

FATHER CARE CAMPAIGN- State Level TOT

Date: 28th-30th Aug 2013

Resource person: Mr. Shabaz (Haq)

Venue: Nehru Vishwa Yuwa Kendra, Lucknow

DAY-1

The FCC project is to seed community level social change processes in different locations across the country where men start taking active roles in their families and communities for securing women and children's rights and bringing equity. Through this project CHSJ seeks to integrate a child rights perspective to its existing work with Men on Masculinity, Gender Equality and Human rights.

This particular session was conducted by Mr. Shahbaz Sherwani (HAQ foundation). It was organized for our second line conveners who directly work in the villages. The main aim of the session was to build skills of the trainers so that they can conduct similar training with people in the villages. The session started with clearly listing out rules for three days

1. Mobile should be on silence
2. Complete participation
3. To have patience throughout the session
4. Respecting peers.

After forming an understanding on "characteristics of a Trainer", the three essential competencies of a trainer commonly known as "KAP" were discussed such as:

1. Knowledge
2. Attitude
3. Practice

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.
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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 the 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 of 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 Concept and Skill

Mr. Satish Singh Kumar, Dy Director, Centre for Health and Social Justice. ng the thematic area of Men and Gender Equality in CHSJ. He has been working on social justice issues since 23 years and on the issue of gender equality, masculinity, sexuality and gender based violence since 10 years. He is a part of SAHAYOG, HUMSAFAR, FEM and Men Engage. Gender and Gender Based Violence
Day 3- Parenting and Masculinity

OBJECTIVE:

1. To learn how to conduct trainings
2. Issues on which we have to conduct training

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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PROCEDURE- 1

To quickly ask the group to divide themselves into four groups, two each of trainers and trainees. The groups were asked to independently create a list of characteristics that a facilitator should possess while conducting training. As expected there was some confusion, out of 25 participants, one was able to get into the role of leader and guided the rest into forming groups

Key learning from the activity:

After this activity the group was encouraged to assess how quickly were they able to take instructions and act as told. The following are the outcomes of presentations:

Characteristics of a facilitator

1. Good communication skills
2. Clarity of speech
3. Does not discriminate
4. Good knowledge of the topic
5. Good planning skills
6. To encourage and involve participants in activities that would retain the interest of people.
7. Follow schedule and manage time effectively
8. Knowledge of local language

9. Teaching based on personal experience/stories
10. Flexible
11. Patient and not encourage argument by virtue of their position
12. Skill to manage large groups
13. Understand the level of participants
14. Ensure equal participation

Why do we divide participants in group for activities?

The participants were helped to learn about three tools of trainings through an activity. Each trainer should be clear on the objectives, topics of the training to be conducted. 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.

ACTIVITY-2

“Violence against women is wrong”, how will you conduct training on this issue in villages?

The group shared following procedures/line of actions:

1. Holding group discussions on behavior
2. List out the daily activities of men and women and compare them
3. Impart information related to law , women’s helpline
4. Give examples based on real case stories/study
5. Hold campaigns, distribute pamphlets, print in newspapers, wall painting
6. Analysis (Vishleshan) (knowledge and experience should be analysed to increase skill)

All the above mentioned activities are good for imparting “information” yet this activity proves that increasing knowledge does not lead to behavioral change. Eg of cigarette smoking was given, for instance people who smoke already know that smoking is injuries to health as it is also written on the box yet people continue to smoke. It is important for trainer to create a summary/objective towards the end of the training should be achieved.

However, using tools such as comparing between daily activities of men and women, incidents based on real life stories do help in brining a behavioral change.

Information leads to experience (People try to relate to real incidents shared) then they analyze it and investigate the truth. This process causes behavioral change and people take decisions in the end. The participants were encouraged to learn the art of involving their participants in analysis after each session or as much as possible.

Points of discussion:

1. Women’s partnership in world’s population= 50%
2. Women’s participation in mass production in world=67%
3. The common belief is that work without any monetary gain is not work (which women do) and the work that brings monetary gain work which is usually done by men! Eg: Milking a cow.
4. Women’s income (after production)= 10%.
5. Recently with more women now working this percentage has grown to 22% (approx)
6. Immovable property in women’s name= 2%

ACTIVITY-3

The participants were again divided into four groups for the next presentations. This was a mock drill on skills of conducting session on topics given below within 30 minutes for each group.

1. What is responsible fatherhood
2. To increase interest of caring in a family
3. To increase awareness on caring amongst the youth
4. To increase understanding on caring in Gender discrimination

		ANALYSIS
Group 1- What is responsible fatherhood	The group first presented a role-play where daughter preparing tiffin for her brother gets late for school. The father scolds her for not giving her brother his tiffin on time and wanting to go to school. The group 1 then involved rest of the group into discussion on responsibilities of responsible fatherhood	The group used two tools-role play and brainstorm, which were incomplete. Hence it would have been better to question participants based on role play. The discussion later on was on difference in treatment between boys and girls at home, responsibilities of men as fathers, caring for women’s health including during pregnancy, sharing work load at home
Group 2- To increase interest of caring in a family	This group simply gave a lecture on the topic, especially about having positive approach towards women, sensitive towards children’s needs and career, not using foul language.	The group had to increase understanding, for which they used wrong tool.

ACTIVITY-4

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 from this activity was to get into the habit of posing questions to oneself such as: why don't 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 does it affect them etc

Home Work: Participants asked to write about their feelings related to children and balloon on paper.

SUMMARY

Each training should be summarized in the end. The participants were told a story where a man (lala ji) complains to his wife that she did not work, her work was insignificant and that men do more work. Both decided to exchange their duties for one day and assess who works more. Lala ji finds it very difficult to do a woman's job! He wakes up late, cannot cook food on time, he finds it difficult to manage children and is highly irritated.

Within few hours only he understands that what women do is very hectic job (more than a man's job) and she does not even get paid for it. The lala ji learns to respect his wife and her commitment for her family only when he finds himself in her shoes.

DAY-3

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 form 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.

Continuation of Activity 3

		ANALYSIS
Group 3- To increase awareness on caring amongst the youth	The group shared two case studies by means of role play, one was negative (where father neglects his child for a game) and one was positive (where a husband provide support and care for his pregnant wife).	The group compared both the case studies, this helped others towards behavioral change and decide the next step. It also showed a future planning of future actions with consultation of all people in group. The grp was unable to involve the bigger group in analysis process. Where two people from the group could have asked questions from rest of the people based on case studies.
Group 4- To increase understanding	This group did a role play	The group did a fish bowl, where they were unable to involve the larger group even though they

on caring in Gender discrimination		managed to retain the attention of all participants. They should have incorporated method of: kya dekha, aisa kyon hua
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What is a fish bowl? - A smaller group of 4-6 people start their discussion/task of talking about a particular issue. They are observed by a larger group of people who later on add their inputs on the same issue, if anything has been left out, were good, more discussion is required etc.

ACTIVITY-5

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.

Action Plan

	District	Activity	Time
1	Azamgarh	Staff training & one day training with prior identified fathers	4 th week Sept
2	Basti	Staff training & one day training with prior identified fathers	7 th Sept & 4 th week Sept
3	Varanasi	Staff training & one day training with prior identified fathers	Oct 1 st week
4	Chandrauli	Staff training & one day training with prior identified fathers	8 th Sept and 1 st week Oct
5	Mirzapur	Staff training & one day training with prior identified fathers	1 st and 4 th week of Sept
6	Ghazipur	Staff training & one day training with prior identified fathers	Oct 1 st week
7	Baliya	Staff training & one day training with prior identified fathers	8 th Sept

8	Mau	Staff training & one day training with prior identified fathers	1 st week Oct
9	Ambedkar Nagar	Staff training & one day training with prior identified fathers Staff training & one day training with prior identified fathers	2 nd week Sept
10	Pratap Garh	Staff training & one day training with prior identified fathers	Last week Sept & 1 st week Oct
11	Bhadauli	Staff training & one day training with prior identified fathers	Oct 2 nd week
12	Jaunpur	Staff training & one day training with prior identified fathers	16 th & 28 th Sept
13	Sultanpur	Staff training & one day training with prior identified fathers	Sept 4 th week and Oct 1 st week
14	Allahabad	Staff training & one day training with prior identified fathers	3 rd Sept & 7 th Sept
15	Banda	Staff training & one day training with prior identified fathers	Sept 4 th week
16	ChitraKoot	Staff training & one day training with prior identified fathers	Sept 4 th week
17	Hamirpur	Staff training & one day training with prior identified fathers	Oct 1 st week
18	Jalaun	Staff training & one day training with prior identified fathers	Sept 3 rd Week and Oct 1 st week
19	Lalitpur	Staff training & one day training with prior identified fathers	Sept 3 rd Week
20	Jhansi	Staff training & one day training with prior identified fathers	Sept last week