

PARTICIPATORY APPROACH TO NONVIOLENCE AND HUMAN RIGHTS EDUCATION - I

To commemorate the 152nd birth anniversary of Mahatma Gandhi, widely celebrated as the International Day of Nonviolence, the Active Nonviolence Education Center (ANEC) supported by the Social and Resource Development Fund (SARD)- Central Tibetan Administration (CTA), pledged and successfully facilitated a month long online awareness program for Tibetan youth on the concepts and principles of nonviolence and human rights with a special module on gender sensitization.

Within the month of October, nearly 500 Tibetan youths aged 12 -30 from schools, a college and a vocational training institute participated in the online training. The training began with Sambhota Tibetan School, Kollegal on the 6th October and concluded with Industrial Training Institute, Selakui on the 31st of October.

The schools and institutes covered are Sambhota Tibetan School, Kollegal; Tibetan Children's Village School, Selakui; Sambhota Tibetan School, Mundgod; The Dalai Lama Institute for Higher Education; Tibetan Homes Foundation, Mussoorie; Tibetan Children's Village School, Gopalpur and Industrial Training Institute, Selakui.

Prior to the program, facilitators attended 'Training of Trainers' from Martha Farrell Foundation on 'Understanding Gender and Gender Based Violence' and 'Session Lab Designs' on how to conduct online training.

Facilitator's manual and reading materials for the session were assessed and reviewed by Ms. Jaya Luintel from Coady Institute. Since reading materials had to be designed for all age demographics, facilitators went through numerous resource materials on nonviolence before finalising, compiling and filtering reading materials for the final draft.

As part of the need assessment for the training program, ANEC retrieved trainees details through coordinators assigned in respective schools and institutes. And in close discussion with the coordinators, the team led a brief online orientation for them prior to the program. The facilitators also conducted an environmental scan of the target beneficiaries to prepare the modules in accordance to the trainees' levels of learning.

The facilitators developed a participatory and experiential hands-on learning platform and ensured maximising activity-based modules over lectures, keeping intact the ethical values needed to facilitate a participatory session.

The team also produced a facilitator and participant's handbook including the training design, facilitator's name list, coordinator's list, modules activity plan and compiled reading materials to enhance the totality of the learning process.

The module activities included ice breaking activities for self-introduction where one shares their name, favourite item and expectations from the session. The session was built around communal agreements to successfully run the session based on mutually agreed rules.

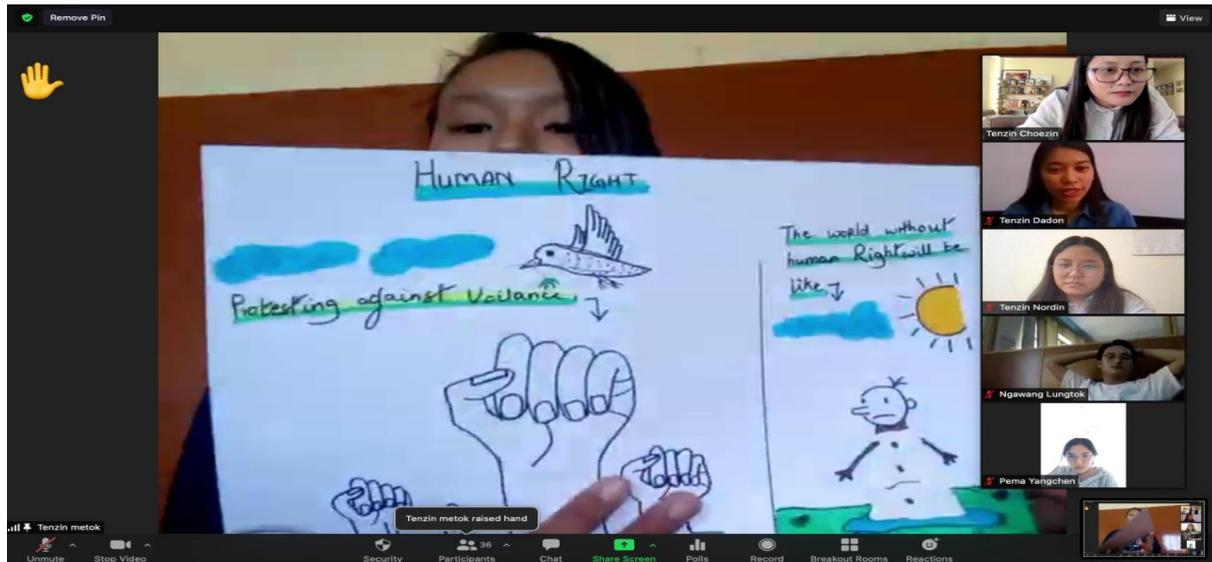
In the beginning of the session, popcorn activity was introduced to collect participant's preconceived notions on what is violence.

Most of the participants related to the direct forms of violence, particularly physical violence during the word popcorn on violence.

The session was further briefed with a lecture on types of violence i.e. Direct, Structural and Cultural and the group also watched a short video on it.

<https://drive.google.com/file/d/14h0do6PlinirFQ-emJnSza4or-J0clSZ/view?usp=sharing>

It was then followed by reflections on individual concepts of nonviolence and human rights through the pre-assigned drawing exercise for the participants, which was one of the key responsibilities delegated to the coordinators.



Tenzin Metok from TCV Selakui shares and reflects on her personal concept of Human rights and its underlying elements of nonviolence.

The facilitator then briefed the session according to the responses received and clarified the misconceptions associated with violence and nonviolence and how nonviolence is a promoter of human rights.

Some schools such as TCV Selakui, DLIHE, Gopalpur and Mussoorie took part in a meditative activity called the 'Metissage' where the facilitators developed a confidential method to allow the participants to share their personal accounts of violence or gender based violence as the survivor, perpetrator or the bystander which was later weaved together as one account of violence.

The session also highlighted the various levels of violence one had to experience according to their age and the environment they live in. For most school children, bullying was discussed as a major issue of violence at school level with age as the factor of perpetration whereas the young adults in college and vocational institutes mostly shared gender based violence as a more prevalent form of violence.

It explored varied individual emotions yet brought together the commonality in various accounts of violence. Most importantly, the session was able to bring out a listening circle, one of the basics for trauma redressals.

A participant wrote in the feedback: "I wish you (Facilitator) were my friend, you guys are great listeners."

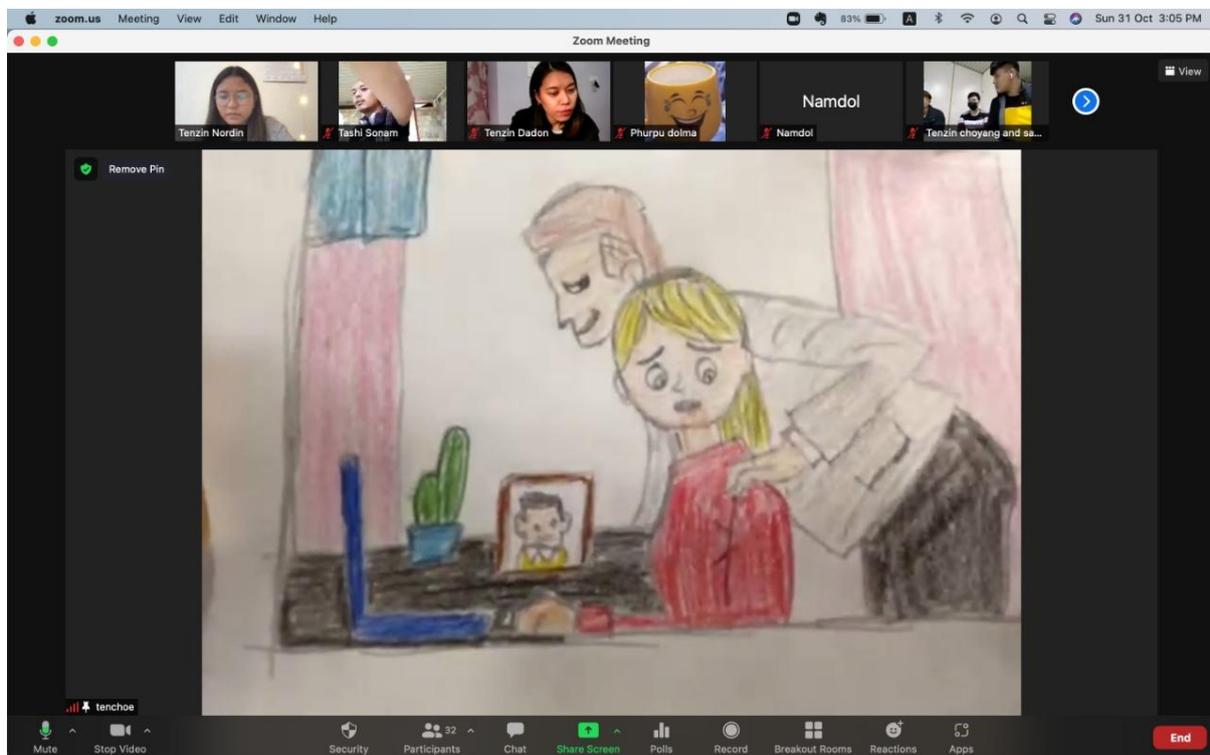
According to the online feedback under our summative report for short term impact, a large number of participants have mentioned the Metissage as one of the most memorable parts of the training.

Another participant wrote: “The most memorable part was when we all shared our personal experiences of violence”.

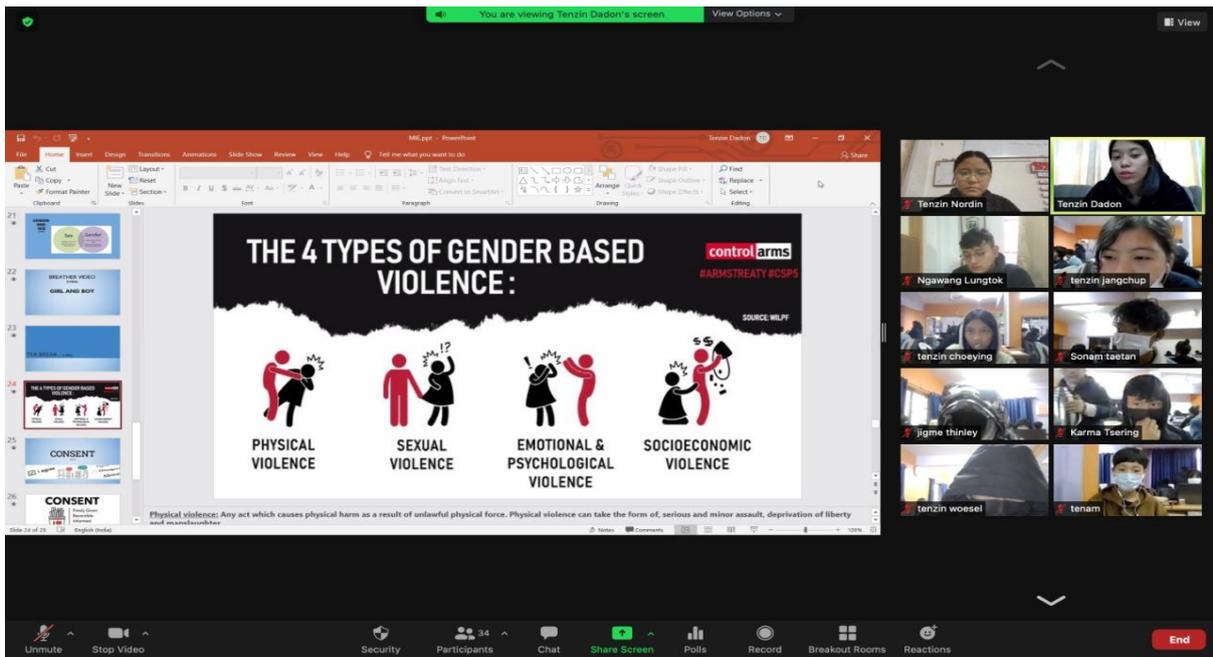
Since the meditative training was sensitive and led to emotional breakdowns, the facilitators initiated some grounding exercises and reassured the participants of the confidentiality. The activity was paused for some refreshment where they were served actual popcorn for snacks.

Other activities including ‘Gender adjective rally’ was employed to get a glimpse of prejudicial notions participants have of male and female. The group division not only led to a spirit of competition among the students but also brought out their raw understanding of Gender and Sex.

For advanced learners, like DLIHE and ITI- Selakui with mostly young adults, the participants had a more in-depth discussion surrounding perpetrators and survivors by exploring one’s unconscious biases. They were also introduced to accessible nonviolence actions as a survivor or as a bystander in any future circumstances of violence.



Although the online training was more focused on the participatory approach, few sections of the program sheet were lecture based including the briefings of each contents and most parts of Types of Gender Based Violence, consent and bystander intervention. However, the participants were engaged in discussions in between the lecture such that a safe space was created, which encouraged the participants to share their own incidents of having witnessed violence and the intervention technique that the participants could materialise as a bystander.



A facilitator shared the creatively developed acronyms of FRIES to inform and educate the participants on the values of Consent, which is by far an important indicator of violence. After which, a short video on consent was shown to them according to their age groups. They were served with French fries as refreshment to remind them of consent whenever they have fries in the future.

Consent For vocational trainees and college students:

<https://drive.google.com/file/d/1cBcqU2UuE6DOzUC9KZRiUz4Tj76EqPTH/view?usp=sharing>

Consent For school children:

https://drive.google.com/file/d/17CAKi0QaLzRS1JmdtwbBFhYHMIZVM4_J/view?usp=sharing

CONSENT



Freely Given
Reversible
Informed
Enthusiastic
Specific

Planned Parenthood®

Video on Bystander intervention:

https://drive.google.com/file/d/1T4vC157uf4QRo_j6iMzW29GcLPFsYgao/view?usp=sharing

Group discussions which at times turned into meditative sessions for personal experience, also drew the importance of such education and awareness in our community.



The team conducted end of training summative and transfer and impact evaluation via reaction and learning level of short-term impact through online feedback link shared with the participants.

The purpose of the evaluation is to measure relevance, effectiveness, and impact of the violence, especially gender based violence in our community and how it is in violation of fundamental human rights of all human beings despite differences constructed by society.

A process and outcome evaluation was conducted using a mixed-methods approach of qualitative and quantitative data. Thus, providing information on success of program activities, challenges, outputs, and short-term/long term results. Outcome of evaluation and feedback responses led to exploration of wants and needs of such education in school curriculum or recognition of such education in school design in future.

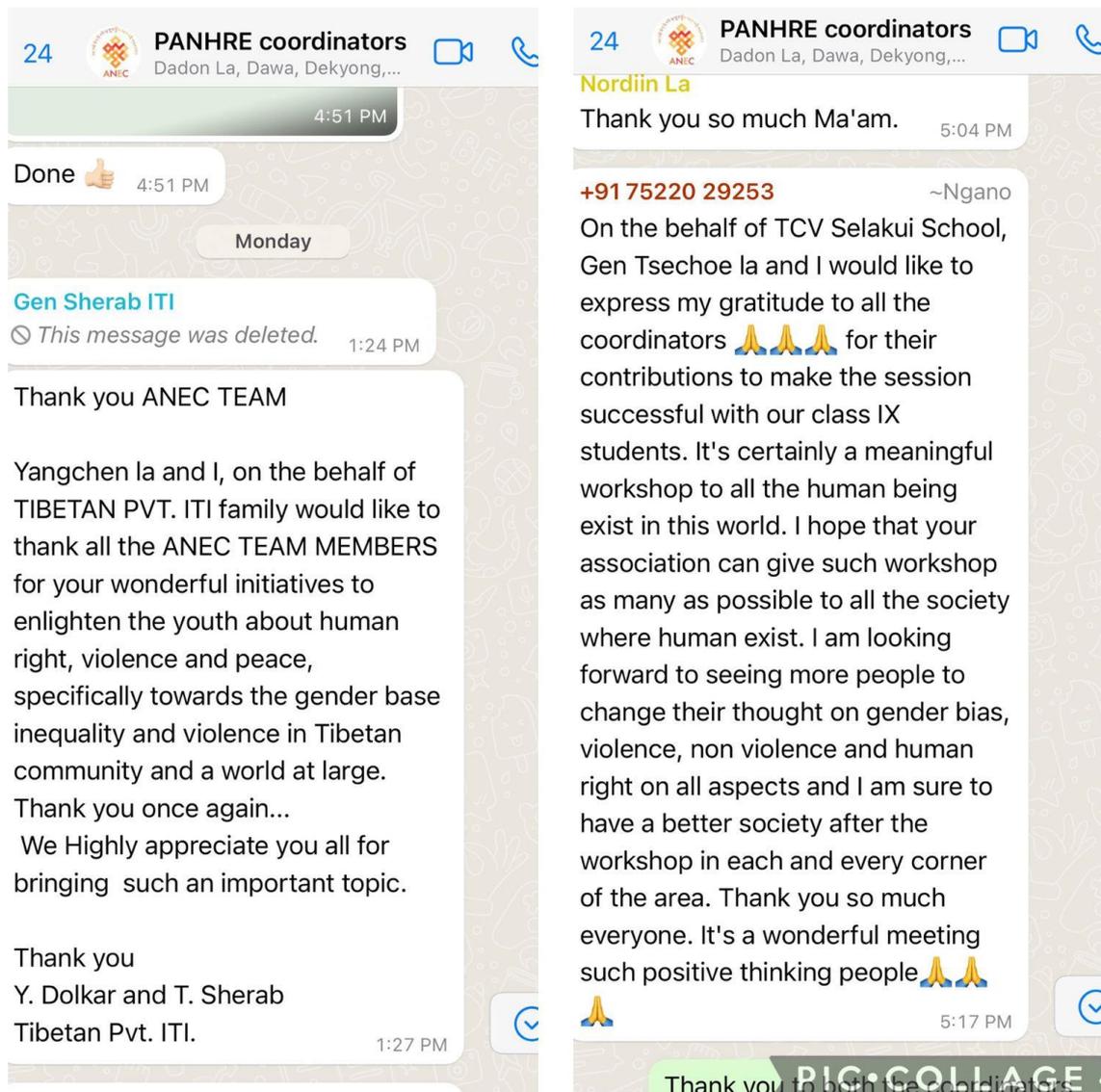
A total of 220 participants responded to the feedback. Out of which, 74% found the session's content to be relevant and helpful and in fact, 94% have positively responded that such training must be held each year and that the schools should celebrate nonviolence week to explore the values and its practices in daily lives.

In a nutshell, PANHRE Program is a step toward reducing the negative consequences of human rights violations and gender based violence by educating and spreading awareness about such issues in community-based institutions that have the majority of the youth populations, such as schools, institutions, and colleges.

The training was made possible with the funding received from SARD-CTA, support from Head of the schools and institutes in sharing us a slot from the school schedules, the coordinators for fulfilling all

the on-field task delegations, the participants for their active engagement and the facilitators for their tireless effort to ensure the smooth functioning of the PANHRE program.

A note of thanks is available in the facilitator's manual for a more detailed access to the project members profiles, its soft copy will be available on ANEC's website www.anec-india.net and hardcopies will be distributed to each stakeholder.



Messages from PANHRE coordinators after training completion.

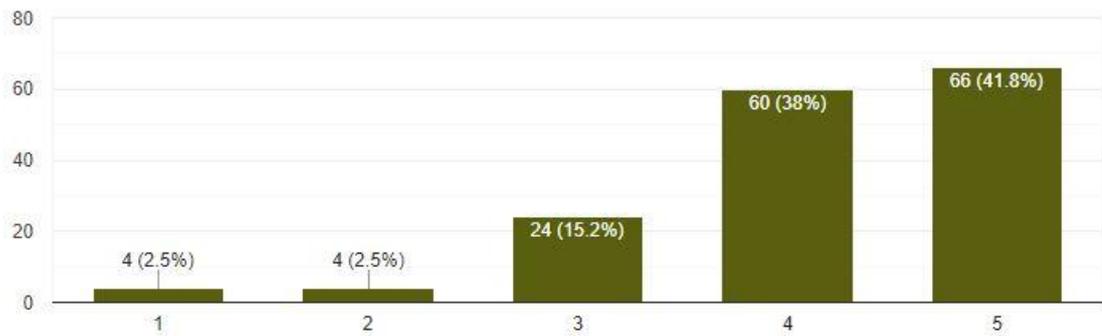
Detailed feedback responses: [Training Feedback - Google Forms](#)

FEEDBACK QUANTITATIVE DATA (NUMERICAL):

How would you rate your understanding of the term 'power'?



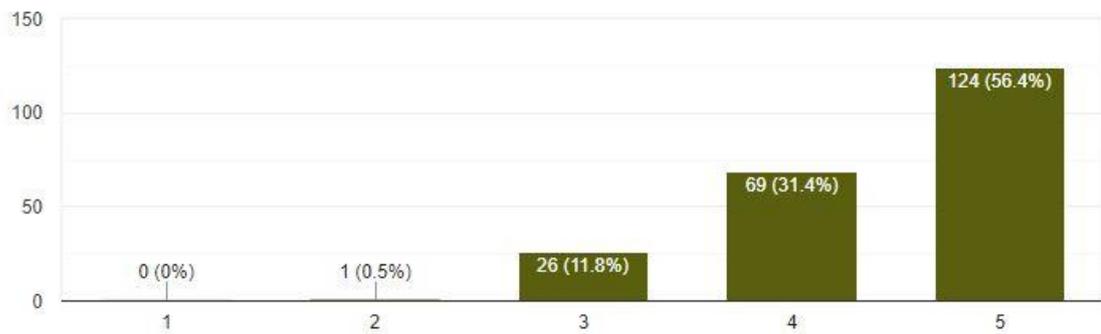
158 responses



How would you rate your understanding of the term 'consent'?

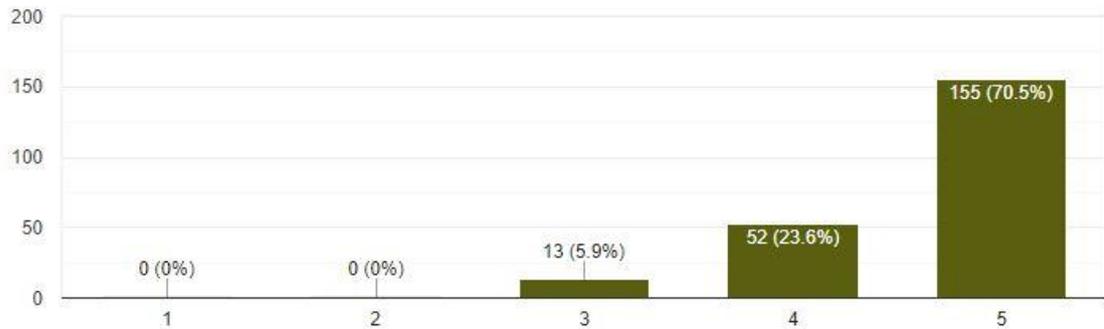


220 responses



How would you rate your understanding of the differences between the term Gender and Sex?

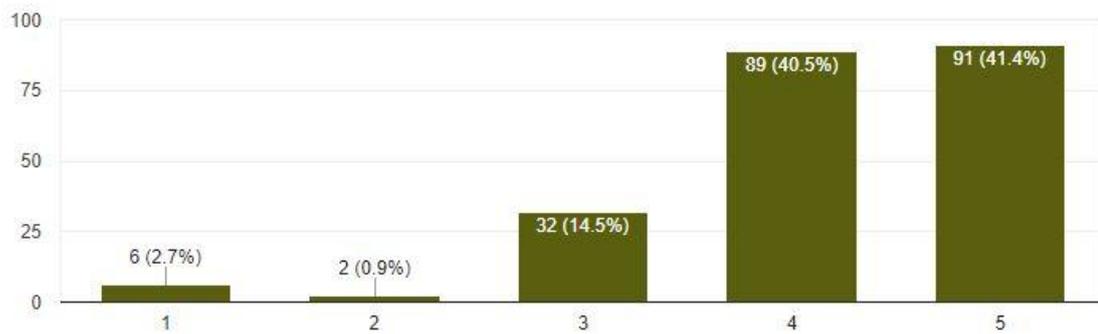
220 responses



How would you rate your understanding of basic human rights?

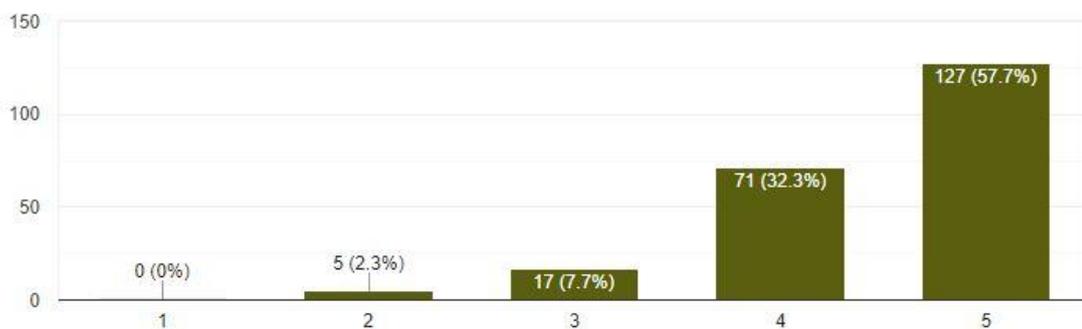


220 responses



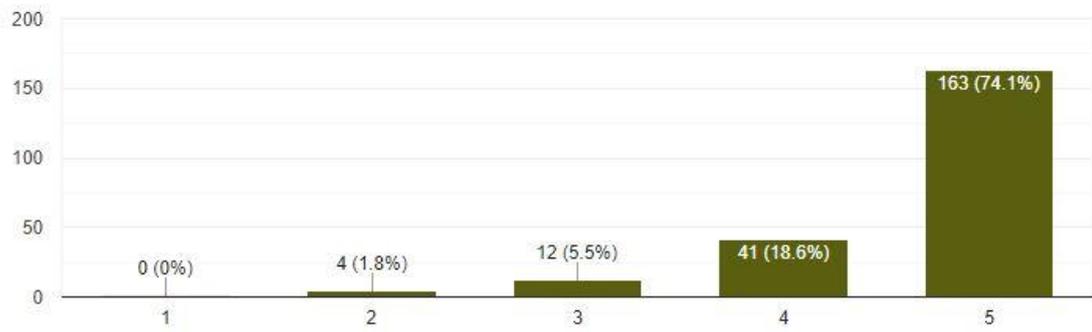
How satisfied were you with the session's content?

220 responses



How relevant and helpful do you think the training was?

220 responses



Should we celebrate Non-violence week in schools ?



220 responses



-----=----- THANK YOU -----