

Training of Trainers
A two day state level workshop
(Madhya Pradesh, Uttar Pradesh and Jharkhand)

Training report

Central Health of Social Justice (CHSJ) organized a training of trainers (TOT) with all its network groups at state level. The training was organized at three different states namely, Jharkhand, Madhya Pradesh and Uttar Pradesh. This training was organized through the “Responsible Fatherhood Campaign”. The trainers working on child rights, caring, violence against women participated in the workshop. The following table describes details of the organized workshops:

SN	Date	Place	Organizer	No.of participants	Facilitator
1	18 th -19 th July	SDC, Ranchi	FEM, Jharkhand	30	Shahbaz Khan, Mahendra Kumar, Dr. Rahul
2	25 th -26 th July	Parizat guest house, Lucknow	MESWA, UP	26	Shahbaz Khan, Mahendra Kumar, Nasib Ansari
3	4 th -5 th August	Gandhi Bhawan, Bhopal	MAE, MP	27	Shahbaz Khan, Mahendra Kumar, Satya Prakash

Objective:

1. To create an understanding on the role of a responsible father and protection of child rights
2. To enhance the skills of caring for children through sessions on different issues
3. To understand and share about child rights and government provisions for child rights with the members of network

4. To create a work plan for training at community level to encourage men to become responsible father

Session 1 : Welcome, Introduction and Expectations from the training

The two day workshop started with an individual introduction. On the second part of the introduction, participants were divided in pairs and were asked to introduce their partners. This activity aided the participants to know each other better. Facilitator further stated the objective of the workshop.

Rules of the workshop: The following rules were noted before starting the workshop.

- Respect and listen each other
- Not to interfere when two people are conversing
- Only one person should question at a time
- Mobile phone to be kept on silent mode or switched off
- No discussions among individuals between sessions
- If you don't understand, please ask to repeat the same topic
- Please follow the rules

Expectations: - Following are the expectations of the participants:

- What sort of a father?
- How should a father behave?
- Role of father.
- Qualities of a trainer
- How can we train in village level?
- Information on child rights.

Session 2

Understanding about “Care”

Facilitator started the discussion by asking what do they understand when they talk about “care”? The responses are as follows:

- Protection/security
- Note or pay attention to what children say

- Boys and girls are to be treated equal
- Look after children when they are sick
- Proper supervision of their education
- To know and respect their opinion
- To create an atmosphere where children can keep their view point
- Participate in the work of children

The above mentioned responses were discussed with the participants and aspects of it were linked to an emotional level of connection that father and child form during the course of interaction and care.

Session 3

Men and Care

Facilitator divided the participants in 2 groups where they were asked to make a small and a big circle. The small circle stood inside the bigger circle. The participants of smaller circle were asked to share any of the incidents they have experienced where they seek care from men. While the sharing of incidents of each participant, the bigger circle was asked to listen to it carefully. In the same way, the bigger circle participants also shared their incidents on the same. Many interesting responses came out from the sharing.

Relating to the sharing, facilitator explained that caring is a natural process and it has an emotional connection with the care taker. These types of affection and care are often observed outside our houses and are not acknowledged in our own houses. It is disregarded. Care taking of children is often esteemed for woman. We all should put ourselves forward in caring of children. This will create an emotional bond between father and the child. In fact, fathers play a major role in the upbringing of the child.

Session 4

Caring for family

Each participant was asked to blow balloons and draw the face of their children on the bloated balloon. The balloons should not be busted and therefore they should handle with care. They were directed to write the names of their children and place it beautifully. Participants followed the instructions and facilitator mentioned that they should take care of the balloons and should

take along wherever they go. The activity was reviewed on 2nd day and discussions were done on following questions:

1. How did you feel while caring for your child?
2. What are the problems you are facing while caring for your child?
3. Why some people could not take care of their children properly?
4. Who looks after children at home?
5. Do you have to learn for caring or is it instinctive?
6. What are the advantages of men while caring for children?

Based on the responses of the participants, facilitator explained that care taking of children is a process of learning and anyone can be a part of it. It is an equal learning for both father and child. The emotional bond becomes stronger while care taking of children. Unfortunately, this part of care taking of children is esteemed for woman and it is assumed that they are the best care takers for children.

Session 5

Care and Socialization

An activity was conducted to make a better understanding of gender based differences and socialization. The participants were divided in two groups. They were given pictures where participants were asked to distinguish the work of man and woman and paste the pictures on a chart paper. They were asked to discuss on the pictures and give a presentation on the pictures they have pasted defining the work of both genders.

After the presentations, facilitator mentioned that most of the time, woman are given the responsibility of household work, care taking of children and old people, and looking after pets. These types of responsibilities increase the burden of work on woman. Men can do the same and even share the responsibility with woman to make the work smoother. Men are mostly responsible for a dynamic income and work that pursue respect. It is often observed that men are given more preferences on technical work and therefore they get their resources from it. Women are mostly exempted from such activities.

Session 6

Activity on managing sessions

Participants were divided in 5 groups to enhance the skills on different themes. Each group had 5-6 members and groups were given one statement/theme to prepare and conduct a session. Following are the themes given to each group and time allotted to each was 40 minutes.

- Role of men in looking after children at *aanganbadi*.
- Role of men in looking after children at school
- Role of men on vaccination day of children
- Role of a father inside the house in upbringing of children
- Role of panchayat in upbringing of children

Facilitator provided the below mentioned input on the above mentioned points.

- What is the topic of discussion?
- Objective of the session
- Methods/ ways
- Who is the target group?
- Expected outcomes?
- Time of training period

The groups started presenting one by one. Each group were asked question at end of the presentation. The sessions seemed to be very interesting. Participants took part actively and presented as if they were working in their own sector. It was like they are conducting a session in their community and members were asking questions. After the completion of all the presentations, facilitator gave an input to the whole session. Facilitator mentioned that the groups were given limited time to prepare for the topic as it is a part of training but whenever they will conduct sessions at community level, trainer's must be prepared in a larger level on the topics of discussion. Trainers must carry all the required materials and they should be clear with all topics of the sessions. Trainers must also be aware of their body language and the role of team each team member should be clear.

Day 2

Session 1 – Review of Day 1

The session started with a song. A short review was done with sharing their understanding towards the various topics of discussions. Each participant was asked to raise a topic which seemed unclear to them. Facilitator noted the unclear topics and explained about the same.

Session 2 – Understanding Child Rights

Participants were divided in 4 groups and were asked to write down the wishes/interests and needs of children. The following are the responses:--

Interest of children	Needs of children
<ul style="list-style-type: none"> • Roam and rove around • Will not go to school • Watching cartoon on television • Good food • To prove self • Good dresses • Grow faster • Taking expensive toys • Roam with entertainment • No comment on their studies • Compete with friends with good clothes • Using of latest technology • Making a special identity • To do all the possible things without judging wrong and right in it 	<ul style="list-style-type: none"> • Listen to parents • Playing • Sharing of new information • Deserves love • Cohesive environment • Study • Live without stress • Live with respect and dignity • Listen to children • Freedom of parents • Clothes • Nutritious food • Live in a free atmosphere • Protection / guidance • Good health facility

Facilitator mentioned that wish list is never ending but needs are limited without which survival becomes hard. If wishes of children are not fulfilled they will be unhappy for some time but if their needs are not fulfilled then it will be a barrier in their growth and development. Certain needs of children should be fulfilled from time to time. Food, nutritious food, health, sports,

education and love from parents are the basic needs of children. The basic needs become their right when they grow up. Fundamental rights and directive principles are based on these basic needs of human. In 1989, a treaty was signed by United Nation on convention of Child Rights. Many other countries signed the treaty. The four main domains of the conventions were:-

- 1- Right to live – health, nutritious food, name and citizenship
- 2- Security—equality and violence free
- 3- Development – education, sports, entertainment
- 4- Participation—listening to children, understanding their emotions and information based on their age.

With reference to the above mentioned domains, participants were explained that rights and basic needs are related to each other. One cannot take away a child's right or right and can be seen as two different aspects. In 1992, India signed the treaty of UNICEF. The country that signs the treaty is included child rights in their constitution and has implemented the law. This is known as “ratified” and the particular country needs to submit their reports on a periodic basis. Two countries have not signed the treaty yet, namely, Somalia and United States of America.

After the above discussions, participants were asked to define “whom do we call children”? Based on the responses of the participants, facilitator connected the answers with the laws of the country which defines the different age of children and their rights:--

- A child has the right to compulsory education from 6 to 14 years.
- According to Child Labour Act in 1986, a 14 year old person will be considered as a child.
- According to Indian adulthood law, a child will be regarded as an adult at the age of 18.
- Right to vote is considered above the age 18.
- The age of marriage for a girl is 18 and a boy is 21 years.
- JJ act 2000, a child will be a juvenile under the age of 18.
- Sexual intercourse below the age of 18 will be regarded as a crime. Therefore, to register sexual offences, Protection of children from sexual offence act (POCSO) was implemented in 2012.

The age of physical and mental maturity comes at the age of 18. Therefore, India has put 18 years as the standard age for adult.

Session 3

Understanding the different facets of Child Abuse

Participants were asked to form 4 groups and discuss on any incident of child abuse and violence. Following the discussion, groups were asked to prepare a presentation based on the questions mentioned below:

1. What is the incident?
2. Who committed the crime?
3. Who is the victim of the incident?
4. Did someone intervene on the incident?
5. What was the outcome?
6. What was the view point of public/society?

Following are the responses of the incidents of group presentations:

Topic of discussion	Group 1	Group 2	Group 3	Group 4
What happened?	A mentally disabled woman gave birth to a child on the road.	No girl came out of their houses	Death of an 8 year old child	Putting thorns all over the field and hurting junior boys
Who did it?	Unknown	Anti-social behavior	Father of the child	Senior boys
Who is the victim?	Woman	Girl	child	Junior boys
Who intervened?	People of villages, BDO, local organizations, police	Social worker	Community sieged the police station	Parents of junior boys

What is the outcome?	The child got a foster family but the culprit couldnot be traced	Girls are coming out of the villages to study and start education	Blamed other children	Junior boys were provided with another field to paly sports
What were the suggestions of the community	People of the society didn't take any responsibility	If the girls are dominated in the same way, then the social culture will never change, therefore the security of girls must be undertaken	Lack of proof and the strength of money leads to no justice for the victim	Impression on the seniors boys were not good

The queries of participants were answered by the facilitator through a question. The question was “how do we define child abuse”?

The following were the responses of the participants:

- Child labour
- Not allowing to practice their right or riven away from their right
- Making them work against their consent
- Verbal abuse
- Not giving food
- Sexual harassment etc.

Such practices are still happening in the society but people are ignoring them.

Types of harassment

- Mental/emotional
- Physical

- Sexual
- Neglected/ ignored

The types of harassment were described to the participants. When one hurts a child physically, mentally and emotionally, it is called “abuse/ harassment”. We tend to experience such in our daily lives, but we ignore those practices. It is the responsibility of every citizen to look after the children who are deprived of basic needs. The government agencies are constantly creating homes for children. When we deprive a child from their basic needs, the child tend to lose self-confidence, becomes arrogant, stop talking to others, becomes stubborn and even suffer from psychological disorders. These affect the child’s life for a long run. Whenever a child is seen committing a mistake, the child is beaten up immediately. When we do violence with children, they learn to do the same. When we compare a child to other children, the child loses its self-esteem. The “Responsible Fatherhood/ Parenthood Campaign” tries to spread messages of good behavior towards children.

How can we understand if the child is suffering from sexual abuse?

With discussions, it was noted that behavior of a child changes in such situations. There are two types of sexual abuse, i.e. with touch and without touch. If a child is forced to watch porn movies, songs, pictures of intercourse etc. and a person touches the child in his/her parts of the body, it is called sexual abuse. Sexual abuse can happen to both boy and girl. In most of the cases of child abuse, men are the culprits and they are mainly neighbors relatives and members of the same family.

The constitution of India has given provisions for child rights. Human rights are also the rights of children. There is special provision for children with regard to age. Article 17 indicates abolition of untouchability, article 21 indicates the right to live with dignity, article 21 “A” indicates the right to education; which is our fundamental right, article 23 indicates right against exploitation, and article 24 indicates that no child below 14 years shall be employed. The fundamental rights of a citizen cannot be taken away from anyone. We have the right to seek justice as it is our fundamental right. The articles are prepared based on our fundamental right.

Session 4

Child rights and related laws

Facilitator started the session by asking two questions. First, how many of you have gone to police station and second how many of you have filed FIR. The participants were asked to share experiences and problems while they were in police station and filing FIR.

How to file FIR? Through the discussion, it was noted that emergency number 100 registers a report on the call and police intervenes on the case. When we lodge a complaint, it is registered in a general diary. Based on the nature of the complaint, FIR is filed. There are two kinds of law. They are Civil law and Criminal law. Similarly, crime is of two kinds i.e. cognizable offence and Non Cognizable offence. In **cognizable offence**, a police officer has the authority to make an arrest without a warrant. The police are also allowed to start an investigation with or without the permission of a court. An in non-cognizable offence, the Police cannot arrest a person without orders of the court. Depending on the crime, there is bail able and non-bail able offence as well. IPC and CRPC, refers to all the offences that are bail able and non-bail able. To work with police, once must be aware of these basic information.

What if the police deny filing FIR?

We can write to senior officials by registering a complaint letter. We can fax it to them or send a registered post. And if the senior officials do not respond to it, we can directly go to court on basis on section 154. The detailed description of the incident must be noted in the FIR and usage of words should be focused on. While questioning a child, the police official should not be in uniform. It is not important to talk to girls alone; they can talk where they feel safe. Children should not be staying at police station at night. If necessary, the child can be kept in a safer place. In cases of rape, the child should not change her dress nor should take bath.

In the language of law, law and maturity has two different meaning. The difference in age of a boy and a girl was mentioned in the article is a patriarchal thought, and on the other hand it is expected that at the age of 21, a boy gets matured to take care of a family.

This section is known as “Provision of Child marriage act”. Depending on the age of marriage of a boy and girl i.e 21 and 18 respectively, the marriage will be regarded as valid. If the girl weds before 18, with her consent then it will be valued as legal act.

Facilitator mentioned that, if both the parties have consent for wedding then it will not be a case of kidnapping. To file a case is a different; a case can be registered on anyone. The court will decide if the case is valid or not. In case of child marriage, all the members present in the wedding will be charged on offensive act. Research shows that girls wedded at young are victims

of domestic violence. As a result, they have to tolerate tremendous violence and therefore we need to stop child marriages. One of the major causes of death during delivery is young age pregnancy. The Child Marriage act (2006) mentions about the role and responsibilities of police, judges and other people. Apart from these laws, there is another law known as “Juvenile Justice Care or Protection of Children against Sexual Offences (POCSO). There is no difference between juvenile and children.

Relating further, **what are the different categories of children we refer to when we talk about child right?**

Following are the categories of children which Juvenile Justice Act mentions in section 2 where all children below age of 18 will be considered.

- Child labour
- Lost children
- Bonded labour
- Rogue/ strolling children
- Children who stays with parents
- Adopted children
- Child trafficking
- Differently abled children
- HIV positive children
- Street children

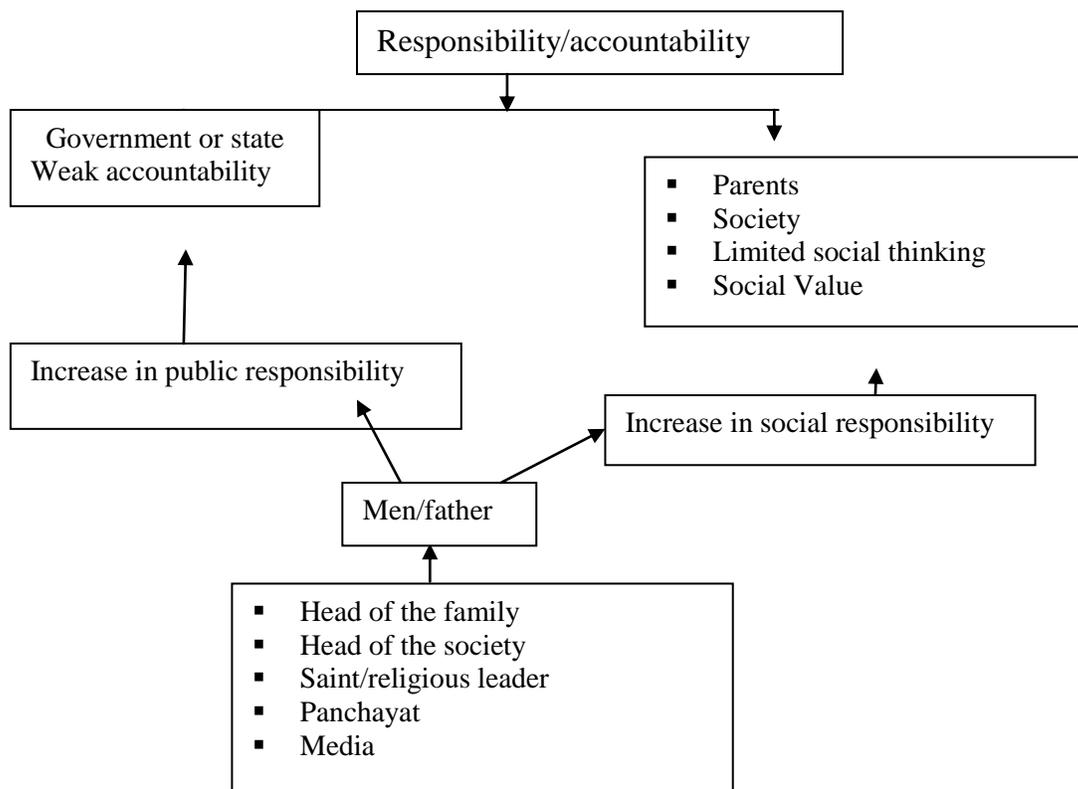
Facilitator described that every child needs care and security, but there are always exceptions. Children involved in child labor, orphans, belonging to poor families, street children, lost children, child refugee, child with disability, HIV positive children needs more attention and care. These children should be present at Child Welfare Committee where they take care of the child. Children who refuse to stay with parent are also taken by CWC. The committee has 5 members, and the members are placed for 3 years in one office. The decisions of the committee are equal to the judgments of court. If a child runs away from home and comes to CWC, CWC will talk to the family of the child and send the child back to the family. In case the child refuses to go back, the child is kept at the shelter home. CWC decides if the child will be adopted or not, but at the end court gives the judgment for adoption. Children below 18 years are presented at

juvenile justice court and the child is kept at a rehabilitation center. Children involved in crime cannot be kept at rehabilitation center more than 3 years nor are they executed or given lifetime imprisonment. In every police station, a child welfare officer is appointed. People are still not aware this information.

Session 5

Child rights and role of Men

Facilitator further mentioned that the social structure and thought pattern of people are not justified nor social values are justified for which children are exempted from their rights. The schemes of children are not implemented. The state is responsible for such insensitive actions. To have a responsibility, we will have to be accountable for social actions. For example, gender based differences are often seen in the society; do we need to make an induction of law for this? This is because, people from these society move forward and represent at national level. Therefore, we need to change the social thought. Citizens of a country have the power to let representative accountable for all the actions. We will need to start the change in individual level and move towards families, society, and head of the families, religious leaders, panchayat, and media.



To bring the above changes, we will have to overcome many challenges. A man is the head of the family according to the patriarchal norms. When we talk about child rights, men are best examples to initiate and implement the change. Men are changing agents of the society. The focus is on fathers, therefore the campaign ensures major role of fathers in upbringing of children. We will need to start this from our very own houses and move ahead. Once we start practicing and change ourselves, the others aspects will change in the social culture.

Session 6 – Work plan

In the last session of the training, a one day follow up session was planned with the participants.

1. Place of workshop/with whom (stake holder)
2. What will be the content of the workshops
3. Strategies and activities
4. Time frame
5. What kind of help required

The two day training concluded with a feedback and vote of thanks to the participants