

**2 Days Capacity building workshop with FEM partners on
Gender, Power, Child Rights and Care**

Place- Saptarishi Seva Kendra, Ranchi

Date- 18–19 July 2016

Brief Report



Day 1- 18th July 2016

Session 1- Welcome and Introduction-

Session started by welcoming all the participants. All introduced themselves briefly along with their name, institute name, district.

To know more about their working experience, they were asked to stand in a circle, with the following questions-

- Experience of more than 5 years with institute
- Working experience on Panchayat issues
- Experience in education field
- Experience in health field
- Experience in working with minorities
- With gender issues
- Those who gives training to others

Under detailed introduction, it came out; participants had experience on discussed issues and some novice persons have started working on gender and women violence issues.

Session: 02 Expectations from participants, objective of training and rules of workshop conductor

Participants were asked what they want to learn via this training. Following were their main concerns they wanted to know and learn-

Expectations of participants

- ❖ Regarding FEM
- ❖ About Gender
- ❖ About gender equality
- ❖ How to keep words in front of others
- ❖ How to educate men and how to add them in groups
- ❖ What do do so that child rights should not abuse
- ❖ How to speak about gender issues in family
- ❖ What is the basis of violence in children
- ❖ How to take forward work with men
- ❖ How to stop female violence

After their expectations, objectives of training were explained, and some rules were made for smooth functioning of 2 days workshop.

Session 03 Equity and Equality

Facilitator asked about the term EQUALITY from participants and later asked about Equity, wrote their answers on board, and tried to make them more clearly with example from story of fox and crane-

1. A pregnant women, husband and 15 year old child. Divide 12 breads among them.
2. One pen to be given to whom, Sarpanch of a village or a group leader
3. One has got Rs 20 and another has Rs 10. Facilitator has Rs 100, now have to give money to both, to whom should it be given on the basis of equality.

Facilitator said, when we talk about equality, we just talk about equal distribution. But when we talk about division of things as per needs, it is equity. For equity; we keep in mind about needs,



background of the people so that equality should be seen. This is called as positive discrimination because we want to see longterm equality. Government is launching various schemes and conducting programs such as public distribution system, housing schemes for poor people, scholarship for poor children, Reservation for women and minorities, bicycles for girls, etc.

In last, facilitator cleared-

Before equality, people face losses that are living in weak or infavourable conditions but in equity, it is required to attain certain parameters and behavior. Positive

discrimination is must to attain result for equality and equity.

1. For positive discrimination, following initiate is must-
 - Special privileges for deprived
 - Opportunities should be there to enhance knowledge
 - No sarcasm or tormenting on mistakes
 - When required, different resources should be made available
 - Allowed to take decisions
 - Building of various policies and programmes

Session 04- Understanding on Gender and Sex-

Participants were divided into 2 groups and given slips of X and Y. They were asked to make picture of girl or boy on a paper without telling anyone. After demonstration, points were divided in to 4 groups-

Facilitator explained, boy and girl have got different social identities which keep on changing by time in accordance to area, situation, which is called as Gender that means, gender identity can

be changed. Hence, there are some changes, which can't be changed in boy and girl which is boys having testicles, beard, moustache and girls having uterus, menstruation, breast to feed baby.

This biological identity can't be changed and is called as sex.

Gender is a social identity which is given by society and can be changed, but sex is biological in nature and can't be changed.

Gender- This is made by society, country keeps on changing as per situation, this is temporary, can be changed, as it discriminates among men and women, which can be seen as- –

- Attire of men and women
- Work style of men and women
- Discrimination in behavior of men and women

Sex – This is natural, which is same across the globe. This is permanent, which can't be changed. This doesn't discriminate between men and women, but tells biological difference and body of men and women.

- Tells only bodily difference
- This doesn't discriminates

Futher questions were discussed to clarify the difference between gender and sex-

- Females are weak and men are strong- Gender or sex??
- Female can give birth to babies- gender or sex?
- Boys are harsh and females are soft- gender or sex?
- Female can only feed to babies- gender or sex?
- Boys should not cry- gender or sex?
- Female should speak less- gender or sex?
- Men should not do work at home- gender or sex?

Session : 05 Power and facilities

Facilitator asked participants about the word POWER. As per their notions, they said- money, one who dominates, resources, education, age, caste, designation, political approach, language, assets, knowledge etc. After this, facilitator further explained--

Power comes from many sources, which keeps on changing in accordance to situation, place, area. When we are in power at some place, we do feel powerless in other fields.

restrictions also stops them to get better opportunities. That is why it is must to stop violence against women; protection of child right should be there along with gender equality. We must share the benefits among each other to enjoy the life and social constraints should be diminished.

After this first day training ended and participants were asked to come at 9am tomorrow.

Second day- : (19 July 2016)

Session 01 - Recap of day 1-

Second day started with a song by facilitator Sh. Arun Kumar, with participation of all. Recap of 1st day took place, where doubts of participants were taken care along small discussion on equity and equality was there to make more understanding.

Session 02-Forms of child rights, child abuse

Facilitator asked about the word Abuse. Definition given by the participants were written on the board which are as under-

-Such behavior with children which physically and mentally put impact on their minds.

-Any act or behavior done by any person which gives shock to children is also exploitation.

Facilitator asked what is the basis of exploitation, what are its different types? Detailed discussion took place which is as under-

1-Physical abuse –Any behavior of beating children with stick, giving punishment, pinching, pulling hair, grope, forcing them for household works etc, comes under physical abuse.

2-Mental abuse –Giving them work which is more than their potential, giving sarcastic comments, using abusive language, doing discrimination on the basis of caste, religion, avoiding their needs, comes under mental abuse.

3-Sexual abuse– molesting, rape, showing porn, harassing, making sexual relation by fake commitments, to grope, sharing abusive gestures etc.

What impact falls on children after such activities, following points were highlighted-

- Fear develops in children
- Mental growth gets hampered
- Narrow trend develops
- Lack of self confidence
- Inferiority complex develops
- Getting into depression
- Becomes stubborn
- Cant say their things

- Getting weak
- Becomes anti social
- Attempting suicide
- Stops going to schools
- Getting handicapped

Facilitator explained, this violence puts high impact on physical and mental aspect of children, whose results are very dangerous, which also affects their family members too.

In our country, many laws have differentiated children in different ways to categorize them. In International law, person who is less than 18 years is considered as child. This definition is given in Joint National Child Rights Convention (UNCRC). This convention is an International law, on which many countries have given their consent. In India, who is less than 18 years, is seen as-

- Right to education act is under 6-14 years
- Child labour right act 1986, is considered till 14 years of age
- Under, Indian laws, only 18 years above is considered as adult
- under Indian act, one is under 18 years
- Casting vote is allowed to above 18 years of age
- Under prevention of early marriage 2006, age of girl should be 18 and boy should be of 21 years.
- Juvenile Justice Act 2000(J.J. Act) considers child less than 18 years of age
- For sexual agreement age of above 18 years is must, and sexual relations made under 18 years of age, is considered as crime. For this Protection of children from sexual offence act (POCSO) 2012 was made.

Child rights – The rights given to every age, race, religion, caste, they are called as Human Rights. But children get some other rights and privileges too. They get special rights because they need more care and concern, and this is called as child rights or rights of children. It is also mentioned in the UNCRC.

Laws are made keeping in mind the needs of the children, irrespective of any caste, religion, and creed. The UNCRC is also the most widely ratified human rights treaty in the world. The Convention must be seen as a whole: all the rights are linked and no right is more important than another. The right to relax and play (Article 31) and the right to freedom of expression have equal importance as the right to be safe from violence and the right to education. Rights under conventions are categorised in four following categories

1. Right to live- good health, healthy food, name and citizenship
2. Security- discrimination and violence free, expectation free, special protection, right to free from violence
3. Growth- education, sports, entertainment, right of social security

4. Partnership/ Interaction- listening to children, information based on age, understanding their feelings

Facilitator said, these all are co-related with each other and can't be seen independently. These all are joined with the laws and all are important. This is called as **Joint National child rights agreement**.

In 1992, Government ratified the UNCRC act. The countries that follow this agreement means that they make law to ensure the rights of the children in their country which is known as ratified.

Child rights in constitution – facilitator gave information on child rights written in the constitution-

- 1– Article 15(3)
- 2– Article 21
- 3– Article 23
- 4– Article 24
- 5– Article 39, 45

He/She further shared what ever the rights are given to the children in our constitution, people don't have enough knowledge on this, and that's how the rights of children are getting violated. This is our duty to update our knowledge first after then we must educate people. In context to above written article names, he discussed about how one can avail rights through these articles.

After this, a game was conducted, in which various acts and laws about child rights were discussed-

- J.J. Act, Juvenile Justice Act which is for less than 18 years of age
- POCSO- law for sexual violence and security
- Prevention of child marriage act 2006
- Child labour act 1986
- Immoral trafficking act 1986
- Bonded labour abolition act 1976

Session 03 –Child rights and role of men

Facilitator discussed about the issues faced by the children in which gender discrimination and violence, care and behavior related issues arose. Detailed discussion on such topics took place-

Gender Discrimination – involvement of men in domestic work, equal opportunities to boy and girl, occasion on birth, right to take decision, marriage partner, right in paternal properties, right to avail medical services, entertainment.

Violence– Violence with children (mental, physical, sexual), relatives at home giving violence to children, sexual violence with children at schools, care without violence, schools without sticks or fear of being beaten which is also an issue of gender.

Caring- – Caring of mother, caring of children, immunization of mother, nurturing, rest, entertainment, secured delivery, pre and post delivery care, caring of children after

Relation/ Behaviour- Equality and justice based love and friendship

Then facilitator asked, in what context we see our father, which was-

- protector
- provider(bread, cloth, fees etc)
- mentor
- partner
- friend
- teacher
- guardian
- persuader

Then facilitator explained about the duties and responsibilities of father towards their wards which are protective in nature. When we see father, he is seen as protector and responsible person but in terms of caring, the role of father is always less. Until the father doesn't come with their responsibility, till then, he can't help women and their child and can't become sensitive towards anyone.

We must have to talk about the policies of institutes when we speak of gender and child rights which include maternity and paternity leave commitments. On this basis, we can make father accountable for their role, responsibility, and efficacy.

There are 2 types of father in our society- Biological father and social father. Biological are the one, who gives birth by giving their own sperms and social father includes, grand father, uncle, brother, etc. Biological father stays away from their children but social father remains much closer which are cultural and zonal. In society, biological father staying away from their children are not considered as good person. To maintain discipline effort to make gap between father and child is done whereas role of father is meant to control, making distance, and discipline.

Session 04 Knowledge on care

To understand about issues of children, facilitator asked about what they do understand by word caring, where participants shared the following points-

- To see what child is doing
- Protection
- Taking care of food
- Understanding needs of children
- Solving problem of children

- Getting them into good schools
- Taking them to hospitals when not well
- Listening them to their problems

There is diversity in the above said points by the participants; therefore, one type of work can't be kept under caring. Caring can be associated with one's own individual and this is also associated with caring of children, women and geriatric people.

Session: 05 Men and care

On further discussion about issues with children, facilitator asked about the, people associated with children in the role of men. Where it was found that, head of the family, means grand father, father, and brother, efficient people of society like spiritual person, Panchayat / assembly representative, media, government employees all are associated with each other.

Henceforth, facilitator cleared, mentality of people is not right on one side, on the other hand, and there are some social norms by which situation of children come to low level. State is also accountable where the schemes for children are not followed. To hold state accountable, social issues have to be identified and society also has to be held accountable. Responsible people of the society can only take care of political responsibility because only one person can't change the world, so it is must to approach family, head of society, spiritual persons, media etc.

The main challenges we see for this change comes is that it from family, because a man is the head of the family, and he is the one who can give big challenge because of patriarchy. When we talk about rights of children, men is the one who is closer to the children, and to approach them is the main concern. To bring the change for gender discrimination and and mentality only men can bring the change.

Session 06 -Family and care

Participants were given two balloons to inflate and to keep with them as their kids. On the basis of their background participants kept the name of balloon as their kids. They were asked to take care of it, and should not harm them.

Participants were asked to carry their kids along in their lunch time, where they fed their kids, some kept them on the table and some kept in their lap. All were enjoying the game. After lunch, all shared their experience, which was-

- Initially people faced trouble
- Then people got to know
- Some kept in their lap
- Someone let to sleep, other kept on floor
- Some showed anger and some gave love
- Some felt awkward so kept it in pocket

Facilitator cleared, work of caring can be enjoying in nature, since it includes some challenges and responsibilities. This doesn't only include caring of children but also involve every individual. In our society, work related to care is meant for women and men role is not seen, that's why it is must for men to join this role too.

Session 07 Socialization of care

Participants were given chart, where picture of male and female was printed. Then participants were asked to keep the pictures with related to male or female chart. Asked, why did u keep things with that, and who does the caring?

It came out, as per traditional thinking, cleaning of garden, taking care of old person, caring of children, taking care in illness, was kept with female picture, simultaneously, picture related to technical things, mobility, opportunities that comes from various resources, i.e. driving cycle, tractor, drubbing nail, etc was kept with male picture.

Facilitator cleared-

- We all need caring
- Caring is important part of our life
- Person do caring for all
- But some caring gets discriminated as this is for male, or this is for female, which is wrong.

In last facilitator said, in our society, where caring is emotional, females are associated with it, and where the things are related to technical field, males are associated. That's how, female take care of animals and plants where as men take care of electronic items, arms. This is the result of gender socialization. If boys will learn car driving, pistol, they will continue the same through lifetime. If girls continue with playing with dolls, they will further take care of their family members which come under caring. Therefore, work of caring is social, cultural and historical, which comes under socialization and can be changed. We should try to change it.

Session: 08 Future planning

At the end of the training programme, on the basis of knowledge gained from 2 days wokshop, participants planning was done on personal and village level. Copy of planning was handed over to facilitator group.

After that FEM representative, Mr Fatmi, explained once again about FEM and program ended after thanks giving to all participants.

Two days Capacity building Workshop

Date: 18-19 July 2016; Place: Saptrishi, Ranchi (Jharkhand)

Agenda

Time	Session	Objectives	Method	Materials
DAY – 1 (18.07.2016)				
90 M	Welcome and introduction	To enable the facilitator to introduce himself and about the need for the workshop. Participants will introduce themselves.	Game	List of questions
	Expectations	Participants will articulate their expectations from the workshop.	Open discussion	Flip chart, Markers
	Goal and Outline of the Training	To outline the goals of the workshop & the agenda that will be followed and the topics that will be covered	General Lecture	A prepared flip chart or overheads
	Ground rules	To get participants to adopt a set of ground rules that will enhance communication and learning.	Exercise and discussion	Flipchart and markers
60 M	Equity and Equality	To increase the understanding on equity and equality	Story sharing, open discussion	Story, Flip chart, Markers
60 M	Gender & Sex	Participant will be able to understand about Sex and Gender	Group Work	Flip chart, Markers
90 M	Power and Privilege	Participant will able to understand their Power and Privilege	Collective discussion	Flip chart, Markers
DAY – 2 (19.07.2016)				
30 M	Recap of first day	Participant will be able to share their learning's and confusions/problems	Individuals sharing	Chart Papers, marker
60 M	Understanding Child Rights, Child abuse and it's form	To provide understanding on the Child right & Child abuse, different forms and signs of abuse.	Group activity & presentation	Chart Papers, marker pens, board pins
60 M	Role of Men and Child Rights	To propagate children's rights in a village family setting	Lecture & open discussion	Chart Papers, marker pens
45 M	Understanding Caring	To increase understanding on caring and how to apply in their life	Brain storming	Chart Papers, marker
60 M	Men and Caring	Participant will realise and able to attach with emotional aspect of caring	Reflection and sharing	Chart Papers, marker

45 M	Caring in Family	To increase the realization and reflection on caring through practical exercise		Balloon and Marker
60 M	Caring and socialisation	To increase the understand on gender discrimination in caring and motivate to participants for reflection	Group work and shorting	Photo/picture from News Papers
60 M	Follow up planning	Participants will make their follow up plan collectively	District wise	Chart Papers, marker

List of participants–

1. Ghaneshwar Bhagat, Servo institute, Kiscò
2. Shankar Lal Rana, Samarpan, Kodrama
3. Anuj Tuti, Spaar, Khunti
4. Mikhaeil Hassa, Spaar, Khunti
5. Tules Kumar, Simdega
6. Mahesh yadav, Spark, Lohardaga
7. Sukhdev Marandi, Prerna Bharti, Devghar
8. Kamlesh Jaiswal, Sehyogini, Bokaro
9. Md.temur Naiyarr, Dastak Manch, Madhupur
10. Rinku Ram Das, Prerna Kendra, Giridh
11. Kujan kashyap, Asha, Ranchi
12. Ravindra Uraav, C.S.S., Gumla
13. C.A. Kumar, Rupayani, Bokaro
14. Amit Kumar Singh, Srijan Foundation, Ranchi
15. Deepak Bodra, S.M.V.M, Paschimi Singhbhumi
16. Ranjit Kumar Pandit, Jansarokar, Giridh
17. Ashish Kumar, C.S.S., Gumla
18. Mahesh Kumar, darpan, Hazaribagh
19. Dilip Kumar Rana, Samadhan, Hazaribagh
20. Naeem Ijaaz, Dhara, Dhanbaad
21. Jitendra Kumar Singh, Samarpan, Kodrama
22. BacchuRam, Mahila Mukti institute, Hazaribagh
23. ChandraKumar
24. Ganesh Chandra, S.M.V.M., Paschimi Singhbhumi
25. Md. Shamsaad, Ranchi

Resource group-

1. Arun Kumar, Prerna Kendra
2. H.I.Fatmi, Spark
3. Mahendra Kumar, C.H.S.J.