YOUTH SPEAK

A module on Youth Engagement to end Child Marriage

RESTLESS DEVELOPMENT

GIRLS NOT BRIDES
The Global Partnership to End Child Marriage

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About Restless Development India

At Restless Development India, we support young people to demand and deliver a just and sustainable world for all. We work to make sure young people have a voice, a living, sexual rights and are leaders in preventing and solving the world's challenges. We listen to young people; our work is led by young people and we help young people make lasting change in their communities and countries.

Our programmes and the support we provide are long-term, tailored and embedded into the specific ways of the communities we work with. We know that young people want to take the lead in development and that one young person has the ability to train, influence and support thousands of their peers to do the same. As a result, each of our projects is driven, designed and delivered by passionate, motivated and inspiring young people, a large majority of whom are from the countries in which they work.

About *Girls Not Brides*

Girls Not Brides is the only global partnership focused on creating and sustaining a worldwide movement to end child marriage, established in 2011 and now being a network of more than 1,400 civil society organisations in over 100 countries, all committed to working in partnership to end child marriage.

Acknowledgements

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Introduction to the Module

The module is aimed at engaging young people to become reflective leaders who can design and implement short-term and long-term action to deliver change on issues they care about. The module will also build the capacity of young people as trainers who can further develop other young leaders in their communities.

The module is divided into five sessions, viz. Meaningful Youth Engagement, River of Life, Action Plan, Use of Technology and Campaign Design. It can be used by organisations and trainers to host sessions on meaningful engagement of young people in programmes, brainstorming on ways of working with different stakeholders through the creation of a Specific, Measurable, Attainable, Realistic and Time bound (S.M.A.R.T) action plan and developing key skills of using surveys to collect information, designing effective campaigns and plans.

This specific module has been designed keeping the issue of child marriage at the centre. However, the methodology and content can be customized for any other issue as well.

This toolkit is for you, if you are:

- A young person or member of a youth organisation.
- Passionate about creating awareness and meaningfully engaging young people.
- Are keen to raise awareness of important issues in your local government and connect with other young people.
- Working on the issue of Child Marriage and want to connect with people on a wider scale.

Status of Child Marriages in India

Child marriage has existed in India for a very long time, as a traditional, cultural and religious practice, despite the global recognition that it is one of the worst forms of violations of human rights (UNICEF, 2019)1. It cuts off childhood, snatches freedom to play and learn and takes away from a promising future by denying opportunities of optimal growth and development for all children. Child marriage affects both for girls and boys, but it affects girls disproportionately. Child marriage ends childhood. It negatively influences children's rights to education, health and protection. These consequences impact not just the girl directly, but also her family and community.

Young people, particularly girls are directly affected by child marriage. Even with the Prohibition of Child Marriage Act, 2006 which declared child marriages below the stipulated legal age as a cognizable offence; the practice continues to be rampant. In India, 27.8% of women aged 20-24 were married before the legal age of 18 years and 20.3% of men aged 25-29 were married before the legal age of 21 years. Child marriage is directly linked to poor health outcomes for young women, leading in early pregnancy.

The challenges around child marriage in India are multi-fold. First, there is low public awareness of the illegal nature and consequences of child marriage. Second, gap in service delivery and response mechanisms. Third, parental resistance to sexuality education for their children.

Young people working to eliminate child marriage face oppositions like lack of decision-making in the organisation, community ostracization when they wish to exercise their right to choose. Hence, Restless Development and *Girls Not Brides* form coalitions of CSOs to build capacities and voices of young people through the partner organisations. Young people are important torch bearers in this case, as many times they themselves have fought their own battles against early and forced marriage and are, therefore, powerful advocates of change.

[1] Ending Child Marriage: A profile of progress in India (UNICEF) file:///C:/Users/Admin/Desktop/Child-Marriage_India_for-digital_0215.pdf

Agenda

Day 1	
Session	**Details**
10:00-10:20 am	Welcome and Energiser
10:20-10:40 am	Introduction to Restless Development and *Girls Not Brides*
10:40-11:00 am	Knowing Each Other
11:00-11:15 am	Tea Break
11:15-12:30 pm	Session 1-Strategies employed by girls to prevent child marriage.
12:30-1:15 pm	Lunch
1:15-3:00 pm	Session 2-Meaningful Youth Engagement
3:00 - 3:15 pm	Tea Break
3:15 - 4:45 pm	Session 3-Identifying Causes: River of Life
4:45 - 5.00 pm	Recap of the day
5.00 - 5:15 pm	Closing Comments

Day 2	
Session	**Details**
10:00-10:20 am	Welcome and Energiser
10:15-10:30 am	River of Life- Consolidation (from previous day)
10:30-11:30 am	Session 4-Designing Action Plan
11:30-11:45 pm	Tea Break
11:45-12:45 pm	Action Plan Presentation (contd.)
12:45-1:00 pm	Action Plan Consolidation - Linking to Youth Engagement (contd.)
1:00-1:45 pm	Lunch Break
1:45-3:15 pm	Session 5-Using Technology for Survey
3:15-3:30 pm	Tea Break
3:30-3:45 pm	Finalising Questions- (Contd. with session of technology if a specific design needs to be worked on)
3:45 - 5:15pm	Campaign Design
5:15 - 5:30 pm	De-Brief and Closing

Session 1: Strategies employed by girls to end Child Marriage

1.1. Objectives

- To learn from the lived experiences of young people on the different strategies employed to end child marriage
- To identify best practices, personal and professional challenges of working on the issue and how to overcome them.

1.2. Methodology

Activity No	Activity	Theme	Duration (minutes)
1	Introduction	Introduction to panellists and setting the context of the panel discussion	05
2	Panel Discussion	Young people and role models sharing their story of change	50
3	Discussion	Q/A Session and discussion with audience	25
4	Closing	Bringing together the discussion with highlighting key points	10

Note: This session is focussed on learning from young people about strategies employed to end child marriage. However, this can be easily customized to respond to any other youth-led response to an issue as well. A significant amount of preparation is also required beforehand for a rich panel discussion.

1.3. Resources Needed

- Long head table with chairs for panellists and moderator
- Projector and screen showing pictures of the panellists, showcasing their work in the field as a backdrop
- Panellist profiles for the moderator to frame questions

1.4. Preparation before the panel discussion

This session requires preparation to be done before hand, the details of which are outlined below:

1.4.1. Identifying the theme of the panel

For this module, the panel is focussed on identifying different strategies that have been employed by girls to end child marriage. The choice of panellists will be contingent on the topic of the panel discussion

1.4.2. Identification of panellists

Some identifying criteria can help to identify participants, which are:

- Having a personal story that is aligned with the theme of the panel. In this case, all the panellists had their own story of how they either prevented their own child marriage from happening or the steps taken after the marriage to annul it.
- Care was taken to ensure that each story represented a unique and innovative strategy undertaken to either prevent or annul the marriage.
- This particular panel focussed only on stories of girls, however for other themes a good representation of all genders would be advised.

1.4.3. Preparation Calls/ Meetings with the panellists

- Speaking to all the panellists to understand their personal story and get required details on the background, details (how much the panellist is comfortable in sharing), strategy employed, any backlash etc.
- Through these calls, it is important to make the panellists feel comfortable in sharing their story with a larger audience and to make sure that they are aware of what is expected.
- Prepare the panellists to respond to key questions like - what was their lived experience of being married/ or almost married before the stipulated legal age; how it affected them; what way/ strategy did they employ to come out of the situation and what are they doing now. Repeated interactions may be necessary.
- A profile of each of the panellists to be prepared beforehand and shared with the moderator along with a collection of pictures of each depicting their individual work with young people ready for the slideshow that will play on the screen during the panel discussion.

Activity 1: Introduction

The moderator will set the context of the session and inform the audience that the purpose of the session is to learn from young people on the different strategies that have been employed to end their marriage before the legal age. This session is important so that the voices of those who have worked through the struggles can share their experiences first hand.

Activity 2: Panel Discussion

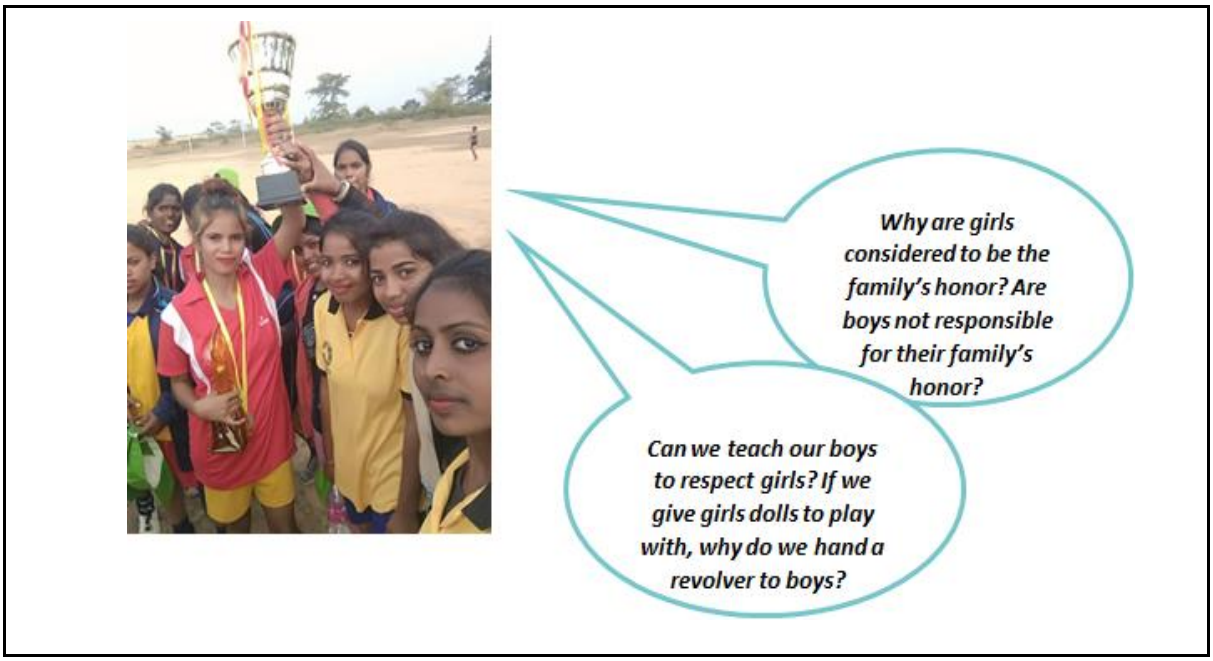
Each panellist will be invited by the moderator to share their personal story with respect to child marriage, focussing on the experience, how they responded to it and what specific steps were taken with regards to this. The following box represents an example of one such panellist who shared her story of preventing child marriage

Box 1.1 Using sports to prevent child marriage

Sushma Kumari is working in Mahila Mukti Sanstha as a facilitator where she works with adolescent girls on child marriage. As part of her role, she forms linkages among roles and responsibilities of boys and girls through football games. She joined the organisation as an adolescent and gradually got trained. When she was 16, her parents wanted her to get married and stop working, but she persevered and succeeded in convincing her parents to not let her get married and continue working.

"When a girl hits puberty, the community thinks that it is time for her to get married since girls are considered a burden today also. When I started to work with Mahila Mukti Sanstha, I would be working for days at a stretch and community members started to pressure my parents to get me married. It took a lot of convincing to make them believe that she was not doing anything that would reflect bad on her.

The Kishori club that I am a part of decided to challenge the patriarchal norms by encouraging girls to play football, which is largely seen as a boys sport."



Activity 3: Discussion

The moderator will ask the audience to respond to the stories that have been shared, ask questions to specific panellists and share their own stories, if any.

Activity 4: Closing

The moderator will bring together the discussion and emphasize on the key strategies that have emerged from the panel discussion.

Session 2: Meaningful Youth Engagement

2.1. Objectives

- To introduce the participants to the concept of meaningful youth engagement and Roger Hart's Ladder of Participation[2].
- To develop an understanding of Roger Hart's Ladder of Meaningful Youth participation and different steps.
- To enable participants to reflect on how young people are engaged in in different activities and programmes through scenarios and sharing of lived experiences

2.2. Methodology

Activity No	Activity	Theme	Duration (minutes)
1	Energiser	Energiser	10
2	Group Discussion	Meaningful Youth Engagement and Hart's Ladder of participation	20
3	Scenarios	To reflect on the level of participation of young people on different scenarios reflecting different ways in which young people have been engaged in interventions To determine the additional support required by young people to move ahead in the ladder	40 10
4	Group Discussion	Bringing it all together and Q/A	20

[2] Hart, R. (1992). *Children's participation: From tokenism to citizenship*. Retrieved from https://www.unicef-irc.org/publications/pdf/childrens_participation.pdf on 17 August, 2019. This section has been adapted to use the Ladder of Participation given by Roger Hart.

2.3. Note:

- This session yields the best results if done with a group of 20 people at one time.
- In case of a bigger group, do Activity 1 and 4 with the entire group and Activity 2 and 3 with sub-groups not containing more than 20 participants each.
- Each group must be taken to different corners of a big room, or to separate areas to avoid confusion.

2.4. Resources Needed

- One set of facilitators and note taker per group
- White board
- Markers
- Flipchart
- Set of A4 sheets with steps of Hart's ladder printed in English and Hindi (or local language) printed on separate sheets. One set required per group.
- Multiple copies of scenarios in English and the local language
- A4 Bingo Sheets (Sample)

2.5. After the session, participants should know

- Roger Hart's ladder of participation includes eight steps along a spectrum of participation, with the steps higher on the ladder representing more meaningful participation of young people.
- The first three steps of manipulation, decoration and tokenism do not represent meaningful youth engagement, yet they are the steps at which most young people are engaged in programmes and interventions.
- The ladder of participation enables young people to reflect on their participation and engagement and bring changes to their situation.
- For any initiative to be truly youth-led, young people need to be at the highest step on the ladder. They have to be meaningfully engaged in everything from the programme design, implementation to Monitoring and Evaluation of the same.

Activity 1: Human Bingo Energiser

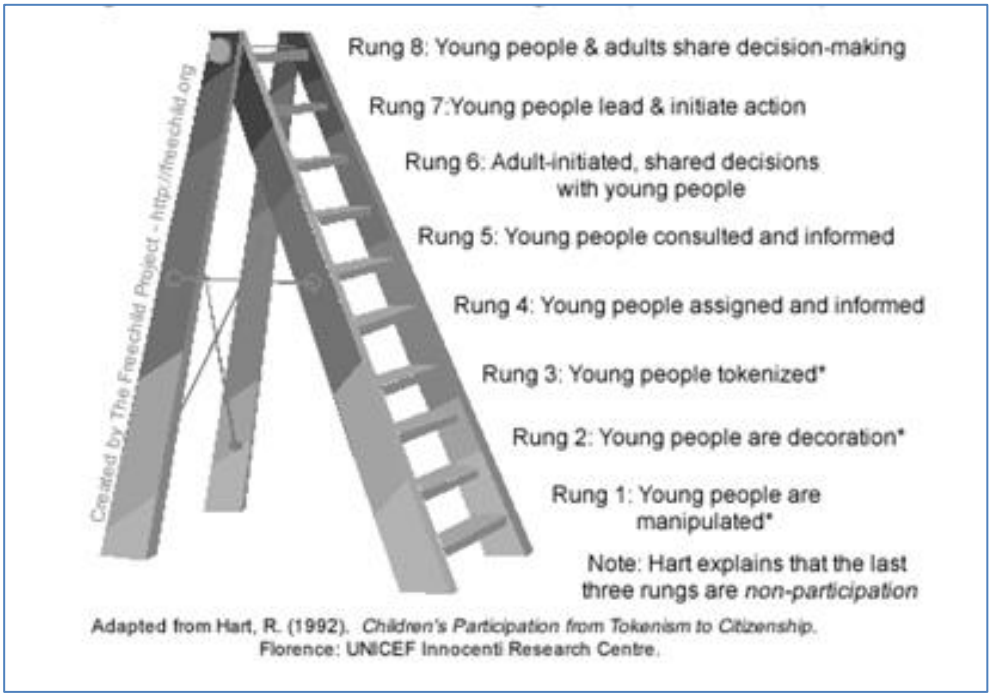
You can only ask one question per person. The winner is the first to complete the form. Write down the name once you found the person who fits each statement. **Start finding someone who...** (can be edited as per the participants.)

Is a student	Has travelled for more than 4 hours to get here	Works with volunteers	Likes singing
Is a vegetarian	Likes playing football	Enjoys riding a bike	Enjoys watching soap operas
Was born in 1993	Likes to read	Knows how to play badminton	Has a pet
Is left-handed	Does not drink coffee	Plays a musical instrument	Speaks two or more languages
Is an only child	Is wearing black	Enjoys cooking	Does not like chocolate
Does not like pizza	Does yoga	Is younger than you	Likes vanilla ice cream

Activity 2: Group Discussion

Step 1: Start by telling the participants that they will be discussing what constitutes meaningful youth engagement using a ladder of participation given by Dr. Roger Hart. This ladder will help them reflect on the current levels of participation of young people in their communities and organisations and where they would like to be in terms of young people's participation in programmes.

Step 2: Initiate a discussion with the group on what they understand by meaningful youth participation and capture key phrases and words coming from the group on the white board. Encourage everyone to contribute to the discussion.



Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship.* Florence: UNICEF Innocenti Research Centre.

Step 3:

- Introduce Roger Hart's Ladder of participation without showing the steps on the ladder. Tell the group that the ladder was given by a Dr. Roger Hart with an aim to support organisations in developing programmes and initiatives that truly engage young people in a meaningful manner. This ladder was not created to suggest that we have to be 'at the top' rung, but rather, that we ought to be aiming to get out of the lower rungs of non-participation, and think of ways to genuinely engage young people.
- Write the following eight steps from Roger Hart's Ladder of Participation (Box 1.2) on the white board in no particular order. Ensure that you are not putting

the steps in the actual order as they belong on the ladder, since the idea is to encourage participants to determine the correct order themselves.

Box 1.2 Steps of Roger Hart's Ladder of Participation
Young people and adults share decision making
Young people lead and take action
Adult initiated, decisions shared with young people
Young people consulted and informed
Young people assigned and informed
Young people tokenised/ Tokenism
Young people are decoration/ Decoration
Young people are manipulated/ Manipulation

- Once the steps have been written on the white board, divide the participants into equal sub-groups containing not more than five members each and give each group a flipchart and markers.
- Ask the groups to have a discussion amongst themselves and arrange the steps of the ladder written on the board in the increasing order of participation for young people based on their understanding. This means that the step which denotes the least participation of young people must come at the bottom, followed by the others in increasing order.
- Ask each group to share their order with the larger group along with the rationale for the order. Keep space for questions and clarifications from other groups.

Note: The discussion must be led by the facilitator and the note taker must document the reflections and discussions happening in each sub-group and the larger group.

Step 4: Once all groups have shared their orders, take the set of A4 sheets with the printed steps and arrange them on the floor in the correct order and explain why it is the correct order and what each step means.

Activity 3: Scenarios

Step 1: Tell them that for the next activity, they will be determining which step of the ladder of participation each scenario best represents.

Step 2: Read out the scenarios in box 1.3 with the help of participants. Do not read out the correct answer.

Step 3: After each scenario, ask the participants to reflect and arrange themselves next to the A4 sheet depicting the step that they believe the scenario represents. After the participants have arranged themselves, ask 2-3 participants to explain why they chose that particular step. In the end, tell the correct step to the participants and explain why.

Box 1.3

S.No.	Scenario	Correct Answer (only for Facilitator)
1	An organization is working with young people and focuses on issues of youth unemployment. However, the organization does not have any young staff working with them. The organization recruits a young person as a staff and involves them in the meeting where discussions around youth unemployment takes place, however, he/she is not part of the decision making or implementation and does not know what the final outcome is.	Tokenism, because the young staff member is part of any decision-making process nor has any idea of the outcome.

2	An event is being organized by an NGO to understand the status of child marriage in their state where young people are being called to fill a survey. Young people however, are not aware about the concept and what the survey is about. The young people are also not aware of what the survey will do. The NGO will use the number of filled applications as their reach for the event.	Manipulation, because young people being asked to fill the survey do not know the concept. The NGO is also using the number of surveys filled as reach, which is not exactly the reach since none are aware.
3	An NGO wants to reach out to a wider variety of young people. They recruit a team of young leaders and together decide on the strategy for youth community outreach with support from a facilitator. The team of young leaders pitch their ideas to the NGO and the NGO decides which ideas they would like to execute.	Young people consulted and informed, because the NGO is consulting young people to develop their future community outreach strategy.
4	An individual working in an organization has been working as a programme officer and has been assigned a role in a different programme of the organization as well. He/she knows the role and the work they will be expected to do. However, the person has no say in their involvement or the type of role they are being assigned.	Assigned and informed, because the staff has no involvement in what has been given to him/her.
5	Young people are asked to wear t-shirts for a cause. They have no idea what the cause is about. Though the adults aren't pretending the young people led the cause, they are using the pictures of young people in the t-shirts to promote the campaign.	Decoration, because young people are wearing t-shirts for a cause that they are unaware of as well as being used for promotion.

6	Young people and volunteers of an organization working against Gender Based Violence have got together and drafted a 7-day event leading to generate awareness around the theme. The Young people gathered more than 200 people for the event and led the campaign by conducting street plays, rallies in the areas of their intervention. The event is supported by the organization but led by young people.	Young people lead and direct, since the entire campaign was conceived, organised and led by young people.
7	Following the reservation of women in decision making spaces, there are many women who have become *sarpanch* (head of village). However, the decisions are taken by their husbands and the women *sarpanch* are merely for namesake.	Tokenism, since the woman leader is only there to fill a reservation requirement, does not have any actual powers.

Step 4: Divide the participants into sub-groups and hand each group a copy of the scenarios. Hand each group a copy of the scenarios and divide the scenarios amongst the sub-groups. Each sub-group will then discuss the assigned scenarios and come up with a response to the following:

- What changes they would make to the scenario to move it up the ladder?
- In what areas would young people need support in order to engage?
- One scenario from their group's personal experience where they felt they were engaged low on the ladder - how could that have been improved?

Note: The note taker must document all the suggestions coming from young people on the suggestions given on moving up the ladder, support required and their lived experiences.

Activity 4: Group Discussion

Step 1: Bring the group back together and ask each group to discuss their responses to the three questions posed. Encourage the larger group to respond to the areas where young people need support in order to engage.

Step 2: Answer any questions that the participants have and conclude the lesson by recapping the vital points. Ensure that all important points listed in Box 1.3 are covered.

Box 1.4

- The Ladder of Participation is a way for every young person to be able to reflect on their engagement in activities, programmes and interventions.
- It is not possible that every type of youth engagement will always be on the top rung of the ladder, but we can always aim to be moving it out of the bottom rungs.

Facilitator Notes

Before beginning this session, ensure that you have gone through the definitions for each step on the ladder of participation and are confident to answer questions and respond to doubts. Some of these definitions can be confusing and misunderstood as being interchangeable.

Roger Hart's Ladder of Participation

The ladder of participation is a useful metaphorical ladder when considering the degree to which young people are engaged in a development initiative and whether this engagement is tokenistic (non-participatory) or meaningful (participatory). Each step is described in more detail:

- **Manipulation** is the lowest step of the ladder of participation and in this case young people participate only on a superficial level with the initiative, but are not involved with planning or conducting the initiative, it is manipulation because often the initiative is described by adults as being participatory.
- **Decoration** is the second lowest step and here young people are simply visually present in the initiative possibly as a visual tool to bolster the adult's cause, but are not directly linked with the cause or creating it's solution. Decoration is one step up from Manipulation as it does not pretend to be participatory.

- **Tokenism**, the third lowest step, is the case when young people seem to be given a voice, but have very little or no choice on the subject or communication style, or a chance to formulate their own opinion on the subject. The bottom three steps of the ladder Manipulation, Decoration and Tokenism make up the three degrees of non-participation.
- The fourth step of the ladder, **Assigned but Informed** is where young people understand the intentions of the project, know who made the decision on their involvement and why, they have a meaningful role, and volunteer for the project after the project was made clear to them - it is still an assigned role however as the young person has had little choice either in their involvement or the type of role they had.
- **Consulted and Informed** is where the project is designed and run by adults, but young people understand the process and their opinions are treated seriously. This may mean that young people are brought in not just to offer consultation input through ideas, solutions or priorities in the first phase of an initiative, but will also be included further along the process to review the product of their consultation.
- **Adult Initiated, Shared Decisions with youth** as the sixth step of the ladder is the first step of true participation because, though the projects at this level are initiated by adults, the decision making is shared with the young people.
- **Youth Initiated and Directed** occurs when young people conceive of, initiate and carry out their own initiatives and adults do not interfere or direct. This often occurs strongly in youth-led movements or youth-led organisations.
- **Youth Initiated, Shared Decisions with Adults** is the eighth and top step of the Ladder of Participation where an initiative conceived and started by young people is supported by adults, not by dominating or changing the initiative, but by supporting and sharing the initiative with the young people who conceived it.

Make this session as interactive as possible and encourage the participants to reflect on the ways in which young people have been engaged in programmes and initiatives. You could:

- Play one more ice-breaker, perhaps towards the end.
- Make sure that you encourage the members to speak and share their ideas showing them that this is a place where their opinions and values are going to be listened to and valued.

Session 3: River of Life

The River of Life[3] is a reflection exercise to help young people visualise their professional life as a flowing river, with various openings as well as obstacles. The objective is to link this visualisation with their work on different issues and identify enablers and disablers in their path.

3.1. Objectives

- Young people will reflect and identify enablers and disablers in their area of work
- Young people will share stories of enablers that supported them in their journey

3.2. Methodology

This session involves a combination of individual reflection, group work and whole group sharing. Given below are details of each type of activity:

Activity No.	Activity	Theme	Duration (in minutes)
1	Energiser	Energiser	15
2	Individual Reflection	Participants to reflect on their individual river of life	30
3	Group Discussion	To reflect on the enablers, disablers, key turning points for sub-groups	30
4	Consolidation	To develop a river of life for the entire group	15

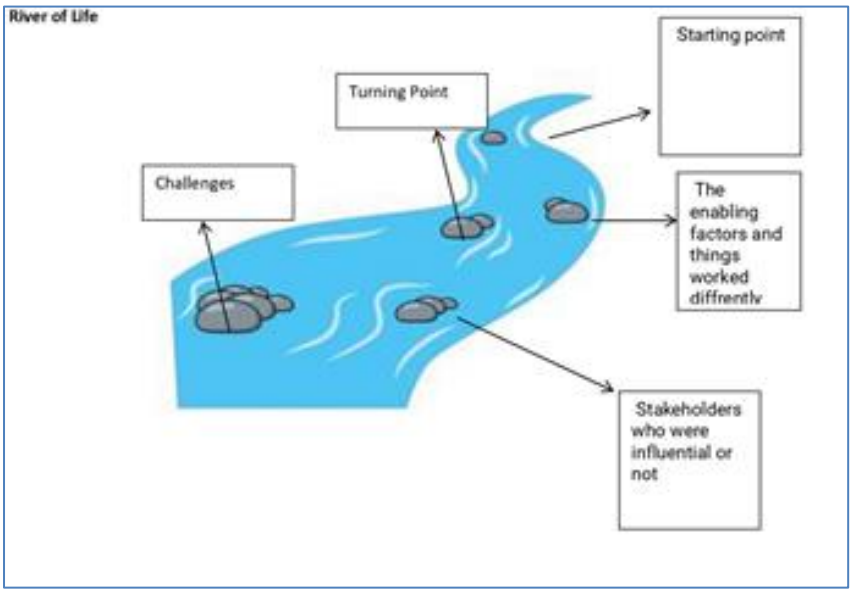
3.3. Resources Needed

- White Board
- A4 sheets with the River of Life Diagram printed on it (Sample)
- Chart Papers
- Markers and Sketch Pens

[3] River of Life has been adapted from a tool developed by Pravah, a National NGO that works to develop youth leadership in India.

Activity 1: Statue Energiser

Request all participants to stand in a circle, except two members. Ask the two participants to stand in the middle of the circle, in a funny position as a statue. When one of the members in the circle claps her/ his hands, another person changes places with one of the persons in the statue - now making another position. For every clap there is a new statue – based on the former one. When everyone has been in the statue, you do it again backwards. A clap brings back the person who was part of the statue before the person in the statue at the time. In the end you finish with the statue you started out with (first statue 1-2-3-4 and then 4-3-2-1).



Activity 2: Individual Reflection

Materials required: Diagram of a river (refer to the diagram)

This is an individual activity where each participant will think about how her/ his journey is similar to a river and the course it has taken, by using the following prompts:

- If your professional life was like a river, what shape would it take?
- Where are the bends and turns, when did your situation or perspective change?
- Are there rocks or stones (obstacles or challenging moments)?
- What have been the key turning points in your life?
- What have been the best practices and enabling factors in your life?
- What were the things they helped you?
- Who were the key stakeholders who supported you?
- Who were the stakeholders who did not support you?

Activity 3: Group discussion and sharing

Materials required: Chart papers and markers

This is a group activity where the participants will be divided into groups of 5. In the group, each participant will share their journey on the river of life. Then, the group will consolidate learnings on the following points:

- Starting point
- Turning point
- Challenges
- Best practices
- Enablers
- Disablers

Once the learnings have been consolidated on a chart paper, each group will present their learnings

Activity 4: Consolidation by facilitator

After each group presentation is finished, the facilitator will summarise key takeaways and learnings from all the groups.

Session 4: Making an Action Plan

4.1. Objectives:

- To support participants to develop how to design S.M.A.R.T Action Plans.
- To develop an understanding on how can young people work in their individual capacities, with their organisations and as a coalition to develop actionable solutions to an issue
- To enable participants to creatively express their actionable solutions.

4.2. Methodology:

Activity No	Activity	Theme	Duration (minutes)
1	Energiser	Energiser	05
2	Introduction	Introduction to session, qualities of an Action Plan	15
3	Group Discussion & Scenarios	To brainstorm and develop actionable ways to deal with an issue based on certain hypothetical scenarios that represent the issue.	25
4	Creative Expression	Present the action plan creatively	15
5	Presentation	Using creative ways to present an Action Plan	40
6	Conclusion	Bringing it together, links to youth engagement & Q/A	20

4.3. Note:

- The following module has been developed around meaningful engagement of young people in tackling the issue of child marriage. However, the blueprint can be used to come up with Action Plans for any issue.
- The participants would need to be divided into sub-groups, with each being given a particular scenario.
- While contextualising the module, the number of scenarios has to be equivalent to the number of sub-groups needed.
- It has been observed that this exercise yields the best results in sub-groups of 5-6 members each.

The module gives two ways of conducting Activity 4. Any way can be chosen depending upon the available resources, aim of the session and desired results.

4.4. Materials Required:

- White board
- Markers and Sketch Pens
- Old Magazines and newspapers
- A set of Glue and scissors per group
- Chart Papers
- A4 sheets with scenarios printed in English and local language

4.5. After the session, participants must

- Be able to brainstorm on actionable ways to tackle an issue
- Be able to understand to distinguish between what activities could be led by an individual, an organisation and a coalition.
- Understand the basics of developing an Action Plan

Activity 1: Energiser

Ask the participants to stand in a circle so that everyone is visible. Inform every third person that they are a bird and the participants on either side are the nest for the bird. Ask the two participants making a nest to face each other and hold hands above the bird's head in such a way that the bird is in between the locked hands of the nest. Inform the participants that either the bird or the nest will have to move depending on what you call out. As a facilitator, you have to take someone's place every time there is a change announced so that for each change one participant remains the odd one and starts the game again.
Play this game for 5 minutes till everyone is energised.

Activity 2: Introduction

Step 1: Divide the participants into the same sub-groups as Session 2 as it would be more prudent for them to brainstorm and develop Action Plans after having identified the enablers and disablers as well as different challenges as a group. This would enable the Action Plans to flow organically from previous discussions.

Step 2: Tell participants that in this session, they will be working in sub-groups to develop an Action Plan in response to different scenarios that will be provided to each group. These scenarios are based on situations that the participants may encounter on the field or in the due course of their work.

Step 3: Before distributing the scenarios, take the participants through the aspects of an Action Plan using Box 1.5. Say that any Action Plan must be S.M.A.R.T

Box 1.5 An action plan must be:

S – Specific

Your goal should be clear and specific, otherwise you won't be able to focus your efforts or feel truly motivated to achieve it. When drafting your goal, try to answer the five "W" questions:

- **What** do I want to accomplish?
- **Why** is this goal important?
- **Who** is involved?
- **Where** is it located?
- **Which** resources or limits are involved?

M – Measurable

It's important to have measurable goals, so that you can track your progress and stay motivated. Assessing progress helps you to stay focused, meet your deadlines, and feel the excitement of getting closer to achieving your goal.

A measurable goal should address questions such as:

- How much?
- How many?
- How will I know when it is accomplished?

A – Attainable

Your goal also needs to be realistic and attainable to be successful. In other words, it should stretch your abilities but still remain possible. When you set an achievable goal, you may be able to identify previously overlooked opportunities or resources that can bring you closer to it.

An achievable goal will usually answer questions such as:

- How can I accomplish this goal?
- How realistic is the goal, based on other constraints, such as financial factors?

R – Relevant

This step is about ensuring that your goal matters to you, and that it also aligns with other relevant goals. We all need support and assistance in achieving our goals, but it's important to retain control over them. So, make sure that your plans drive everyone forward, but that you're still responsible for achieving your own goal.

A relevant goal can answer "yes" to these questions:

- Does this seem worthwhile?
- Is this the right time?
- Does this match our other efforts/needs?
- Am I the right person to reach this goal?
- Is it applicable in the current socio-economic environment?

T – Time bound

Every goal needs a target date, so that you have a deadline to focus on and something to work toward. This part of the SMART goal criteria helps to prevent everyday tasks from taking priority over your longer-term goals.

A time-bound goal will usually answer these questions:

- When?
- What can I do six months from now?
- What can I do six weeks from now?
- What can I do today?

Step 4: Keep space for questions and clarifications.

Activity 3: Group Discussion and Scenarios

Step 1: Distribute one scenario from Box 1.5 to each group.

Box 1.6

Scenario 1:

You are a youth worker working in 3 different villages. You take regular sessions in the school with young boys and girls on puberty, menstruation, importance of education and on the Prohibition of Child Marriage Act. One day, while you were explaining the provisions under the Act, the teacher stopped you mid-session and said that you cannot inform young girls about the provisions under the Act as this would encourage them to stand up to their parents and other members when they try to get them married. The teacher said that you must not tell young girls and boys to not get married at a young age.

- What will you, as a youth worker, do in this situation?
- What do you think organisations should do?
- What do you think the GNB coalition should be doing?

Scenario 2:

You are conducting a door-to-door awareness campaign in a village to educate people about the ill-effects of child marriage. You encounter a house where the father is an alcoholic and has 5 daughters, all below the age of 18 years. He spends all the money on alcohol and does not let any come to the wife or daughters. The mother shares that it will not matter whether her girls are married below the legal age or after that as the family does not have money. You want to convince her about not getting her daughters married, but are not sure what to say.

- What will you, as a youth worker, do in this situation?
- What do you think organisations should do?
- What do you think the GNB coalition should be doing?

Scenario 3:

As a youth worker, you are responsible for conducting sessions on gender equality and women's empowerment in all the villages under the *panchayat*. Through repeated field visits to the villages, you have seen and met many child brides and heard stories about such marriages happening. You know about the Childline helpline and keep informing the community members about the same. But you also wonder, Rajasthan has a large number of villages. What can you do to eliminate child marriage in all of those villages?

- What will you, as a youth worker, do in this situation?
- What do you think organisations should do?
- What do you think the GNB coalition should be doing?

Scenario 4:

You undertake counselling for young girls and parents to make them aware about the ill-effects of child marriage. You inform them that any girl married below the legal age can also get her marriage annulled post the Prohibition of Child Marriage Act, 2006. Some of the women in the community shared about the *sarpanch* asking for money to sign on these official documents and most girls back off due to the prolonged process of annulment as well as poverty.

- What will you, as a youth worker, do in this situation?
- What do you think organisations should do?
- What do you think the GNB coalition should be doing?

Step 4: Tell the participants that they will be making S.M.A.R.T Action Plans in their sub-groups in response to the scenario given to each group. They have to come up with actionable solutions to the given scenario and respond to the three questions. Participants can divide the chart paper into three columns and brainstorm and write what they can do as an individual, what an organisation can do and what a coalition can do.

Note: Move around the groups and support the participants in developing their Action Plans.

Activity 4: Creative Expression

Note: This session can be done in two ways – through a collage or a role play. Choose which medium you wish to follow. The activity gives the method for both options.

Option 1: Presentation through collage
Step 1: Distribute old magazines and newspapers along with one set of glue and scissors to each group. **Step 2:** Tell the participants that they will now have to make a collage to depict their Action Plan using the magazines and newspapers given. They must find images that best represent the solutions that have been proposed in the Action Plan. **Step 3:** Each group will get 5 minutes to present and 5 minutes will be kept for questions and reflections from others.

Option 1: Presentation through Role Play/ Skit
Step 1: Tell the participants that they will prepare a small skit or a role play to present in front of the larger group. They must depict their actionable solutions to the group. **Step 2:** Each group will get 5 minutes to present and 5 minutes will be kept for questions and reflections from others.

Activity 5: Presentations

Call each group to present their Action Plan. Each group gets 5 minutes to present. As a facilitator you must note down all the ways that are being proposed.

Note: The facilitator can divide the white board into three columns and write 'Youth worker', 'Organisation' and 'Coalition' on the top of each. As the groups present their Action Plans the facilitator will keep noting down the responses in the specified columns.

Activity 6: Conclusion

The facilitator rounds up the discussion by presenting the consolidated Action Plan suggested by the larger group using the white board as base. Space must be kept for any reflections and questions.

Facilitator Notes

Before beginning the session, you must ensure that you are aware of the definitions of S.M.A.R.T action plan to be able to support the groups. You can refer to this facilitator guide here. During the group discussions, encourage participants to think along:

- What is their role/ contribution in the organisation?
- What do they think are some of the capabilities and skills they possess as individuals and as a group for an effective collective action?
- What can like-minded young people like the youth workers do together?
- How can we link with various like-minded organisations to amplify the voices of young people?
- Encourage them to look into the role young people can do in programme implementation, programme design, advocacy, partnerships, research.

Session 5: Use of Technology

5.1. Objectives:

- To enable participants to understand the objectives and outcomes of designing the survey
- To build participants skills & experience in research and survey design
- To design high quality survey questions using a participatory methodology

5.2. Methodology:

Activity No	Activity	Theme	Duration (minutes)
1	Energiser	Energiser	05
2	Introduction	Use of designing surveys	15
3	Group Discussion	Creating surveys	25
4	Creative Expression	Sharing on the process	15
5	Presentation	Different ways of creating surveys	30
6	Conclusion	Bringing it together, Questions and Answers	10

Note:

- Each group must be taken to different corners of a big room, or to separate areas to avoid confusion. Some with understanding of technology and some less tech savvy.

5.3. Resources Needed

- One set of facilitators and note taker per group
- White board
- Markers
- Flipchart
- Mobile/Tablet to show Google forms and design survey

5.4. After the session, participants should know:

- Using and designing surveys online;
- How to analyse data and bring out key findings.

Activity 1: Energizer

Introduce yourself

Make the participants stand in a circle. Tell the participants that they will also be introducing themselves to the larger group in a different way – they need to add an adjective that starts with the first letter of their name before their name, where they come from, if they are working with any organisation and do any action that represents what they like to do best. For example: Amazing Anita who likes to run and will imitate running through actions.

Go around the circle and play this game till everyone has introduced themselves.

Activity 2: Introduction

Ask the participants what they understand by a survey. You will introduce them and explain why are we designing a survey? What is the use of designing surveys online?

The process

- Importance of doing surveys- ways of doing surveys: Traditional, technological etc.
- The sample population (types of people/organisations/theme we will be surveying)
- What kind of information do we want? How will we analyse the data, and how will this come into the types of data we want to collect?

Activity 3: Group Discussion

Step 1: Ask the group to get divided into smaller sub-groups and explain the activity, to create a short survey by choosing a topic of their choice and form questions.

Step 2: Ask each group to decide a lead to present back to the larger group. The group lead will write the survey questions as the other members of the group discuss.

Step 3: Ask participants to open Google form and type final questions discussed in the form. Ask the team members to experiment with the system and try different options. Be around to support the participants with certain technical aspects of Google forms.

Activity 4: Creative expression

The group members will fill in the survey and share back with the larger team:
Discuss on the following questions:

- What were the results of your survey?
- What did you learn from your survey?
- Did you have any challenges?

Activity 5: Presentation

Share about different platforms for creating and disseminating surveys like Kobo Tool Box, Google form etc.
You will facilitate the group to discuss what is the role of technology and why should this way be adapted more often?

Activity 6: Conclusion

The facilitator rounds up the discussion by presenting a filled Google form and analysed reports (excel from the downloaded section). Space must be kept for any reflections and questions.

Session 6: Campaign Design

6.1. Objectives:

- Young people will understand different components of campaign design
- Young people will discover different strategies to deliver an effective campaign

6.2. Methodology:

This session will involve group work and presentation. Each participant will have to think about the campaign design and add to the group resources.

Activity No	Activity	Theme	Duration (minutes)
1	Energiser	Energiser- Pulse	15
2	Group Discussion	To create a campaign on a specific issue/ topic	30
3	Creative Expression	Presenting the campaign to the larger group	30
4	Conclusion	Consolidation and Q/A	15

6.3. Note:

This session will be an introduction to the process of campaign design. It will help young people think about different components involved in designing and implementing a campaign.

6.4. Resources needed:

- Chart papers
- Board markers/Sketch pens

Activity 1: Pulse Energiser

Request all participants to kneel down in a circle or sit around a table. They should place both hands flat on the floor/ table crossing over with the people next to them. One hand claps the ground and the hand next to have to clap and so on; sending a pulse around in the circle. Two claps reverse the direction. If you fail to clap, you have to move your hand. The winners are the two persons left with one or both hands in the circle.

Activity 2: Campaign design discussion in groups

First divide participants into groups of 5. Ask the participants to create a sample campaign design using the following components:

1. **What**: what issue will the campaign focus on. Ensure that the issue is specific and not very broad. In this stage, participants should also identify objectives of the campaign.
2. **Whom**: This is connected with the 'what' component and includes identifying the key target group that the campaign will focus on.
3. **When**: Ask participants to identify a good time period to implement the campaign. One way of doing this, would be to identify a hook such as elections; important days such as the Republic Day, International Women's Day, etc.
4. **Where**: Ask participants to finalise the geographical scope of the campaign, such as the Gram Panchayat, Block or District.
5. **How**: Participants to discuss strategies to deliver the campaign objectives including different stakeholders to reach out to.

Along with the discussion, the participants will list these ideas onto a chart paper.

Activity 3: Group presentation

Each group will present their sample campaign design, emerging from the group discussion.

Activity 4: Consolidation by Facilitator

At the end of the presentation, the facilitator will summarise the commonalities from different campaign designs as well as key takeaways from the session.

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