or another child. Name calling or labelling is discouraged. Child care-givers and parents are advised to provide proper and timely meals to the child and treat the child with kindness and tolerance, instead of resorting to abusive language and violence. The teachers group remarked that when people would ridicule disabled children they felt a sorrow within Extra tuition and counselling provided to a few orphans brought in successful results. The CRC training resources available are a one day orientation and a 3-days condensed Training of trainers conducted by the staff, 2 men and one woman for the CBOs and newly recruited staff. Rise is also a member of the National Coalition of Child Rights (NCCR).

TRAINING CURRICULUM.
It is perceived that the training curriculum has no training techniques or tools for information dissemination although it has been designed for community workers. A good trainer at the community level should be able to differentiate between a conventional or pedagogical trainer and a participatory and ragogical trainer. The training skills for the trainees need particular attention.

FUTURE TRAINING NEEDS
Information dissemination and communication skills play an important part in the success of any project. Identified by staff and communities themselves it is necessary that this area of community participation is not overlooked; for the CRC has to be transferred to people who can apply it best to their own local situation in their own particular way. Teacher training for teachers who teach children with disability are a must for each school.

Immediate training on the organization of a VIC is required as compared with a five month delay to clarify concepts and enable people to deal with issues and unnecessary expectations. The maulvi, media and politician are an integral part of the training for effective results.

MONITORING MECHANISMS
The monitoring and supervision is carried out by the staff and community. Regular committee meetings, staff visits case studies children’s data, are the various methods applied for monitoring. Indicators have also been developed for a similar purpose as to the number of village integration committees, teachers and religious leaders working with the CRC, mainstreaming in schools, public awareness and involvement of CBOs and training and information resources available with the Organization.

GENDER
The organizations have formed a number of female committees and groups. The number of the women staff and women volunteers shows a 25% increase over the last two years to facilitate women’s group formation and access to women. Girls with and without disability are specifically included in the programme as many of them have had at least a few years of schooling. Case studies in the groups show that interaction with 59 girls and 37 boys in women’s groups and 30 girls and 96 boys in the men’s groups, is regular. At the integration level 2 girls and 5 boys in the men’s groups and 8 girls and 1 boy in the women’s groups were identified. Only the boys could go to the village mosque schools whereas the girls learn sewing thus perpetuating the gender bias in professions and learning. Where illiteracy rates are high and the pace of communication and information sluggish, women and girls are more severely compromised owing to their survival in a climate of religion and culture being disintcerted by those who feel threatened most, understandably, the male gender.

ANALYSIS
Baptismal trainings received from the donors on the CRC and the disability theme have been continued through new, advanced and follow-up trainings for both old and new groups of women and men. The VIC members are often individuals who have worked in different sectoral programmes with other NGOs and donors. In fact they have matured in awareness and understanding of gender and development as well as donor, government and NGO policies and strategies. In contrast the organisational staff, which is fairly new to community work, requires capacity building and guidance in community participation and social organisation techniques. Messages cannot be put across effectively unless the recipient is primed to internalize them. Communication strategies are important to translate hard talk like the CRC into action. What filters through is that everything is left to personal commitment and action.
Which brings into focus the perpetual dilemma that how will this intangible attribute be brought forth? Can this be distinguished by setting criteria or by assessing personality which again depends totally on subjective acumen. Community work by communities is volunteer work, whereas NGOs and donors are salaried staff who oversee the community performance. Is this fair, the communities question? Communities are always there, when often there is rapid turnover of organisational staff who venture to seek greener pastures elsewhere. However all is not lost, for social activists from communities have accomplished goals and brought about changes.

Monitoring mechanisms are rudimentary in that structured and standardized formats are unavailable. Reports mention “talks on the CRC, Integration and Change” without any specific parameters. The staff themselves require clarity of the concept of monitoring with and for a purpose. The impact column of the Logical framework analysis which is an integral part of partner Annual reports is the end, the means to which have been spelled out by the activities and inputs. Simply detailed, practically measurable indicators, usable at the grassroots are required.

GENDER PERSPECTIVE

Gender cognizance within any programme is of critical importance for gender issues are crosscutting issues. The neutral gender of the Child is a clear connotation which includes both girls and boys. Perhaps specially girls who qualify for the superlative degree of being the most vulnerable and disadvantaged in the ‘group of concern’. Trainings on CRC therefore involve both women and men. There are fewer women staff as compared with the men in a ratio of 1:2. At the field level the women trained were 15% more than the men as the teachers at the schools and centres were mainly women. Community women’s groups formed were however fewer in number as compared with those for men. The number of girl students at any given centre was again much lesser than the number of boys e.g. 6 girls in a class of 18 boys. Child labourers working in commercial and industrial units were all boys. The girls helped their mothers as compulsory domestics or worked in homes in traditional vocations (sewing & embroidery) as apprentices. Both situations were unpaid and so unrecognized. Men who resisted or disapproved the idea of women’s active involvement and the use of audiovisuals especially in the rural areas were now supporting the programme. In Kasur a Maulvi (cleric) works with the minority groups. Women’s issues are generally linked to the cultural context e.g. mobility, communication with men, financial resources essential for travel, school fees and community contributions, and absence of quality-of-life information for families and children.

The non-partner NGOs emphasize on the Rights of the Girl Child as a natural prerequisite and forerunner to the Women’s Rights and CEDAW movement in Pakistan. To this end the visual portrayal although pictures and drawings, posters, handouts, brochures and curriculum design in educational primers is the scope of work in order to rally public opinion, especially at the decision making level.

AURAT FOUNDATION, PESHAWAR

The Aurat Foundation was established in 1994 in the NWFP. The Aurat Foundation in Peshawar is part of a National Organisation with offices in each Province of the Country. The priority goal of the foundation is the empowerment of women in society. Working with the civil society its key programmes are Information and Advocacy to allow for citizens greater participation in governance. As an organisation for women’s
rights and empowerment it focuses on rights and developmental issues that impact women and children.

Viewing women's rights in the light of the Convention on the Elimination of all forms of Discrimination against Women, the overarching policy of Information, Capacity building, and Advocacy is also applied to the plight of the Girl Child in Pakistan. Therefore the need for an advocacy campaign on the Rights of the Child was felt being cognizant of the situation of disadvantaged children. This was initiated in the Province-specific context in November 1997 in the NWFP with financial and technical support from Rädda Barnen Peshawar.

THE ADVOCACY CAMPAIGN ON THE CRC

The aim is to promote awareness of the Convention on the Rights of the Child and the situation of children in the province. Also to incorporate the Principles of the CRC into the daily activities of the NGOs, Government and Bureaucratic Administration. A Child Rights Training Unit will also be established within the Foundation Office.

To achieve the above the following methodology is adopted.

1. The Training of Trainers

Of the four staff members working with the Campaign three have been identified as potential Trainers. The training programme consists of information on the CRC, training methodology and skills with on the job training for a total period of 32 days, dispersed over a time period of about an year (Aug.1999)? The Apprentice trainers work in collaboration with the Trainers of the Rädda Barnen Training Unit in Peshawar.

2. CRC Trainings

A series of trainings on the CRC have been carried out by Rädda Barnen in 6 districts of the Province for government and public persons identified by the Aurat Foundation. The women and men were personnel from CBOs, NGOs, Govt. Deptts, Teachers, Doctors, Trade Union members, Lawyers, Print and Electronic media representatives, Police and prison officials. Mixed groups are selected for future integration and support.

3. Information Dissemination

i) Through the District Advocacy Groups and the Information Network Centres in the rural areas awareness raising is carried out on the Articles of the CRC. Meetings have been held at Takht Bai in Mardan, Nowshera, and Dera Ismail Khan (DI.Khan)

ii) Radio Programmes have been compered by a woman staff member in Peshawar and by an activist in D.I.Khan. This programme was supported by Rädda Barnen.

iii) Dialogues with Religious leaders, Legal experts and public representatives have been conducted at Foundation on the CRC Articles dealing with the Age of Maturity, Adoption, Single Parent Families, Sexual Abuse and the Responsibilities of both Parents.

iv) Posters and handbills on the Freedom of Expression, Juvenile Justice, Disability and Parents Responsibilities are distributed on a regular basis.

4 Implementation

i) Police and Prison officials have been convinced to improve conditions for the juvenile prisoners and children accompanying their jailed mothers by providing educational and recreational facilities for them with support from Rädda Barnen and other institutions. Computer facilities provided have been reported by the government as their own achievement.
ii) Men and women activists have been identified in all the programme areas. Two women, one in D.I.Khan and the other in Peshawar of the Girl Guides Association are conducting radio programmes on the CRC and integrating the Articles of the CRC into daily activities.

iii) Lobbying in the Political Corridors a memorandum on children's message for politicians for the proper implementation of Child Rights has been tabled in the Provincial Assembly, NWFP in June 1998.

iv) Lawyers group for CRC. An Association of 8 individual lawyers has been formed within the Aurat Foundation.

v) Awareness of the CRC in the print media through write-ups in Urdu and English dailies is an ongoing feature.

CONSTRAINTS

i) Macroeconomics. Rising inflation and unemployment leaves little time or thought for social or volunteer work. Communities with scarce resources are more concerned with life's basic needs. Participants look forward to immediate funding on the conclusion of each workshop.

ii) Aurat Foundation Status.

The Foundation is perceived as an external lobby as it tends to highlight controversial issues which disturb the existing situation.

iii) Controversy

Sanctions on the football and carpet industry are supposed to have been levied for reasons other than specified. The public is unaware according to certain sources that the ban was due to the fact that quality control of these items was lacking as compared with the products of Iran and Belgium.

ANALYSIS

As an Organisation for women's rights and women's empowerment it followed through as a natural process to initiate a campaign on the advocacy for the Rights of the Child. Women and children are bonded in development and the one cannot be separated from the other. The strengthening of a mother through income-generation and information powers will automatically accrue to her children, both daughters and sons. The survival, growth, protection, participation and best interests of either one are closely linked to the other to achieve the quality of life for both. In the wider and longer term perspective the effectiveness and value benefit of the application of the CRC in an acceptable and appropriate manner needs to be balanced with immediate and long-term investments or resource allocation. A conscientization of this is essential for people to preach, if they believe.

The Aurat Foundation has to rethink the vibes surrounding its image. They have to look through the Johari window of self-assessment. Solutions to underlying serious issues are only forthcoming when they are focused upon. When ripples are created in stagnant waters only then is a movement perceived. Change doesn't come easy. It is a process which requires persistence, patience and unshakable belief in the possibility.

Children's work in hazardous and sanction industries goes on in pocket areas. The situation is reprehensible and requires emergency attention. At the South Asia Children's Moot held in Islamabad in Sept.1999 it has been documented at the Government level that Child Labour is on the increase. The print and electronic media cater to the literate and affluent. The 75% of illiterate women and men, who are often the have nots are conveniently left out. Effective and appropriate audiovisual technology is required for them too.
The training curriculum during the initial training and at follow-up should include sessions on fund raising, self-reliance, resource identification and utilization and sustainability.

FIELD VISITS
Field visits to evaluate on-site conditions were conducted with the Aurat Foundation representatives in the NWFP. A five day CRC orientation training course, focus group discussions and individual interviews were conducted at the Office in Peshawar and the local Coordinating Council in Takht Bhai, Mardan. A total of 7 men were thus interviewed. Despite repeated requests it was not possible to meet with women participants owing to reasons known best to the organisation itself.

The training was perceived as being relevant to the work in the community. However it was felt that awareness creation was a difficult job. The community elders and rich businessmen need to be orientated too to provide financial support.

The initiatives taken by them were dissemination of the CRC at CBO level, motivation of the teachers and religious teachers (Maulvi) of the area to increase primary school enrollment of girls. Messages from the Convention on the Rights of the Child were conveyed to the Labour Union members and other CBOs. They themselves felt that they had become more sympathetic by listening to children and trying to understand the working children's problems. Some were of the opinion that the children don't know anything and were happy doing their jobs and earning an income for their families. Issues of concern were sexual abuse, girl domestic workers, beatings by teachers and abuse by step-parents, poverty, non-school going children, work-related injuries, clarification of women's and children's rights in Islam. The Labour Inspector continued to fine/challan those who employed children under the age of 14 years as that was part of his job. The children were working on knitting machines, carpet looms and welding machines in the inner city areas of Peshawar (Gulbahar and Afghan colony). A survey conducted by the Takhtbhai Coordination Council identified 110 children between the ages of 5-18 years working in automobile workshops, mechanical workshops and with spray painters.

The Peshawar based Young Welfare Association held weekly meetings with the community for feedback and follow up. Written reports of incidents, activities and case studies were passed on to the Aurat Foundation. Mohallawise reports were received on the 1st of every month, in writing or verbally. Reporting by women was limited to information received by the men, from them..

THE FRONTIER RESOURCE CENTER.

The Frontier Resource Centre in Peshawar is a support system for capacity building and organizational strengthening for small NGOs and rural CBOs, and government institutions. It was established in July 1995 to meet the challenges of growth and change. The focal point for child labour is part of the Information and Library section. Profiles of the provincial non-governmental organisations are maintained. It receives newsletters and bibliographies from various institutions on child rights and child labour. A database of NGOs and CBOs is in the preparation stage. Networking is carried out at all levels in the 22 districts of the province. It publishes a magazine, newsletter brochures and disseminates materials on a multitude of issues to those who require them.
THE ALLIANCE
The International Save the Children Alliance is an Association of global organisations which are autonomous, non-governmental non-sectarian and guided by the aims and values and principles as expressed in the UN Convention of the Rights of the Child. The Alliance consists of 25 National organizations which work independently but share a common age according to the Charter.

The Alliance is made up of the UNICEF which works with National Governments as a UN agency. The Save the Children UK, The Save the Children US, and Rädda Barnen which work with NGOs and NGO networks as well as the country's government.

Interviews and dialogues were conducted with the Alliance members in Islamabad and Peshawar to review the individual and group strategies utilised towards the recognition and implementation of the CRC.

UNICEF, ISLAMABAD
The Country Office located in the Capital of Pakistan receives policy and strategical missives. These are relayed to the Provincial offices to be followed in letter and spirit in accordance with the long-term goals. At the Rights and Communication Section within UNICEF a strategic framework outlines the process to be followed in case of every issue or concern regarding child rights. After a situation analysis, comes the Research and Study with Trainings, Awareness, Documentation and Dissemination. Collaboration with the NCCWD at all stages is essential to make effective policy changes. Trainings were therefore initiated in 1996 and packages were developed in collaboration with the NCCWD and local consultants. Training sessions were conducted on training techniques and the themes of Juvenile Justice, Registration at Birth, Child Abuse, Child Labour, Education for All and Health and Nutrition and Children in Institutions. Through innumerable meetings and discussion hours the relevant government functionaries of the departments of Law, Labour, Social Welfare, Judiciary and Police and Prison staff have been orientated and trained in the CRC in all the provinces. The number of trainees in toto is 1000. More than 5000 staff of the local government has been given training in Registration at Birth in the 6 districts in Sindh, Punjab and the NWFP. In the NWFP the total number of trainees is 680 with trainees from the Social Welfare, Home and Tribal Affairs and Law department. Training of trainers are held for NGOs and CBOs. to enhance their motivational and community participation skills. The trainings are baptismal in nature and are of a 3-5 days duration. Overseas trainings are identified for local experts. The main objective of these activities is the Rights Approach instead of the previous welfare and development policy. To this end the awareness and capacity building of the communities is deemed essential. Therefore public seminars, village-based meetings and Trainings and research and study are conducted throughout the country. Manuals for the orientation, awareness training on the Rights of the Child are published. The results of the studies on sexual abuse of boys, traditional practices in health care, corporal punishment in schools, registration at birth, and children's perception about domestic violence have also been printed and circulated. In the pipeline are early childhood marriage, discrimination against girls, violence against women in Swat district and court cases affecting the children in the NWFP. These studies were specifically conducted with parents. Seminars are held to share the findings of different studies with the public. Consultants and trainers at the NCCWD and in related government departments are involved at every step of the programme to bring about concrete responses.

Monitoring and Evaluation is conducted through field visits, use of checklists, and assessment during trainings. Regular reporting, mid-term reviews, and impact and perception
assessment is also carried out. For this purpose the UNICEF implementation handbook which records and analyses, article wise the interpretations of the committee on the Rights of the Child is used as a constant resource and reference. It is used to monitor progress with a holistic approach to child rights. Collaboration with national and international institutions, organisations and donor agencies is emphasized. Future projections are to intensify networking by sharing documentation and inter-committee representation for the achievement of common goals. It intends to prioritize compulsory Child Education & Child Labour, Law Reform, and increase in State allocation for Social Sector resources.

SAVE THE CHILDREN UK
The mission is to demonstrate how theory may be translated into practical development approaches with children as the direct beneficiaries. Initiatives as the CRC are the main elements of all the programmes. Child oriented projects are an effort to eliminate child exploitation and abuse of every kind. It was Egantine Jebb the founder who drafted the Geneva Declaration of the Rights of the Child in 1924.

SCF-UK works essentially for the Rights of the Child as an encompassing policy matter. Trainings on the CRC were initiated in 1995 by Ms. Saadia Ahmed who was trained by the ISCA (as it was known) in Sri Lanka. Other Facilitators are from LUCK and the AKU.

The CRC is an overarching theme at all levels and the articles provide a context programming along with specific themes for promotion through trainings and advocacy. Child labour are areas of concern as it has its roots in the CRC. Recent policy ventures are the linking of Protection to Participation and the changing of social safety nets by rewdeucing poverty which allows children to attend school.

Awareness Trainings are conducted for 2-3 days according to the ISCA training manual. The 4 pillars of the CRC are highlighted i.e Survival, Participation, Protection and Development. 20 people were trained in Sindh. As a result of these trainings an Alliance for the Rights of the Child was formed in Karachi. Teachers have changed their attitudes towards children by listening to children, encouraging children's participation and helping develop their self-confidence and self-esteem. Partner organisations like the ARC and LUCK conduct trainings for others and have taken individual initiatives for children.

At present SCF-UK is not conducting any trainings on the CRC but is implementing the phasing out of Child Labour in the football stitching industry in Sialkot, Pakistan. SCF's contribution includes an income generation education, women stitchers and the social monitoring programmes. The social protection and rehab programmes indicate positive qualitative changes in children's behaviour, teachers attitudes and the school environment. The children's have noticed that there has been an improvement in the teachers attendance, with a decrease in maltreatment of the students. However a number of the children have not found any alternate nonhazardous means of income generation and only a few of them have joined the education centres.

SAVE THE CHILDREN-US
As a member of the Alliance SCF-US is committed to upholding the Save the Children Charter of the International Save the Children Alliance. It therefore integrates the Convention on the Rights of the Child through Rights based programming in all its sectoral activities and so there is no Child Rights section as such Orientation trainings on the CRC are conducted for the staff and for women and men teachers in the refugee camps in Baluchistan, Hazara and
NWFP. The trainings were started in 1997 as a component of all trainings. One to five day orientation are conducted by the Training Unit manager, with the objectives of creating familiarity of the CRC, awareness of human and child rights and the interrelationship, and to explore gender considerations in the existing situation. Sessions are held on the background of the CRC, Major Rights of the Child, Ten points of the Declaration, Cluster Cards, and the articles in the cultural context in two different training phases. The Director of the Organization felt that renewed efforts were underway to make the Alliance a reality with a brand new secretariat in London. It is important that joint workshops be conducted to identify strategies which complement each other and reinforce each others strengths to fill in the blanks. Joint programming, however it was felt caused delays, inefficiencies owing to varied organisational culture.

CRC TRAINING EVALUATION-HYDERABAD, SINDH PROVINCE.

Background: A five day CRC training programme was conducted by Radda Barnen/Save the Children, Sweden under the aegis of AGHS an organisation in Karachi. Advocates, Doctors, Journalists, NGO and Social workers in March 1998.

On the 5th of October 1999 a Review cum Evaluation was conducted with a Focus Group of 13 of the 21 trainees.

The relevance of the training course was in line with their work objectives. Initiatives taken according to the action plan were information dissemination among colleagues, conducting two CRC workshops and a walk to celebrate the world wide acceptance of the CRC.

On a personal level the participants were more comfortable handling children, especially those who were sick or hungry and were spanked by mothers to remain quiet in a Doctors office. A Child Rights Commission with the motto First Promise For Children works actively to secure the legal rights of children detained by the law and facing juvenile injustice. The majority recounted appalling tales of torture meted out to working children in various situations such as in the bangle making and cloth printing and dyeing industry. Children are paid at a rate of Rs 3 per 24 dozens, when a dozen is made up of 30 bangles. The bangle making process consists of 12 painstaking steps of straightening, curving, joining, cutting and polishing. Women and children earn a meagre Rs 25-75 at the end of a 10 hour workday. A 10-15 min. break is permitted for lunch. In equally appalling circumstances are the children who work with the gas and kerosene oil burners, who face rape and killings, torture as domestic workers and at school. Forced involvement of children in drug abuse and trafficking is on the increase.

ANALYSIS
The group recognized the appalling situation faced by the poverty stricken, disadvantaged and vulnerable children and their families. There were countless incidents of helplessness and suffering everywhere, visible and hidden. Occasional and isolated successes were encouraging, yet perhaps not enough to make a measurable impact. This maybe viewed with optimism for the future that at least someone has somehow challenged the status quo. It was interesting to observe that a number of people/NGOs individually, took credit for each child-related positive turn of events which had made nationwide headlines, even where in actual fact the government agencies had been involved e.g drug and child trafficking overseas.

Networking, coordination and collective action was lacking. Yet an acute need was expressed for the vibes were there that only joint voices in consensus could make a difference. This
driving force was so sharp that 3 members of the group, one of them a senior journalist, sat discussing with us the future possibilities of making child rights a reality; late into the night at our hotel. What is certainly required at this immediate, initial stage is directional and facilitation guidance, a green signal to steer the group onto the operational track, as they themselves pointed out earlier during the focus group meeting. All groups are not the same. Some may be more enterprising than the others. Group cultures can be homogenous facilitating action or heterogeneous fragmenting thinking, perceptions and umbrella objectives. Strongly diverse ethnic groups co-exist in Hyderabad, Sindh since more than half a century. Feudalism as a forerunner to slavery is rampant. There have been instances where Slave-drivers, the bourgeois term being Feudal Lord or Elected Politician have professed themselves as having converted to the Religion of Rights, still practice slavery and bonded labour in its very essence.

NON-PARTNER NGOs IN KARACHI.

Five non-partner NGOs were visited in Karachi between the 7th-9th of October 1999. A General Body Meeting of the Alliance for the Rights of the Child was also attended Alliance For The Rights of The Child (ARC)

The ARC is a coalition of more than 20 organisations working for the rights of the child since 1997. It has recently set up a coordinating office in Karachi, sponsored by SCF-UK. Its main objective is the mobilisation and awareness of the public and children for child rights, within the cultural context. Trainings on the CRC are conducted for other CBOs and NGOs based on the modules available with SCF-UK. Meetings are conducted regularly to review plans, activities and areas of concern.

The Teachers Resource Centre.

This is a teacher training institute established in 1986 by a group of teachers who were concerned with the low quality of teaching skills.

The objective is to enhance learning skills for children through teacher training on school management, classroom support, pedagogical skills, and creative writing and art. Through these programs activity based learning is promoted at the pre-primary and primary levels. The emphasis is therefore on early childhood education, concept learning in mathematics, card techniques are an essential feature. A readiness kit which consists of 30 activities for children on maths, science, poetry and language skills is freely available for use in government and private schools. The library is well stocked with such books. Regarding the CRC a book has been published which specifies social learning and emotional development, through creativity and activity sessions. Gender equity is learned by talking and writing about the girls' needs and photographing, drawing their needs and rights

Roots

Roots is a small NGO which works with multiethnic communities and trade organizations. They differentiate between child labour and working children where the latter are an economic family support. As such it has two ongoing projects:

i) Informal education for children - This is for non-school going or working children. Classes are conducted morning and afternoon on maths, science, urdu language and the CRC to prepare them for reality.

ARM
Owing to a community initiative a street school was started in a filthy neighbourhood alley which is a haven for smugglers, addicts, homosexuals. Parents and community activists support the school in every way they can. Today there are more than 250 children enrolled for regular classes and extra tuition. 40% of the pupils are girls or girl teachers. After graduation a few have moved on to college level. One young man working as a bank clerk, devotes time to his old alma-mater. Career counseling for job placement and skill development opportunities is carried out by networking with factory and industry employers. Parents committee and community meetings are held regularly for consensus decision making.

ii) The Mothers of working children project-involves the formation of mothers cooperatives and income generating schemes which enables mothers to send their kids to school and stay away from child labour.

**Rasti**

The Rasti project was found in 1995 as a community based organization in the Karachi slums namely, the Usmania and Neelam areas. Karachi has a total of 360 squatter settlements with NGOs working in less than 200 of them. Rasti started formal and informal schools on a self help basis. A theatre for development programme was initiated as a follow through to training in theatrical techniques conducted by Mike Atherton, Regional Director for SCF-UK Nepal. As a consequence Rasti presented two plays 'I want to study' Highlighting education for girls and 'I want to play' to stress the importance of children's recreation and play time at the local arts council and in a number of schools. SCF-UK is funding the offshoot of Rasti i.e LUCK as a project with the following components on-:

- The CRC
- Theatre Group
- Art Work
- Participatory Rapid Appraisal (PRA).

The CRC is promoted through theatre by the formation of local area committees to delineate the situation of children by PRA. Separate committees are formulated for women and men. The drama development group conducts short theatre trainings on the CRC for men and women. The children's theatre group consists of a 3 day residential workshop with sessions on the CRC, team building, and personal interaction. The children's mobile theatre team provides an opportunity for children to portray in their own way their specific issues of nondiscrimination, disability, freedom of expression, and education. These performances are conducted in government schools, communities and various organizations.

Theatre group trainings and trainings on the CRC are conducted with the aim of using theatre and music for development, incorporation of the CRC and awareness creation of the gender aspect of the rights of the child. Signature campaigns to raise awareness on the CRC have been organized in many communities.

**A PARTICIPATORY WORKSHOP FOR THE MONITORING OF THE CRC.**

**BACKGROUND.**

Rädda Barnen or Save the Children, Sweden was founded in 1919 in response to the sufferings of children during the First World War. Rädda Barnen is a voluntary, democratic organisation which works to influence Governments and people on the Rights of the Child in conformity with the UN Convention. This provides a platform for the Save the Children UK, US, and UNICEF with Rädda Barnen, to collaborate as an International Save the Children
Alliance. The Rädda Barnen headquarters are located in Stockholm Sweden. It covers 13 countries in 8 regions of the world. Rädda Barnen is a popular movement that fights for the rights of the child and acts by itself or in cooperation with others by

- Identifying and analysing needs and potential courses of action (Research)
- Sponsoring practical development and support work and sharing the experience gained.
- Influencing public opinion and decision makers (Advocacy)

The aim is to disseminate the principles and norms as in the Convention of the Rights of the Child and thus obtain practical insights into the real situation and condition of children.

The international programme has two major cycles:

1. The Country and Regional program
2. Project and partner organisation cycle

Information on and the application of the general child rights programme is emphasized as a priority. The three thematic areas within the CRC are the Children in Armed Conflict and Displacement (BIKOF); Socially and Economically Especially Vulnerable Children (SESUB) and Children with Disability (CWD).

The 1989 Convention on the Rights of the Child has been ratified by 191 countries, Pakistan being among the first ten in Nov. 1990. The ratifying governments follow the reporting and monitoring procedures as in the articles of the CRC, 42, 43, 44, and 45. The CRC is the only human rights treaty which assigns a role to the NGOs in its monitoring and reporting procedures. The country reports to the UN Committee on the Rights of the Child within two years and then at after five years. The Government has thus established the National Commission on Child Welfare and Development (NCCWD) at the federal level as the focus for planning, implementing, monitoring and reporting on the CRC in collaboration with international agencies, partners, NGOs and the media. The NCCWD and UNICEF have designed a District Based Monitoring System (DBMS) since 1996. Social welfare officers nationwide, were trained in using the questionnaire which is in four parts. Cognizance of the constraints at different levels was taken and a will to strengthen it expressed.

To review the impact of the trainings and correlated monitoring activities over the years a study at country level is underway since the Summer of 1999 at the Rädda Barnen Peshawar Project Office as part of a joint Alliance -UNICEF study in Bangladesh, Nepal, India and Pakistan which will culminate in October-Nov. 1999.

The planning implementation feedback monitoring and evaluation aspects of a programming cycle are closely interlinked with the assessment of results that accrue from the general and thematic activities. For all the stakeholders to analyse progress and reconsider policy and strategies in a rational manner, programme and activity indicators are necessary. In this context Rädda Barnen, Pakistan is conducting a workshop on the Monitoring of the CRC on the 19th and 20th of Oct. 1999 in Peshawar. Key representatives from the NCCWD, NGOs, CBOs, UNICEF and Rädda Barnen will arrive at consensus decisions for the effective and practical monitoring of the CRC. Summary presentations will be made on the existing systems, their effectiveness, the issues faced, and future strengthening and coordination capacities and commitment.

CRC Consultant's report
To

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Date:

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Rädda Barnen, Pakistan is conducting a two day workshop on the Monitoring of the CRC on the 19th and 20th of Oct. 1999 in Peshawar.

The key members of your organisation are invited to participate for a joint purpose. The workshop briefing documents are attached for your kind perusal. Comments and queries are welcome.

Travel and accommodation facilities will be provided to out of town guests.

Please confirm your participation in advance to the Programme Officer or the Consultant.

LIST OF WOULD BE PARTICIPANTS FOR THE CRC MONITORING WORKSHOP

1. Ms. Khalida Ahmed - UNICEF (Rights Sector)
2. Ms. Riffat Sardar - UNICEF
3. Mr. Mutaz Malik - Director NCCWD
4. Mr. Hassan Magni - Deputy Director NCCWD
6. Mr. Abdul Ahad - Training Unit Manager, Save the Children US
7. Ms. Shaima and Ms. Najila - Save the Children UK
8. Ms. Rakshanda Naz and the CRC team members: - Mr. Asad, Mr. Akbar, Ms. Sabina - Aurat Foundation
9. Mr. Ismael and Ms. Nagina - RISE
10. Mrs. B. Khan - ALBS, Lahore
11. Ms. Uzma Peerzada - SAVERA, Lahore
12. Mr. Raja Abbas Ali - ANCE, Lahore
13. Mr. Rufi Francis and Ms. Shumaila - LUCK, Karachi
14. Mr. Ansar Naqvi - 'NEWS' Bureau Chief, Hyderabad
15. Mr. Waseem Shah and Mr. Riaz Khan - Frontier Post
16. Mr. Hifzul Haq Kakakhel - Television Script Writer
17. Community Activist - Two Men and Two Women from RISE and Aurat Foundation areas
18. Superintendent from the Peshawar Jail
19. Station House Officer from the Peshawar Police Station
RÄDDA BARNEN - SAVE THE CHILDREN, SWEDEN
QUESTIONNAIRE FOR ASSESSING THE IMPACT OF CRC TRAINING ON NGOs

1. The name of the Organization

2. The name of the contact person

3. The Overall goals and Objectives of the Organization

4. How & why did your organization get involved in CRC training

5. How were the trainees identified?

6. How many women, men, in your organization have received training so far?
   Men ___________     Women ___________     Total ___________

7. How many of them are still working with the organization?
   Men ___________     Women ___________     Total ___________

8. What were the training Dates: ___________ , Duration ___________ day(s), and Topics of training?

9. How did the CRC training help your organization in its programmes for children?

10. What was the impact of CRC training on:
    The overall programme of the organization

CRC Consultant's report
11. What noticeable changes have been brought about in the condition of children targeted by the programme?

12. What are the resources available for CRC training in the Organization? e.g. training packages, resource persons, field activities & monitoring mechanisms.

13. How are resources being utilized by your organization (within and for others)

14. What is your assessment of the training package/curriculum used for the training?

15. Is there any need to bring about changes in the curriculum or develop it further?
   Yes _______  No _______

   If yes, give details of the improvements/changes you suggest

The staff of the organization
QUESTIONNAIRE FOR ASSESSING THE IMPACT OF CRC TRAINING ON INDIVIDUALS AND GROUPS

1. Name ___________________________ Designation ___________________________

2. Name of the Organization ______________________________________________________

3. Dates of Training ________________ Duration of Training _________________________ Day(s)

4. Were there any follow-up's of training? Yes _______ No _________
   If yes, by whom and how? ______________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

5. Why were you interested in CRC training? _________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

6. Was the training relevant to your work? Yes _______ No _________
   If yes, how? please explain ______________________________________________________
   ______________________________________________________________________________
   If not, why not? please explain ____________________________________________________
   ______________________________________________________________________________

7. What changes have occurred in your work or attitude after the training? explain
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

8. What are the specific initiatives that you have taken according to the Plan of Action; or in
   your area of work to apply the CRC training?
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
9. What problems did you face while implementing the training in your area of work? please specify

________________________________________________________________________

________________________________________________________________________

10. Have to taken any steps to solve these problems? Yes _____ No _____
If yes, what steps have you taken, please explain

________________________________________________________________________

________________________________________________________________________

If not, why not? please explain

________________________________________________________________________

________________________________________________________________________

11. How else can these problems be solved and by whom?

________________________________________________________________________

________________________________________________________________________

12. What are the reasons for your not taking an initiative? Please explain

________________________________________________________________________

________________________________________________________________________

13. What is your assessment of the training curriculum used by Rädda Barnen?

________________________________________________________________________

________________________________________________________________________

14. Is there any need to improve it further? Yes _____ No _____

15. If yes, what are your suggestions for improvement of the training package? Please specify

________________________________________________________________________

________________________________________________________________________

16. If you feel the need for further training, what topics related to child rights would you like to learn more about?

________________________________________________________________________

________________________________________________________________________
DESCRIPTION OF SERVICES

TITLE:
Short Term CRC -consultant/advisor, Rädda Barnen Pakistan Programme, based in Peshawar, NWFP, Pakistan.

DUTIES AND RESPONSIBILITIES

Plan, develop and implement a CRC strategy for Rädda Barnens programme in Pakistan in close co-operation with the Rädda Barnen National Programme Officer and under the overall supervision of the Rädda Barnen Representative for Pakistan & Afghanistan. The strategy should include, but not be limited to, the following activities mentioned under specific tasks;

SPECIFIC TASKS;

1. To familiarise himself/herself with Rädda Barnen as an organisation and with its cooperation partners and to conduct a survey to identify existing resources in the area of - Child Rights Training, including the names of training providers (individuals/institutions), objectives and contents of the training, target groups and training duration, etc. - advocacy/information material on CRC and - the organisations (GO/NGOs) mainly working with child rights related topics/issues in Pakistan (including information on advocacy campaigns, networks existing in the country, etc.). (One month)

2. Facilitate or carry out an impact evaluation of Rädda Barnen’s past CRC training activities within the Pakistani programme and suggest areas for improvement of content (curriculum) and of follow-up mechanisms. (One month)

3. In close co-operation with the Alliance, UNICEF and NCCWD:
   * Assist in further development of the CRC training material for providing CRC training packages. Material for different target groups and of different duration should be produced and the material should also be pre-tested. Part of this assignment could, together with Rädda Barnens Training Unit, be to organise workshops for “key” organisations involved in child rights training in order for them to be part of the development of material. (One month)

* Identify a group of trainees and initiate a series of TOT workshops for developing CRC Master trainers in Pakistan. (The trainees could come from NGOs, the UN, the Pakistani government as well as from training institutes)
Assist in identifying key persons/strategic persons within the government, Training Institutes, media, NGOs, etc, to be trained in CRC by the master trainers. (One month)

Parallel with the above mentioned tasks the consultant should:

* Assist NGOs in developing a mechanism for monitoring the implementation of the CRC;
- to develop tools on indicators and monitoring
- to identify potential actors who are/who could follow-up on areas of specific interest related to the CRC (juvenile justice, education, etc.)
- to organise a series of workshops on different topics encompassing the CRC in order for organisations to exchange experiences, develop strategies and create formal or informal networks. (One month)

5. * To develop a CRC strategy for Rädda Barnen. After the initial period of two months the consultant should have developed a tentative CRC-strategy for Pakistan. Upon the completion of the consultancy the strategy should have been approved by the Representative. (One month)

* To carry out other tasks pertaining to this consultancy assigned by the representative or delegated officer on behalf of the organisation.

In the end of the assignment a "Final Consultancy Report" should be presented and approved.