

FATHER CARE CAMPAIGN- State Level TOT

Date: 19,20,21 September 2013

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Venue: AICUF Ashram, Campion School Campus, E/7 Arera Colony, Bhopal -16

DAY-1

The broad three day agenda for TOT was:

1. Rights of children and its violation, different forms of child abuse, laws against child abuse
2. Gender and Masculinity
3. Parenting

Process: Understanding rights of children

ACTIVITY-1

In order to give quality life to children and even other human beings it is important to understand why we talk about human rights or rights of children. In this activity participants were asked to differentiate between needs and wants which helps in defining the line where needs end and wants begin and learn why do children have rights too. Adults and Children must understand that everybody needs different things in life. Some want toys and some want cars. But there are some things which one needs to survive. We need food, water and shelter. These are important for all people because they are so important that everyone should be entitled to them-we call them human rights. Children have rights too!

The participants were quickly divided into three groups and asked to discuss and give a presentation on difference between needs and wants of children. Based on participants presentation following were the understanding of difference between need and want.

S.no	Topic	Participant's comments
1.	Desires of children	Children desire to play, eat good/tasty food, merriment, vacations, love and affection of parents, entertainment, watching cartoons etc
2.	Needs of children	Parents love, care, guidance, immunization, play, education, good health, nutritious food, discrimination free and violence free environment.

RIGHTS OF CHILDREN

Children have two types of rights-immediate (political & Civil rights) and progressive (Social, economical & cultural rights).

- **Right to survival/life:** include the child's right to life and the needs that are most basic to existence, such as nutrition, shelter, an adequate living standard, and access to medical services.

- **Right to development:** Every child has the right to development that lets the child explore her/his full potential. It includes the right to education, play, leisure, cultural activities, access to information, and freedom of thought, conscience and religion
- **Right to protection:** Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. Any form of discipline involving violence is unacceptable. It ensures children are safeguarded against all forms of abuse, neglect and exploitation, including special care for refugee children; safeguards for children in the criminal justice system; protection for children in employment; protection and rehabilitation for children who have suffered exploitation or abuse of any kind.
- **Right to participation:** encompass children's freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully according to their age and maturity. This means that children have the right to participate in the activities of their society, in preparation for responsible adulthood.

UNCRC (1989)-The United Nations Convention on the Rights of the Child (UNCRC) is an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights. The UNCRC is presently the most widely ratified international human rights treaty. It is the only international human rights treaty to include civil, political, economic, social and cultural rights. It sets out in detail what every child needs to have a safe, happy and fulfilled childhood regardless of their sex, religion, social origin, and where and to whom they were born. India ratified it in 1992.

The rights can be revalued on three criterions: Non Discrimination, Participation and Best interest of the child.

Rights of Children in Indian Constitution

Article 14 - Right to equality

Article 15 - Right against discrimination

Article 21 - Right to personal liberty and due process of law

Article 21A - Right to Education

Article 24 - Child Labour/Trafficking

Article 39 & 45 – Right to equal opportunities and facilities & Right to early childhood care and education till age six.

1. **The Child Welfare Committee**- The Child Welfare Committee is an autonomous body declared as the competent authority to deal with children in need of care and protection. It is imperative and also mandated as per the JJ Amendment Act 2006 that there should be one or more CWCs as the final authority to dispose of cases for the care, protection,

treatment, development and rehabilitation of children in need of care and protection and to provide for their basic rights and protection of human rights.

The rationale for constituting the CWC is due to the failure of the traditional system of dealing with the vulnerable children. It is also considered as an alternative to the judicial system abiding by the UNCRC thereby creating a child friendly atmosphere.

2. **CRC- Convention on Rights of Child-** On 20th November 1989, General Assembly of the United Nations adopted the Convention on Rights of the Child where in a set of standards to be adhered to by all State parties in securing the best interests of the Child has been prescribed. The convention emphasises social reintegration of child victims, to the extent possible, without resorting to judicial proceedings.

The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. It defines non discriminatory, security, rights of children etc under CRC keeping the best interest of the child in mind. Following rights were discussed in detail:

- **Right to education-** All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.
- **Right to Protection from all forms of violence:** Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour – ones that are non-violent, are appropriate to the child's level of development and take the best interests of the child into consideration. In most countries, laws already define what sorts of punishments are considered excessive or abusive. It is up to each government to review these laws in light of the Convention.
- **Right to protection of rights** - Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. When countries ratify the Convention, they agree to review their laws relating to children. This involves assessing their social services, legal, health and educational systems, as well as levels of funding for these services. Governments are then obliged to take all necessary

steps to ensure that the minimum standards set by the Convention in these areas are being met. They must help families protect children's rights and create an environment where they can grow and reach their potential. In some instances, this may involve changing existing laws or creating new ones. Such legislative changes are not imposed, but come about through the same process by which any law is created or reformed within a country. Article 41 of the Convention points out that when a country already has higher legal standards than those seen in the Convention, the higher standards always prevail.

- **Right to Leisure, play and culture:** Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Who is a child?

The various Children and Young persons enactments define 'child' as a person who has not attained the age of 14 years and 'young person' as one who has attained the age of 14 years but has not attained the age of 17 years. However for the purposes of this section, the word child covers both children and young persons. Any person below the age of 18 years is a "child".

1. POCSO Act 2012- The Protection of Children from Sexual Offences Act, 2012 has been drafted to strengthen the legal provisions for the protection of children from sexual abuse and exploitation. For the first time, a special law has been passed to address the issue of sexual offences against children.

Sexual offences are currently covered under different sections of IPC. The IPC does not provide for all types of sexual offences against children and, more importantly, does not distinguish between adult and child victims.

The Protection of Children from Sexual Offences Act, 2012 defines a child as any person below the age of 18 years and provides protection to all children under the age of 18 years from the offences of sexual assault, sexual harassment and pornography. The Act provides for stringent punishments, which have been graded as per the gravity of the offence. The punishments range from simple to rigorous imprisonment of varying periods.

2. IPC section 82- Act of a child under seven years of age- Nothing is an offence which is done by a child under seven years of age.
3. IPC section 83- Act of a child above seven and under twelve of immature understanding- Nothing is an offence which is done by a child above seven years of age and under twelve, who has not attained sufficient maturity of understanding to judge the nature and consequences of his conduct on that occasion.
4. Indian **Majority Act** of 1875 states that every person domiciled in India shall attain the age of majority on completion of 18 years and not before.
5. Child Labour Prohibition & Regulation Act-1986- The objective of the Child Labour (Prohibition & Regulation) Act 1986, is to ban employment of children below the age of 14 years in factories, mines and hazardous employment's and to regulate the working conditions of children in other employment's.

6. Juvenile Justice Act-Also known as JJ Act, provides for a special approach towards the prevention and treatment of juvenile delinquency and provides a framework for the protection, treatment and rehabilitation of children in the purview of the juvenile justice system.
7. Prohibition of child marriage Act (PCMA)- The Act defines a child as a person who if male is below the age of 21 years or if female is below the age of 18 years. In a marriage, when either of the party is a child, it is considered to be a child marriage. It is not necessary that both the parties have to be children for the marriage to be a child marriage. It is sufficient for one of the parties to be a child, for the marriage to be a child marriage.

DAY-2 & 3 - Concept and Skill

Understanding Ourselves: Gender Differences in the Brain.

Gender differences in behavior begins from very young age. We have been conditioned to fit into gender roles for so long - since birth that we have come to see them as natural, despite contradictions with our real feelings, needs and desires. When a conflict between these roles and our own true nature arises (which is almost always), we often respond by distrusting our feelings and going by the gender roles. If we look carefully around us, we will find many examples of such traits in men that are decided by gender norms!

A simple activity of differentiating between caring and watch and ward of children was helpful in understanding that- if for a woman raising children comprises of “caring”, a man will try to put it under umbrella of “monitoring” Which for them is another way of caring!

Men read newspaper because they want the power that comes from knowledge.

Difference between Social father and biological:

Men live under the pressure of being providers for their children. Have you ever thought how it would feel not to have the pressure to earn money for the family? The gender (and sexual roles) of men act as a series of unending pressures on them. They force men to live, think and behave in strict predetermined ways. There is no escape from these pressures. Non-compliance has severe consequences. Biological fathers or commonly known as birth fathers often have to migrate to earn more for their family. In their absence “men” who take up their roles of fathers are usually maternal/paternal uncles, grand fathers, older brothers etc.

Even though these terms are not very prevalent in our country yet any male member in the family will automatically take up this role. Every man has qualities that the society does not deem fit for men. Survival instinct prompts men to suppress these qualities, or fulfill them secretly, with guilt/shame. Such as what would a man do if he were cleaning utensils at home, and suddenly a friend’s turn up? It would surely be very embarrassing for him.

Group Activity

The participants were divided into groups and conduct a mock session for making village people understand what gender is?. The main focus of this activity was to encourage participants to think and work like a facilitator. The tools for conducting training are- to increase:

1. **Understanding (SAMAJH)**- When the trainer will help the participant in relating his experience/case study and analyze it (thru group discussion, case study, examples, films etc)
2. **Knowledge (GYAN)**- Increase thru campaigns, distribute pamphlets, print in newspapers, wall painting, discussion, lecture, reading material etc
3. **Skills (KAUSHAL)**- Increase by conducting trainings, games, demonstration, role play, meetings, mock drills and continuous practice. Without practice, reflection is very dangerous.

The groups were given different situations such make a group of old men understand, group of PRI, etc. The issues to be covered (as decided by the participants in consultation with the facilitator) are:

- Gender Ki Parikalpana
- Samanta aur samta
- Pitra Satta
- Gender Samajikaran
- Mahila par hinsa
- Mahila Purush ki bhoomika
- ling bhed-shareer ki rachna
- Karya Vibhajan

Each group presented their presentation. Some in the form of a play where as some in the lecture format and others in holding debates.

Understanding Difference between a “Trainer” and “Facilitator”

Trainer	Facilitator
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<p>The trainer is one form of a presenter. However, a presenter is not always a trainer. The key feature is that the “other side” comes to the occasion prepared or expecting to learn. In addition, a trainer typically has more knowledge than the audience on the given topic. For example, someone who teaches an advanced Excel class should have more skill than those who come to class to learn.</p>	<p>The definition of facilitate is “to make easy” or “ease a process.” The facilitator is not the same as presenter or trainer.</p> <ul style="list-style-type: none"> • Unlike the presenter, the facilitator is not a one-sided delivery of a pre-arranged speech. • Unlike a trainer, the facilitator does not necessarily know more than the “other side.” • What a facilitator does is plan, guide and manage a group event to ensure that the group’s objectives are effectively met, with clear thinking, good participation and full buy-in from everyone involved. • Facilitators focus on both the subject matter and the process and how it should be taught from a learner-centered perspective.
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ACTIVITY

This activity aimed at the encouragement of supporting positive father involvement in the care of children. The different team took different ways of expressing their view point such as role play, mock session and debate/lecture. The participants were divided in four groups and each group was asked to present their presentations on both the questions given below.

1. What is caring (what does it comprise of)
2. Why should we talk about “Responsible Fatherhood” and why is it needed!

There was seen a growing interest in the roles of fathers in children’s development in all the participants (most of them being parents).The following is the summary of the presentation with clearly laid out distinction of what caring means and how fathers can contribute.

What is caring	Why is “ to care” is important for fathers
To see what child is doing	Good behavior
To protect the child	To try and understand the child and his/her side too
Provide food, shelter and clothes	To take the child to school and help in studies
To understand children’s desires	To play with children
To take care of their needs	Talk to the child and tell them about himself

To do children's hair	To buy toys
To resolve their problems	Make sure that children get nutritious food
Create congenial environment for them	Vaccination for children
Enroll in good school	Tuck the child in bed at night
TO visit the doctor if the child is uwell	To wash clothes, to wrap the child in cloth, bathe the child
	Feed the child

This activity triggered various discussions amongst the participants. The participants with the help of facilitator actually described the stages of child's growth and discussing the roles of fathers in that process.

ACTIVITY

All the participants were distributed balloons. They were asked to inflate the balloons, then draw a face on it followed by giving it a name. They were also warned against rupturing the balloon. Then they were asked to imagine that the balloons are few weeks old babies. The participants were to act as responsible fathers and take care of their babies. They also shared few stories of their own babies that the balloon reminded them of.

Reactions of Men: sense of responsibilities, discomfort, heaviness, missing home, amazed at how women do it, scared, feeling sad, confused, some men grew fond of balloon baby, feel connected to it, some were remembering the birth of their child & I felt like proud father.

This activity helped all the men to feel how women take care of their babies, how tiring it is yet they do not have the option of neglecting the child (like most fathers do). Women do multitasking at home and never complain about it. The element/emotion of "chinta" for his child is commonly found missing in men. The key learning form this activity was to get into the habit of posing questions to oneself such as: why dint men ask their peers for help in taking care of the balloon child? What difficulties they faced while taking care of child, if the balloon grows weak then how it affects them etc

ACTIVITY

The participants were divided into 4 groups each. All the groups were given four different picture (flowers, two dogs, old couple and cycle). They were asked to give life to their pictures by conducting stepwise tasks such as:

1. What is given to you?
2. What are its characteristics?
3. In friable condition what caring will you be provide to it.

It was interesting to see participants explaining with full heart and not just mind. Later on each group gave their inputs and add to each other's comments too. This exercise invoked the emotional side of men because we expect our trainers to be able to involve larger group of men not just

mentally but sensitize them to emotionally feel what women feel. This connection in longer run will bring about the much expected change for gender equality.

It was concluded that mostly caring is always considered to be a “woman’s job” The break this barrier, it is important to stop the gender based discrimination.

ACTIVITY

This activity was beneficial in assessing that how easily roles and perceptions are gender biased.

1	Who has shorter life span	X	✓	X	X
2	Who dies of fear more	X	X	X	X
3	Who dies more in road accidents	✓	✓	✓	✓
4	Who commits suicide more	X	X	✓	X
5	Who dies more	✓	✓	X	✓
6	Who steals more	✓	X	X	✓
7	Who drinks more	✓	✓	X	✓
8	Who dies more due to violence	X	X	X	✓
9	Infant mortality is more in which sex	X	X	X	X
10	Who dies more in adolescence	X	X	X	X
11	Who dies more in adult	X	X	✓	✓
12	Who dies more of accident while on work	X	✓	✓	✓
13	Who dies more of HIV/AIDS	X	✓	X	✓

ACTIVITY

The trainer should be able assess which tool they want to use to achieve objective of their training. The efficiency of work between men and women can be seen in the number of tasks both do. Women do multiple roles/activities at home. The trainer should be clear about what they want to achieve, whether they are increasing Knowledge, Understanding or Sensitizing participants. To conduct a successful training

1. To have an objective
2. To design the training
3. Choose right tool for the training (eg. if you want to increase knowledge then you can not engage participants in discussion!)

Note: If the trainer is able to share as much personal experience then it is good.

Points of discussion

1. Gender based discrimination starts right from a very tender age. Treatment of children teaches them unconsciously about age old gender traditions such as girls are given dolls to

play with while boys are encouraged to be manly, play with guns and people would act to get scared too. In the event, girls learn to take care of children too while playing with dolls.

2. Teaching girls to cook starts as fun activity with mother but encouraging daughter to feed her father that roti is an act of subconsciously teaching her that she will be cooking for men in her future.
3. Boys are taught to participate in family work, make mistakes and learn whereas girls are scolded if she even loses a 100/-.
4. Men are egoistic compared to women.
5. Trainer must remember that child learning method is different from adult learning. They might show resistance to your knowledge. Hence if they have their own knowledge then it is responsibility of facilitator use it in discussions
6. Men hesitate from asking for help, this was brought forth after balloon activity.

Action Plan

The training of trainer came to an end with a discussion and making an action plan of activities

		District	Partners	Training with Gram Leaders
1	Devendra Singh, Ajay Shukla	Morena	Yogendra singh	
2		Gwalior	Jaideep	
3		Guna	Rajkumar, Umersh Chandra	
4		Tikamgarh	Vipin Joshi	
5		Bhind	Saurabh	
6		Shivpuri	Ajay Yadav	
7	Savitri Singh, Arun Tyagi, Sushil Sharma	Rewa	Dr. J.R.Narayan, Ramesh	
8		Sidhi	Pushpendra, AwadhRaj	
9		Satna	Sunita Singh, Surendra	
10		Annupur	Rama Shankar, Amin Khan	
11	Prarthna	Bhopal (94)	Anju	
12		Betul (24)	Karan Jhare, Mahadev	
13		Chindwara (47)	Vikram Singh, Ashok	
14		Sihor (72)	Lav Kumar, Hukum	
15		Harda (90)	Arun Gaur	