

DEALING WITH  
**CHILD  
ABUSE**  
USER MANUAL



**Save the Children®**

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# Acknowledgement

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# Preface

Article 19 of the UN Convention on the Rights of the Child sets out the obligation of the State to “protect children from all forms of violence,abuse and neglect by their parents,or anyone else who looks after them”.

The Study on Child Abuse: India 2007” by Ministry of Women and Child Development, Government of India states that over 50% children in all the 13 sample states were being subjected to one or the other form of physical abuse; 53.22% children reported having faced one or more forms of sexual abuse and every second child reported facing emotional abuse. Further, various studies indicate that in majority of the cases a child is abused by a known person who can be her/his parents,relatives,siblings,teachers and peers.

Due to stigma and fear,seldom incidences of child abuse are reported and children continue to suffer in silence not knowing how to seek help. Needless to say this has severe implications on their socio-psychological development,which may continue even in adulthood.

Lack of awareness is one of the key underlying factors of the widespread occurrence of child abuse in our country. Thus, the need of the hour is to make children,families and society at large aware about child abuse,its impact and protection mechanisms. This Manual titled “Dealing with Child Abuse – A User’s Manual” makes an effort in providing knowledge and skills to Child Protection Committees on child abuse and how they can play a critical role in preventing and responding to incidences of child abuse in their communities.

The Manual has been developed as part of the “Child Rights for Change” project currently being implemented across 1886 villages in 8 districts of the two states of Maharashtra and Gujarat.The project aims to address child labour in agriculture,particularly in cotton farms and ensure that all children have access to education and live in an environment free of abuse,exploitation and violence.

We hope this Manual will empower Child Protection Committees to deal with issues of child abuse in the communities,and create a protective environment for children.

Latha Caleb  
Director of Programmes

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# Child Abuse

need for strengthening communities as 'agents of change'

Since 2009, Save the Children has been implementing the 'Child Rights for Change' project in the states of Maharashtra and Gujarat. The aim of which is to contribute towards creating a social and policy environment that would ensure prevention of all forms of child rights violations. This initiative covers 986 villages spread across four districts of the Vidharba Region in Maharashtra (Amravati, Buldana, Washim and Akola) and 882 villages in four districts of Gujarat (Ahmedabad, Sabarkantha, Surendranagar and Bharuch).

The 'Child Rights for Change' project focuses on holistic community-based interventions and includes child protection, inclusive education, women's empowerment and preventive health.

As part of this initiative, Save the Children, in collaboration with NGO partners in this project, facilitated the formation of Child Protection Committees (CPCs) and Children's Groups (CGs) in all the project villages. These are community-based groups which have engaged with child protection issues on a day-to-day basis, while acting as 'Agents of Change'. Given the complexity of issues such as child abuse, one of the aims of the project is to strengthen these community-based groups with knowledge, information and tools to address various child rights violations, particularly child abuse.

# A Manual

## for trainers/Child Protection Committees (CPC) and others

### The need

Amongst many child protection issues, child abuse is the most complex in both its forms and its manifestations. It assumes alarmingly proportions, as society in general, considers child abuse acceptable and does not question it.

To prevent child abuse at the community level it requires not just a set of like-minded people coming together, but also a set of skills, knowledge and information to deal with it on a day-to-day basis. Unless communities are empowered with the requisite tools and techniques as well as knowledge and information that build their understanding on child abuse and its complexities to address it, the problem will continue to grow unabated.

This manual therefore is an attempt to fulfil this need. It is not a standalone document and should be used complementarily with other existing information and toolkits on child abuse.

### The users

The manual is primarily meant for those who work with Child Protection Committees (CPC) and children on the issue of child abuse. However, the contents can be used by all those involved in working with children and protecting them against child abuse, people who are responsible for raising awareness and training others to deal with various forms of violence and abuse against children, as well as community leaders and service providers such as the Panchayat members, teachers, nurses etc.

### About the manual

As mentioned above, discussing the subject of child abuse with community-based groups, particularly Children's Groups (CG), is as complex as the issue itself. Therefore this manual is designed to serve as a guide for facilitators to train the Child Protection Committee (CPC) members and equip them with information and tools that will help them become 'Agents of Change' to prevent and deal with child abuse, and uphold children's right to protection.

The manual focuses on a practical, hands-on approach, rather than mere theoretical training. An attempt has been made to make it comprehensive and highly interactive. In the initial sections of the manual, programme schedules are included to direct the trainer/facilitator to follow a logical framework in training so as to achieve the best outcomes. Trainers conducting specific sessions also have the scope to add to the richness of the training sessions using their own experiences and developing newer methods to achieve the desired results.

The manual is divided into three parts:

**Part: I** deals with the following:

- The essentials of facilitation and training
- How to use this manual
- Understanding one's attitude towards child abuse
- How to approach the issue of child abuse - promoting a rights-based approach
- Facilitation and training on child abuse - some do's and don'ts
- Step by step

**Part: II** focuses on the subject of child abuse as follows:

**Section I – Discussing Child Abuse: Some Methods and Tools**

- How to approach the issue of child abuse with community-based groups, including Children's Groups (CGs)

**Section 2 – Information on Child Abuse**

- Understanding child abuse
- Difference between exploitation and abuse
- Forms of child abuse
- Myths and facts surrounding child abuse

**Part: III** carries some action points. These include:

- Preventing and dealing with child abuse - the role of the Child Protection Committees (CPC)
- Knowing the laws that can help in dealing with child abuse

# Part I

## The essentials of facilitation & training

- To achieve the objectives of this manual, ideally facilitation and training should go hand-in-hand.
- For programmes aiming at strengthening the change makers, the facilitators must also play the role of trainers.  
Therefore, in such situations, the trainer has to first equip herself/himself with knowledge on the subject as well as skills of facilitation.
- All training programmes at the community level need not necessarily be a one-time training programme but should be followed-up with refresher courses. In fact, training can be spread over several sessions held at different points of time, depending on the situation and the availability of the group to be trained.
- In the case of a one-time training programme, ideally, the number of participants in the training programme should not exceed 30 as it is important to ensure effective communication and interaction during the course of the programme.
- The time schedule should be such that it meets the need of the training programme and the participants.
- The age and maturity levels of the participants should not vary too much. If this cannot be avoided, then tools and techniques used for training must cater to the specific age-groups of the participants.
- The knowledge of the participants cannot be the same, but the levels should be similar as far as possible.

A **facilitator** is an individual whose job is to help a group of people understand and achieve their common objectives by managing a process of information exchange, and assist them without taking a particular position. In short, the facilitator's responsibility is to address the journey, rather than the destination.

A **trainer** or a resource person on the other hand is an expert whose role is to collaborate and achieve synergy, particularly about the content of a discussion.

*For example, age appropriate information is the ground rule for facilitating child participation. When training Children's Groups it is important to ensure that information being shared is in a language best understood by children of all ages. If required children can be divided according to their age groups with mixed group interactions interspersed between the programme.*

### Some useful tips for facilitators-cum-trainers

- It is important to carry out the simple exercise of listing the expectations of the participants at the very outset. Such a listing helps the facilitator-cum-trainer gauge the kind of inputs expected from her/him with respect to the content, as well as the tools and techniques required. It also helps the facilitator-cum-trainer to get an idea of the level of knowledge of the participants before proceeding with the programme.
- When the knowledge level of participants is not similar, it becomes important to ensure that certain ground rules are established for the training programme whereby all participants agree to listen to each other, to help their peers if they have more information, and to consciously respect each other during the course of the programme. It then becomes the duty of the facilitator-cum-trainer to remind the participants of the ground rules if and when they are broken. Absence of such ground rules and their implementation increases the chances of lack of interest during the sessions as some participants may be more familiar with the issues being discussed than others.
- Good communication and simple language should be used.
- A friendly environment should be maintained throughout the training programme.
- If anyone attending the training programme has any doubts, they should be clarified before proceeding further. In fact, the body language of the facilitator-cum-trainer at all times should be such that the participants feel comfortable to seek clarifications.
- All people do not learn and understand at the same pace. Therefore training should be held at a pace that takes everyone along and is helpful for all.
- Active listening is particularly important for the facilitators-cum-trainers.
- At such trainings, be it for children or adults, imparting too much information can lead to boredom. To ensure that everyone stays motivated and interested, interspersing discussions with games and exercises, or films or other creative activities may be a useful strategy.

### Always Remember!

*Human rights can only be ensured and protected when they are based on rationality and principles of justice. Thus rationality and objectivity must guide all discussions and interactions and participants must be encouraged to think beyond social mores and customs and in line with the principles of justice.*

How to use this manual

The manual is designed to be used for a 3 - day training programme. The period however, can be extended if the facilitator-cum trainer feels the need for greater discussion or the discussions cannot be completed in three days. The programme can also be redesigned and broken up into sessions spread over a period of time, according to the availability of participants and based on a mutual agreement on the dates.

It can also be re-used as a refresher course after some time, with change in the case studies and activities that may be developed locally to achieve the objectives of the training.

**Keeping in mind the need to train more people on such issues and the specific need of building capacities of two different target groups, three types of training programmes are suggested in Annexure I. These include:**

- Training of Trainers Programme
- Capacity building programme for Child Protection Committees (CPC) members at the village level
- Programmes for empowering Children's Groups (CGs) with knowledge and information on child abuse, based on a handbook titled “*Learning to protect children from abuse - A Handbook for Facilitators*” prepared exclusively for children.

The three draft programmes provide the users with an idea on how to schedule the training programme depending on the purpose of the training and the target group. These are drafts and hence can be modified according to the expectations of the participants and other specificities of the organisers as well as the participants.

While using the manual, it must be kept in mind that the exercises listed herein can be used while training different groups of people, including the Child Protection Committee (CPC) members. For children, however, some exercises will differ and will have to be based on the handbook developed specifically for the Children's Groups (CG), titled “*Learning to protect children from abuse A Handbook for facilitators*”

The manual as well as the handbook contain activities for which the objectives and learning outcomes have been suggested. The activities are designed to enable the groups to engage in discussions on the subject and learn in an interactive manner.

**This manual is designed to achieve specific objectives. At the very outset, it is important to keep these objectives in mind.**

**Objectives**

- To help participants explore their own views, values and beliefs about child abuse
- To establish some common areas of agreement about child abuse
- To encourage the group to share views about what child abuse is and is not

**Key learning points**

- Child abuse is a complex subject. It challenges some of our basic beliefs about the world, for example, parents, care givers or teachers would never harm a child.
- It is hard for us to accept that any of these people might abuse a child because many of us feel that it could disturb the peace and harmony in the society and families.
- We fail to realise that non-acceptance and failure to act against abuse causes more harm to the society than acting.
- Opinions about abuse are subjective – what might be abusive in one person's view may not be seen that way by another.
- We all use our own personal experiences, values and attitudes when making judgements about abusive behavior.
- Zero tolerance of abuse is the answer to a secure future and a civilised world.

**Activity using case study**

**Objectives**

- To understand the different types of abuse; how children are mistreated or abused
- To understand and identify the circumstances and situations of abuse
- To build skills and confidence in recognising situations that may put children at risk, and help in responding appropriately
- To understand what a child might go through when abused and how it impacts her/his life

Key learning points

- Children may experience many different kinds of abuse.
- Some kinds of child abuse are a result of cultural practices that are harmful.
- It is important to agree what is or is not a harmful cultural practice and to understand why communities continue to follow these practices.
- Often children do not report abuse or families hide the facts of abuse for reasons of social acceptability, fear or shame.
- Abuse can be inflicted by anyone, whether a family member or a stranger, an adult or a child, within family or outside, in school, hostels or child care institutions, etc.
- All forms of abuse have a long-lasting impact on a child's life.
- There can be no justification for abuse. If one form of abuse is justified, it only makes way for other forms also to be justified.

For trainers and members of Child Protection Committees (CPC), here is a list of so important things to remember.

- **Child abuse is a serious human rights violation.**
- **A rights-based approach to child abuse means that all discussions and interventions lead to addressing the root cause of the problem rather than providing mere symptomatic treatment.** For example, we can heal an illness with an antibiotic or we may choose to diagnose the real cause and treat it so that the illness does not recur or the risk of recurrence is reduced.

Child abuse cannot be dealt with symptomatically. This means that the CPC cannot take action only when a case of abuse takes place and only to address the problem of abuse. There may other problems linked to this violation that will have to be looked at and addressed in different ways. For example, a child witnesses domestic violence in the family because her/his father comes home drunk every day and beats up her/his mother. The child does not directly receive a beating but suffers mental pain and agony when she/he sees this every day. Such a child is a victim of mental abuse, emotional abuse and neglect.

For the CPC it becomes important then to also address issues of domestic violence and alcoholism in the family as that alone will help reduce the child's suffering. Such an approach is a holistic one and is also rights based because it is based on the principle that every child has a right to receive parental love and care, a right to family and a right to feel safe and protected. If alcoholism is a general problem in the community, then perhaps steps will have to be initiated to launch a campaign against it, in addition to counselling the family of the child whose case comes to the notice of the CPC.

- **No training on child abuse is possible if the trainers are unable to assess their own perceptions and understand themselves. This is true also for members of the CPC who have to work within the communities.** Only when we assess our perceptions and understand what forms them can we move ahead with helping others understand their perceptions and the need for change, if any.
- **Rationality and objectivity must guide all thinking and action. It needs to be promoted in all trainings and actions on sensitive issues like child abuse. Only a rational mind can help others think rationally.** All participants or actors in society will have a logic and reasoning to their viewpoints. Therefore viewpoints expressed in the course of the training or in the course of any action by the Child Protection Committees cannot be judged as right or wrong. However, they can certainly be judged as rational or irrational, provided the yardstick for rationality is protecting children's human rights and ensuring justice.



**There is no one solution to a problem and only a questioning mind can find the answers.** Every problem that surrounds us has answers that also lie around us. However, unless we are open to questioning ourselves and our surroundings, we cannot find the answers to the problem. This is not philosophy but experience of those who have been able to bring about a change in the society.

**Facilitation and training on child abuse – some do's and don'ts** Child abuse is a sensitive topic to discuss and impart knowledge about. Therefore it is important for any facilitator cum trainer to ensure a safe and a participatory environment for the training. Some key points to remember are:

Do's	Don'ts
Discuss the general perceptions and status of children first.	Start a discussion in the community on child abuse without preparing the people on the need to look at child abuse.
Facilitate the discussion for the participants to evolve their own understanding of what is acceptable and what is not.	Be judgemental.
Encourage feedback to promote discussion on the points raised by the participants and allow new ideas.	Force a participant to give a feedback if she/he does not wish to.
Encourage rationality and objectivity during the discussions so that each point is viewed on its merits.	Allow morality to guide the discussions as human rights cannot be based on morality of cultures and communities.
Base the discussion on facts and figures.	Base arguments on one's own sense of right and wrong or gut feelings as these yield no results.

## Step by step

### Step one

#### Activity I:

The first step for all facilitators cum trainers and members of Child Protection Committees (CPCs) is to explore their own perceptions on the issue of child abuse and understand how these perceptions are formed.

#### Objectives:

To help people

- Understand the factors which guide our perceptions
- Question themselves: Questioning oneself is also the first step to rational thinking
- Realise that only when they are open to challenging their own thinking, can they expect others to do the same and bring them on board
- Recognise that different people may perceive the same thing differently
- Understand the consequences of different perceptions on children in the same situations
- Understand how an individual's attitude works while assessing a particular case or situation;and
- Realise how the first step of arriving at a judgement about a person can decide the future of the case

**The exercise proposed here is to help the participants reflect on how perceptions are formed and how they guide our action or inaction and not to feel threatened or create threatening situations.**

#### Method:

- List the following characters on a chart or a white board:
  - A 12-year-old boy going to a government school
  - A 10-year-old boy going to an English medium private school
  - A 17-year-old village girl who loves to wear western clothes
  - A 14-year-old cobbler boy

- A 9-year-old shepherd child
- A 16-year-old married girl
- Ask the participants to describe the characters one by one. Ask for a minimum of five and a maximum of seven words to describe each character.
- The descriptions should be written on the chart/white board against each character.
- The above characters will be described differently by different people. Ask the participants to justify why they chose certain words.
- Help the participants understand how perceptions are formed. For example, the 10-year-old boy going to an English medium school may be described as intelligent by one person while the 12-year-old boy going to a government school may be described as poor and uneducated.
- By now the participants should be able to realise that perceptions are formed on the basis of one's socialisation, learning, experience, knowledge and information about others and their situations, religious teachings, customs and practices, social values, etc.
- The next step would be to take any one character and look at the descriptions attributed to that character by different people. It may be observed that the same person is described differently by different people, depending on their perceptions.
- Explain how perceptions can change the entire life of a child with the help of an example. In the case of the 16-year-old married girl listed on the chart paper, she may be described as 'mature' by some people, while some others may describe her as 'immature'. The words are opposites. But if her in-laws perceive her as 'mature' they will give her all kinds of tasks to perform, which may harm her physical growth. If they perceive her as 'immature', they could either end up making fun of her and ridiculing her, harming her emotionally or they may decide to help her in carrying out her responsibilities. In other words, **“THE FATE OF SUCH A CHILD DEPENDS ON OUR PERCEPTIONS”**. Ask the participants if this is fair
- Another example could be of the cobbler boy. Some may describe him as a 'dirty' boy, 'street smart' etc., while for some he may be a 'hard-working' boy. Clearly the reasons for describing him as 'dirty' are based on our value system, caste biases, etc. Calling him 'street smart' would depend on our experiences with such children; especially for someone who has felt cheated by a cobbler boy, such a perception is formed in the mind forever.

Those who have seen movies or read stories about the difficulties faced by such children in life are more likely to perceive them as 'hardworking'. With these different perceptions, the same boy will be treated differently by different people. Ask the participants if this is fair.

- The final question should be, “What is really fair and how to decide that?”

#### **A checklist of guiding questions for this exercise:**

- Why have people shared different perceptions about the same character?
- What are the factors that play an important role in building the perceptions?
- What are the threats if perceptions become hurdles in assessing a situation or a person?
- Why is it important for us to be non-biased while handling a case of a child?

#### **Expected outcomes:**

The group understands that it is our socialisation, customs, traditions, practices, education, exposure, experience etc. that lead to the formation of our perceptions.

There is a realisation that while dealing with cases of abuse, we need to identify our perceptions and beliefs and ensure that they do not lead to a bias.

It is well understood that there is no right or wrong perception, but that perceptions need to be questioned and can change.

It is clear that amongst the various factors determining one's perceptions, rationality and objectivity must be the guiding principles.

**Step two - Being objective, logical and rational – not moralistic and biased**

Facilitators - cum - trainers must understand and explain the following to all participants immediately after completing step one.

**What may happen when perceptions/actions/inactions are based on morality?**

The danger of basing one's arguments on morality can lead to justifying a wrong, justifying an abuse; and also justifying what we would not like to happen to ourselves if we were in that position.

If something is wrong for one person, it is wrong for all. Human rights do not discriminate between people and their situations.

Arguments based on customs, traditions, beliefs and societal norms also fall through because different people perceive the same thing differently. For example, dedicating children to Gods and Goddesses is a tradition in some societies. Some consider it a cultural practice and a religious matter which should not be interfered with, but for children it may be a scary situation or traumatic experience.

Similarly, it is often stated that girls themselves invite abuse when they are not properly dressed. Such statements are clearly based on our morality rather than on real evidence and rational thinking. Evidence shows that even girls in a traditional dress or a veil face sexual abuse. For that matter, even infants are raped. An abuser does not spare his target, and anyone can be targeted. Moreover, the argument should not be whether a girl invited abuse or not. The argument has to be that if an act harms her dignity, body and mind, then it is abuse; if an act leads to violation of her basic right to protection and freedom from abuse then it must be dealt with strictly and the community must come forward to help her get her rights.

**Unless the trainers and members of Child Protection Committees (CPCs) or any other community group realise this, it is difficult to bring a change in the society and children's rights will remain unprotected.**

*Irrespective of all other circumstances of a case, if the basic rights and freedoms of a human being are violated or denied because of our perceptions or actions or inactions, then they are irrational and lack objectivity. In other words, what leads to a violation of a person's right to survive, grow, develop and be protected from abuse, is irrational and cannot be justified.*

*Rationality and objectivity are based on principles of human rights and not emotions or moral values.*

**Every human being, including a child, has certain basic human rights...**

- Right to life
- Right to live with dignity
- Right to good health and survival
- Right to food, clothing and shelter
- Right to information and expression of one's self
- Right to participate in making decisions that concerns her/him
- Freedom from abuse and exploitation and the right to protection and a secure environment

**Perceptions, actions or inactions that lead to violation of these basic rights cannot be said to be rational and objective.**

**People who base their opinions and arguments on evidence and the logic of protecting the fundamental rights of every human being are said to be rational and are more likely to be objective in their actions and decisions.**

**For example, beating a child to discipline her/him is not based on rational and objective thinking. This is a common practice based on social mores that have no logical explanation. If logic is used and evidence is collected, it will be seen that beating has never improved a child's behaviour or resulted in discipline. What it has resulted in is a child's fear of being subjected to physical harm instead of helping her/ him understand the value and meaning of discipline. It also violates a child's right to live with dignity, love and freedom from fear.**

*It is important to remember that all customs, traditions and practices or moral values are not violations of human rights.*

*But those that do not pass the test of human rights need to change.*

*Therefore, it is important to help communities decide what is to be accepted and what needs to be rejected.*

Step three -Why child rights?

Indeed this is the first question any community would ask in a world marked by stark differences between the rich and the poor,with millions struggling to make both ends meet.

It is therefore important for the facilitators-cum-trainers and Child Protection Committees (CPC) to understand and tell others that:

- The priorities of society today are very different from the past. People would rather spend time on getting more information about where to get an easy loan or how to find a job or how to get benefits of a particular scheme than on understanding children's rights.
- There is no doubt that if the situation of a family improves, the situation of its children will also improve. But even then,there can be no guarantee that children will be protected,that they will never be beaten up,that they will never feel hurt,and their dignity will be upheld at all times.
- In our daily struggles,we often do not realise how important it is to address children's rights in order to lay the foundations of a generation that is emotionally stable and able to cope with the vagaries of daily life much better than we can.

Do you know who is a child?

Child is any person who has not completed 18 years of age. In other words,all persons up to the age of 18 years are children.

Activity 2: Collage making/drawing/skit

Objective

To establish the need for emphasis on child rights while demanding human rights for all.

Method

Divide the participants into three groups and ask them to make a collage or drawing on the following three situations or enact them -

- i) A world without children;
- ii) A world with children who are malnourished,or uneducated,or abused or all of these;

iii) A world where children are loved cared for and protected!

- Display the collage/drawings for everyone to see.
- Have a discussion to help the participants decide what kind of a world we wish to be in and what the world would look like if it did not protect its children and their rights.
- Sum up the discussion with the following points:
  - Children are more vulnerable than adults to the conditions in which they live.Too often, their voices are not heard.
  - Hence they are affected more than any other age group by the actions or inactions of the government and the civil society alike.
  - Although seen as extensions of their parents and not eligible to vote, children are equal citizens of the country and their rights too are human rights.
  - Indeed children are a nation's future. But what we seldom remember is that they also have a today that needs to be protected.
  - Creating a generation with better skills to cope with life and protect themselves as well as others helps lay the foundation for a stable and secure society.
- The whole exercise should not take more than an hour.

Some highlights on Gujarat and Maharashtra that may be shared

Ranking for Maharashtra and Gujarat on some child rights indicators

State	Overall National Ranking	Overall GDP	Birth Registration	Sex Ratio	Early Childhood Care	Child Marraige	Child Labour 5-14	Education	Health	Crime Against Children Incidences	Crime Against Children Victim	Crime By Children
Gujarat	6	5	9	22	16	10	10	9	19	3	16	5
Maharashtra	3	1	87	27	14	19	7	4	7	4	11	3

Source: India: Child Rights Index, HAQ: Centre for Child Rights

Step Four -Why child abuse?

Even if people are convinced that there is a need to address children's rights, they often miss to question the need to address issues like child abuse, as children's health and education are more critical concerns and child abuse is believed to be secondary and taking place somewhere else.

It is important for trainers to deal with such questions and concerns.

To understand why it is important to address the issue of child abuse at the community level, facilitators-cum-trainers could carry out the simple exercise given below.

Activity 3: News analysis

Objectives

- To help the participants understand and realise that:
- Crimes against children are on the rise
- Crimes against children do not happen elsewhere; they take place all around us
- Society must come forward to protect its children

Method

- Divide the participants into groups of five each.
- Distribute some newspapers to every group and ask them to mark out the news relating to crimes against children.
- The groups should be asked to cut these articles out and paste them on a chart and then make an analysis of how many news items they found relating to crimes against children and what kind of crimes were being committed against children.
- It is important to ask the participants whether a society needs to be concerned about children only when there are too many occurrences of crimes against children or whether even one case is enough for a society to wake up.
- The facilitator needs to emphasise that in some states there may be very little reporting on crimes against children because there is very little acceptance of the fact that such a thing can happen. She/he should share some statistics on crimes against children or instances known to her/him from the areas that the participants belong to.

Note for the Facilitator:

- A look at the statistics on the number of crimes against children will help the group realise the importance of the need to address child abuse.
- Facilitators and Child Protection Committees (CPC) should collect such information.
- Some data has been provided here to give an idea about the growing crimes against children in Gujarat and Maharashtra as an example.
- These are also states where child abuse does not seem to be a problem at all. The myth that child abuse happens somewhere else thus needs to be broken.
- It is important to keep in mind that these statistics are based only on cases that are registered by the police. There are several cases that go unreported and never get registered!

Crime against children

State	State Rank (based on the percentage share of crimes against children in India in 2010)
Gujarat	9
Maharashtra	3

Source: **Crime in India 2010**, National Crime Records Bureau, Government of India.

Crimes against children a comparison between 2009 and 2010

Crime	Maharashtra		Gujarat	
	2009	2010	2009	2010
Infanticide	1	3	1	0
Foeticide	17	5	3	100
Murder	181	211	66	66
Rape	612	747	91	102
Kidnapping & abduction	534	749	503	565
Exposure & abandonment	274	198	129	121
Procurement of minor girls	42	26	2	0
Buying of girls for prostitution	29	27	0	0
Selling of girls for prostitution	2	1	1	0
Child marriage	0	4	0	14
Abetment to suicide	13	16	0	10
Other crimes	1189	1277	172	118

Source: **Crime in India, 2009 and 2010**, National Crime Records Bureau.

Notes for facilitators-cum-trainers or Child Protection Committees

It is important to encourage discussions on the news analysis to achieve the objectives of this exercise. At the same time, it is also important to keep discussions short and precise. Several issues pertaining to the reasons for increase in crime against children are bound to come up during the discussions. Some of these could be noted on a chart for a detailed discussion at a later point, as the objective of this exercise is simply to help people understand that we do not have to look far to find children being abused and even if there is one case of abuse it must not go unaddressed.

To sum up, the facilitators-cum-trainers should tell people in the community that –

- **All rights are indivisible and need to be protected.**

For example, children cannot be protected unless their rights to survival, life, development and participation are ensured.

Similarly, children cannot survive or develop if they cannot be protected from exploitation and abuse.

Therefore, working towards ensuring their right to protection must include working towards ensuring every other right.

- **Child abuse is one of the worst manifestations of lack of protection or violation of the right to protection.**

It is either not visible or does not receive attention.

It is seen as something 'out there', which happens amongst 'them' and not amongst 'us'.

Most abuse is accepted as a way of life. But what it leads to is a generation that continues to perpetuate the cycle of violence and abuse and a society fragmented by its various manifestations and lack of concern for others.

# Part II

## What is child abuse?

This part is divided into two sections:

**Section 1** presents the various methods that may be used to discuss the issue of child abuse with members of **Child Protections Committees (CPCs)** or other adults in the community.

**Section 2** presents the facts about child abuse that must be known to all adults, including members of Child Protection Committees (CPCs). What children need to know is presented in the handbook titled “xcxx” for Children's Groups, though a brief overview is also given in Section 2.

### Section 1: Discussing child abuse; some methods and tools

*How to approach the issue of child abuse with community-based groups, including Children's Groups (CGs)*

Since the subject of abuse is complex, non-threatening methods and tools alone can help so as to discuss and understand the issue. Some methods and tools are listed below:

#### Activity 4 - Use regular Bollywood films to discuss the subject

##### Objectives

##### Method:

- Participants can be asked to watch a few films and identify abuse.
- They may then be asked to classify the abuse into categories such as physical abuse, emotional abuse, neglect and sexual abuse.
- The content in Section 2 can be used to take the discussions forward, including discussion on myths that surround child abuse, ending with a clear understanding on what abuse is, what the different forms of abuse are, what the signs of abuse are and the impact of abuse on children and society in general.

#### Activity 5 - Use case studies and stories for discussion in groups or role play

##### Objectives:

To identify forms of abuse and discuss its impact, understand the signs and symptoms that an abused child may show and dispense with the myths surrounding child abuse and its various forms.

##### Methodology:

Discuss the subject of child abuse using the case studies or stories given below. Ask the group to go through the case studies in detail. Initiate the discussion with some questions about the types, impact and symptoms of abuse.

These case studies can also be used for role play. Often role plays help in breaking the myths surrounding child abuse and generate a good discussion to understand the facts.

#### Suggested case studies for group work

##### Case Study I

Pooja is an 11 year-old girl. Her parents died when she was just 8 years old. She lives with her aunt in a village in Gujarat. She has two brothers, 15 and 8 years old, and a 4 year-old sister. The 15 year-old brother and her aunt go out to work all day while her younger brother goes to school, leaving Pooja to look after her younger sister. Poverty and exhaustion often result in the aunt venting her frustration on Pooja by beating her.

One day, her aunt came back to find that Pooja had eaten the only food she had left for dinner. Her aunt was so angry that she dipped Pooja's right hand in boiling water. Due to severe burns she had to be admitted to the nearby health centre.

Despite being beaten up and burnt, Pooja believes it is not her aunt's fault as her aunt has too much stress owing to their poor economic condition. She simply blames it on destiny as most children do.



**Case Study 2**

Sonu is an 8 year-old boy. Both his parents go to work. When he finishes school he goes to his aunt's place and later in the evening either his mother or father comes to pick him up. Sonu's aunt is not very fond of him and so her interaction with Sonu is limited to minimum. When Sonu and his parents return home, his parents have dinner with him and send him to bed. The parents are tired after the day's work and so have very little energy to spend too much time entertaining little Sonu.

On his part, Sonu does what he is asked to do. Whenever he tries to talk to his parents or asks them something they tell him to keep quiet. If he persists, they shout at him and ask him to stop being stupid and selfish, and for bothering them when they are tired.

They also compare him with the next door neighbour's son for whom Sonu's parents are always full of praise.

In school, Sonu usually stays quiet and does not have any friends. Other children call him 'mental' since he does not talk much. As a result, Sonu is usually alone. The teachers in the school have a busy schedule and are unable to give individual attention to Sonu all the time.

**Case Study 3**

Sunita is a 10-year old girl. She is withdrawn, pale, thin and looks much younger than her age. Her clothes are usually torn and dirty and her hair looks frizzy and uncombed for days. She is seldom seen to step out of her house.

Further, because of her poor physical condition, Sunita is frequently ill but is never cared of or taken to the doctor by her parents.

Visitors to the family find Sunita uncommunicative and shy. She only responds by moving her head in “yes” or “no” when she is spoken to.

However her 9-year-old brother always looks clean, healthy and happy. Sunita can never understand why her parents always love her brother OR why she is always kept hungry OR why she is never allowed to go out and play OR make friends with other children in the neighbourhood OR why she has to sleep in an empty stomach if her mother gets angry.



**Case Study 4**

Rajni lost her husband and married again. She has a 13 year-old daughter, Neha, from her previous marriage. One day Rajni had gone to visit a friend. While she was away, her second husband raped Neha, who became pregnant. When Neha told Rajni that she was pregnant, Rajni got so annoyed that she beat Neha in the presence of her second husband until Neha told her that he was the one who had done it. The husband accepted the responsibility and asked for forgiveness and Rajni forgave him. Neha was taken for abortion and the matter was hushed up.

On a later occasion, Rajni left her 10 year-old daughter asleep while she went to see a doctor. This time, her husband raped his own daughter. Rajni's daughter told her what had happened and also mentioned that her father had said, "If you tell anybody I will kill you."

**Case Study 5**

Sameera a 13-year old-girl is working as a full-time domestic worker in a well-to-do family in a village. She hails from a poor family in the same village. She was employed with the promise of a salary, food and education during her free time. She has not been paid any salary since she joined work and whenever she asks for money, she is severely beaten up by her employers. The smallest mistakes by Sameera make the lady of the house violent.

Sameera is the first one to wake up and last one to go to sleep. She can only eat once all the members of the family finish eating. Sometimes there is not much food left for her. She has no free time and very little time for rest.

Her parents have been given to believe that she is a troublemaker and that the employers are doing them a favour by keeping her. Under the pretext of disciplining her, the employers have also managed to keep her from meeting her parents.

Of late, the older son in her employer's family, who is 18 years old, has been making sexual advances to her and one day even tried to molest her. She tried to tell the lady of the house, who only became more violent and told her that she was lying and making false allegations.

### Case Study 6

Ramesh's friends call him names like 'mental' (mad) and 'buddhu' (stupid)' and make fun of him because he likes flowers and birds instead of cars and aeroplanes. He is a quiet child and does not play the games other boys play. In school he is not good in mathematics.

### Case Study 7

Chintu was a 10-year-old boy who lived with his parents and Chacha. Chintu often used to see his Chacha watch movies and was keen to watch them himself. One day Chintu's Chacha said he would show him something special and it should be kept a secret. Chintu was excited. The movie had two men without any clothes. Chintu did not like it and left the room. The next time, his Chacha gave him some chocolates and Chintu agreed to watch TV with him. After the show was over his Chacha started making fun of him and laughingly told him that now he had become a big boy and should have no problems watching nude films. Chintu was made to feel that he had got into this habit on his own and so he could not blame anyone else.

### Case Study 8

Shabnam is a beautiful 16-year-old village girl, living with her parents. She loves to go to the agricultural fields, roam around with her friends and dress up in the latest style. Shabnam used to like wearing jeans and skirts and would always look for an opportunity to wear western dresses. Indeed, she looked very attractive in such clothes. Many of her friends were boys, a fact which some people in the neighbourhood did not like.

Shabnam had a boyfriend named Kamal who lived in a nearby village across the river. Her other male friends were Rohit and Sameer, with whom she grew up as a child. Over the years, Rohit developed a soft corner for her but was unable to express his feelings.

One day Shabnam woke up early and realised that it was her boyfriend Kamal's birthday. She wanted to give him a surprise so she wore a fashionable western dress, which she had got stitched for this occasion. She was looking extremely attractive. She bought a gift for Kamal and left the house to wish him. When she reached the river bank there was no one to ferry her across. After a long wait she saw a boat manned by a strange looking man, staring at her non-stop. He looked very suspicious, but it was important for Shabnam to wish her boyfriend. After all, she had planned a big surprise for him and she thought he would be very happy to see her. Mustering courage, she requested the boatman to take her across and explained how important it was for her to be with the man she would soon be married to. The man agreed but half-way down the river started making sexual passes at Shabnam. Finally, he told her to have sex with him or to jump out of the boat. The river was flowing very fast and she knew that if she jumped out of the boat she was sure to die. She pleaded with the man but failed. Finally, Shabnam gave up and accepted the boatman's condition. On reaching her boyfriend's house she shared the incident with him. To her shock, he was very angry and broke the relationship with her.

Shabnam was heartbroken and thought that her life was completely ruined as nobody would ever marry her. Pain was visible on her face but she tried to hide it from her parents. She shared the incident with her friend Sameer, who listened to the story carefully but remained indifferent. The other friend, Rohit, proposed marriage to her after learning about the incident as he had always secretly loved her.

Section 2: Information on child abuse

It is important for people who want to work on the subject of child abuse to know what it is and have all the information needed to educate communities on the subject.

Child abuse is more than bruises and broken bones. It can occur when someone hurts a child through the use of words, gestures or actions and makes a child feel ashamed, helpless, angry, hurt or miserable.

A child can be hurt in different ways, which affects a child's body or feelings and thoughts.

- Child abuse affects basic self-respect and dignity, confidence, growth and development of a child.
- Child abuse occurs when a child is ill-treated or hurt leaving her/him injured which may cause short-term or lifelong damage or impair the child's development or lead to disability or death.
- It can damage the physical, social and mental growth of a child.
- Abuse can be inflicted by anyone – adults or child's own peers or older children.
- Children can feel abused anywhere. It can take place outside the home or inside, in school or any other institution.
- Child abuse also may occur when parents and communities follow cultural practices that lead to certain actions against children. Often the girl child or disabled children are victims of such abuse. For example, it is normal in many parts of India for parents to force their children, especially girls, into child marriage; or girls are often kept within the confines of the house. In India, disability has often been believed to be a curse of God, leading to neglect and abuse. Dedication of children to the Gods and Goddesses as happens in some parts of India is allowed in the name of the 'Devadasi' tradition.

The World Health Organization defines 'Child abuse' as all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, of a child under eighteen years, resulting in actual or potential harm to the child's health, survival, development or dignity, in the context of a relationship of responsibility, trust or power.

What is the difference between child abuse and exploitation?

Often child abuse and exploitation are used synonymously. The two are not the same, though they are two sides of the same coin.

Things To Remember And Share

- Exploitation is not the same as abuse
- Both exploitation and abuse cannot be justified for any reason whatsoever
- Abuse is a result of exploitation, but not all exploitation results in abuse
- It is therefore important to understand the distinction and address the problem accordingly

Distinction between Abuse and Exploitation

Exploitation ≠ Abuse      All Abuse = Exploitation

According to the Oxford Dictionary 'exploitation' means –

- The action or fact of treating someone unfairly in order to benefit from their work
- The fact of making use of a situation to gain unfair advantage for oneself

Child exploitation is a broad term, which refers to situations where children may also be abused. Child labour, trafficking, marriage, and prostitution – these are all situations of child exploitation. Some of these situations are bound to be abusive, but not all. Child prostitution is one example of exploitation which is also abusive.

Some examples are given hereunder –

When a person is taking advantage of another person in any way, it is termed as exploitation. This can take the following basic forms:

- Directly or indirectly forcing somebody to work, marry, get involved in illegal activities, etc.
- Using somebody against her/his will, or without her/his consent or knowledge
- Imposing an arbitrary differential treatment on people to the advantage of some and the disadvantage of others.

- Child labour is clearly economic exploitation of children. But all working children are not always abused. When a child domestic servant is not allowed to eat three meals a day or is beaten up, she/he is both exploited and abused. But sometimes we also hear from child domestic servants that they are treated very well by their employers. In such a situation, there may not be any abuse, but there is exploitation and chances of abuse cannot be ruled out.
- In Balika Vadhu, a popular soap on television, a minor girl is married to a minor boy. She was treated very well by her mother-in-law and father-in-law. But her Dadisa (grandmother-in-law) emotionally and verbally abused her. Clearly, child marriage is a situation of exploitation where abuse may or may not take place.
- When a minor-married girl has no choice to say 'No' to sexual intercourse with her husband, it amounts to sexual abuse. But when after marriage, the minor bride and groom are not allowed to have a conjugal relationship till they become adults, there is no sexual abuse, although child marriage is still a form of exploitation.
- Let us take the example of caste discrimination. When a dalit child is not allowed to enter a temple or use the water from a well, she/he faces caste discrimination and is in a situation of exploitation. When such a child is beaten up for using a well or entering a temple, it is certainly a case of physical abuse.
- Also, when dalit children are made to sit separately in a classroom leading to their neglect by the teacher and also affecting their dignity, it is clearly an exploitative situation that turns abusive as well. Dalit children are

Who is an abused child?

Any child up to the age of 18 years can be abused. An abused child can be a boy or a girl. The child can be from a rich family or a poor family, living with her/his parents or alone, in a boarding school, hostel or other institutions.

Any child can be subjected to abuse; even an infant. For example, severe shaking of a child leading to breaking of the neck or damage to other body parts is known as “Shaken Baby Syndrome”. It may happen with babies, who are sometimes a few days or a few months old.

Child abuse occurs even when parents really love their children and are only trying to discipline them.

Child abuse may also occur when parents and communities are simply following a cultural practice that leads to certain actions or inactions discriminating against the girl child or the disabled child. For example, it is normal in many parts of India to force their children, especially girls, into child marriage or girls are often kept within the boundaries of the house. In India, disability has often been believed to be a curse of God, hence leading to neglect and abuse. Dedication of children to the Gods and Goddesses like in some parts of India is allowed in the name of the 'Devadasi' tradition.

Who can be an abuser?

Abusers cannot be categorised in any one type or category. They may come from any class, caste, religion or ethnic group. An abuser can be a man, woman or even a child.



Sometimes, adults/parents think they know best and expect the children to do as they say. For example, they may put pressure on a child to excel at studies which could lead to stress, drug abuse, suicide, etc.

How does a child understand abuse?

Unfortunately, a lot of times children do not know what abuse is. As a result, even if they are abused, they do not share it with anyone and remain silent. Reluctance on the part of adults to talk about abuse and safety with children makes a child easy prey for the abuser.

**Questions that arise in a child's mind when faced with abuse:**

- What has happened to me?
- Was it right or wrong?
- Why did it happen?
- Was it my fault?
- Can I tell anyone?
- Should I speak about it;who should I speak to?
- How will my family react if I talk about my experience?
- What will people think or say about me when they find out?
- Will everyone blame me?
- Who can I trust? How should I approach someone?

Is anyone going to believe me and help me?

Should I keep silent about it and not tell anyone? What will people think or say about me when they find out?

**Child abuse can result in all or any of the following:**

- (a) Physical injury
- (b) Negligent treatment or maltreatment
- (c) Psychological and emotional harm
- (d) Verbal abuse
- (e) Sexual abuse
- (f) Trafficking
- (g) Economic exploitation
- (h) Child marriage
- (l) Corporal punishment

**Some effects of child abuse are:**

- (a) Physical impairment
- (b) Long-lasting health issues
- (c) Loss of basic self-respect, dignity and confidence which make a child feel unloved, unwanted and worthless

**To sum up**

Fight against exploitation will help prevent abuse as:

Likelihood of child abuse is greater when a child is living in exploitative conditions, though children may not be abused in every exploitative situation.

## Forms of abuse

### Physical abuse

Children are often punished in a manner that hurts their body. Such punishments are inflicted by their parents, teachers, employers or other care givers or by an elder sibling friend or any other child.

Physical abuse can result in physical injury ranging from minor bruises to severe fractures. It can also have a long-term emotional impact.



Hitting with cane

Child in Murga position outside classroom

Make a Child stand on desk in a classroom



Pulling hair

Pinching

Kicking

All these are instances of physical abuse.

### Some myths and facts about child abuse:

**Myth:** It's an abuse only if it is violent.

**Fact:** Physical abuse is just one form of abuse. Children can also be harmed by emotional abuse, sexual abuse and neglect. These types of abuse are usually hidden from sight as a result, people are less likely to take action and help the children.

**Myth:** Only bad people abuse their children.

**Fact:** Child abuse is not limited to any section, caste, class, or with good or bad people. Child abuse is rampant and can be seen all over. For example, even rich people beat their children. Children from both wealthy and poor families feel neglected. People from different economic settings and status often employ child domestic workers and those children often get abused by their employers.

**Myth:** Child abuse does not happen in “good” families.

**Fact:** Child abuse is not restricted to poor families or bad neighbourhoods. It exists across all racial, economic, and cultural lines. Many times child abuse is kept a secret in the name of family pride and prestige.

**Myth:** Most child abusers are strangers.

**Fact:** Abuse by strangers does happen but studies have shown that 90 per cent of the abusers are known to the victims.

**Myth:** A child is responsible for the abuse that she/he suffers.

**Fact:** A child is never responsible for the abuse she/he suffers. The responsibility for abuse lies solely with the offender. In the case of sexual abuse, offenders often try to shift the blame for their actions by accusing the child of being promiscuous or seductive, especially if it involves a teenager.

**Myth:** Abused children always grow up to be loving and caring parents because they have suffered themselves.

**Fact:** Some adults who were abused as children have a strong motivation to protect their children from what they went through and become excellent parents. But these are only in a few cases. The majority of people who have suffered abuse as children repeat the cycle of abuse when they become adults, unconsciously repeating what they experienced in their childhood. This is because they have known no other way of dealing with children.



Some examples:

Raju was beaten every day by his parents as he was not able to complete his homework on time.

Rajni was beaten because she did not complete the household chores or made mistakes while doing so.

If children were late for school they were caned and made to squat on the floor.

In a school, a teacher would make children kneel down for long hours if they were seen talking during the class, or if they forgot to bring their notebooks.

Physical abuse is inflicted on children:

- To discipline them and to teach them a lesson or to make them realise that what they have done is 'wrong'.
- To exert 'control' and authority over a child and to build the fear in them to behave in a certain way.

In most societies, parents, teachers or other adults believe that it is alright to punish a child physically to correct a child's behaviour. These practices are culturally acceptable. However, they may still be harmful for children and what they amount to is child abuse.

Questions that should be put to all adults, CPC members and people in the community -

- How many times has a beating helped the child realise her/his mistake?
- Did the child stop repeating the mistake after a beating?
- Does the child continue to 'behave badly'?
- Is it that the so-called 'bad behaviour' stops in your presence but continues when you are not around? In that case, can instilling fear by beating or threatening a child, change a child's behaviour?
- What stopped the child from the so-called 'bad behaviour' – fear of reprimand or understanding of the mistake?

Read the following statements. Tick the box that best describes your feelings for each statement and discuss in the group.

S No.	Statement	Agree	Disagree	Partially Agree	Partially Disagree	Reason(s)
1.	It is alright if children are beaten up when they do something wrong.					
2.	Good parents, caregivers and teachers don't get frustrated or angry at their children's behaviour.					
3.	Parents, caregivers and teachers always beat their children for their own good because they want to help the children understand what is right and wrong.					
4.	Physical punishment helps parents, caregivers and teachers control their children's behaviour.					
5.	Parents, caregivers and teachers beat their children only when they are tired and preoccupied or tensed.					
6.	To get a beating once in a while is not abuse.					
7.	Parents, caregivers and teachers who physically abuse their children are bad and unloving people.					

S. No.	Possible Explanations for the statements given above
1.	No child deserves to be beaten up by any person. Violence is not the way to correct a mistake. It only makes children stubborn and seldom helps them understand their mistake.
2.	All parents, caregivers and teachers get angry at their children sometimes. It is okay to be angry, but it is not okay to hurt a child in anger. It is important for parents to learn how to express and control their anger so that their children learn to do the same.
3.	Parents, caregivers and teachers who are physically abusive may believe that their children need to fear them in order to behave. However, this makes children learn how to avoid being hit, and not how to behave or grow as individuals with a sense of right and wrong.
4.	Physical punishment does not teach children how to make good decisions, how to determine what is right and wrong, or how to control their own behavior. Instead, physical punishment makes children submissive, fearful, and/or aggressive. It also teaches them that hitting is a way to solve problems with other people.
5.	Violence cannot be justified in any situation. Parents, caregivers and teachers may beat their children even when they are not tensed. Moreover, they have to learn how to deal with their own stresses or tensions, instead of making a child suffer because of their tensions.
6.	Beating is a beating just as spade is a spade. Once or more than once, it can enrage fear in a child, affecting the psychological and physical well being, self-confidence and self-worth of the child. Beating is a pattern of coercion and control that one person exerts over another. Beating is not just one physical attack.
7.	Not all parents who beat their children are monsters. Perhaps many do not know any better ways of dealing with a child's so called 'bad behaviour' or disciplining children.

### Emotional abuse

Calling children names, referring to them by their caste names and humiliating them in public are some of the ways in which adults deal with children in order to discipline them and exercise their authority and power over them.

*“When someone uses words to hurt children's feelings or to control them, it is termed as verbal or emotional abuse. Verbal abuse makes a child feel bad, low or sad” (Safe You & Safe Me, 2010).*

#### Some examples:

Ramesh's teacher calls him names like 'pagal' (mad)

And 'buddhu' (stupid) if he forgets his books at home.

Suraj is always bullied by the older children in his locality. They call him 'chotu' and make him polish their shoes or ask him to buy cigarettes for them.



Teacher or parent verbally abusing a child

#### Emotional abuse occurs when:

- Children are denied love, security, and the company of friends and relatives
- Parents/a family member or anyone who is taking care of the child do not care for them or praise them when praise is due
- Parents, a family member or anyone who is taking care of the child, humiliate them
- Older children or siblings bully the younger ones, or some fellow students or peers bully other children to assert their power.



What is bullying?

**Bullying** is a form of aggressive behaviour using force or coercion, particularly intimidation, to affect others.

Such behaviour is habitual. It can include verbal harassment, physical assault or coercion and may be directed repeatedly towards particular victims.

People who bully choose their 'targets' to establish their power.

Most bullying is a result of 'power imbalance'. The 'imbalance of power' may be social power and/or physical power. It is carried out on grounds of race, religion, gender, sexuality, or ability.

Bullying consists of three basic types of abuse - emotional, verbal, and physical.

Bullying can occur in any context in which human beings interact with each other. This includes school, church, family, the workplace, home, and neighbourhoods. It is even a common push factor in migration. Bullying can exist between social groups and social classes.



Older child bullying the younger child to polish his shoes

Read the following statements. Tick the box that describes your feelings and discuss in the group.

S no.	Statement	Agree	Disagree	Partially Agree	Partially Disagree	Reason(s)
8.	Comparison with other children will help a child to compete and get better.					
9.	Screaming is the most effective way to make a child listen to adults and wrong.					
10.	There is nothing wrong in ignoring a child's presence or not responding to her/him knowingly.					
11.	Bullying is not abuse.					
12.	Being called names by the teachers or others is not a big deal.					
13.	Instilling fear in children is very important to discipline them.					
14.	Emotional abuse does not cause any harm to the child.					

S. No.	Possible Explanations for the statements given above
8.	Though positive criticism is good, comparing a child and ridiculing her/him all the time makes the child feel worthless and impacts her/his confidence. Negative comparison impacts the dignity of the child and makes her/him feel that she/he is good for nothing. They develop feelings of being unworthy, unwanted, and unloved.
9.	Screaming can only do more harm to a child than good. It inculcates fear in a child, which affects the psychological and physical well-being of the child.
10.	Ignoring a child knowingly or failing to pay attention to the child when the child is around and asking for something is emotional abuse as it makes the child feel insecure and unwanted.
11.	Bullying makes a child feel sad, ashamed and a failure. It leads to depression and even headaches or sleeplessness. It affects the child's studies, self-confidence and self-esteem. It also instils a sense of helplessness and fear of the 'powerful'. Bullying hurts the child emotionally and is a form of abuse.
12.	When a caregiver, teacher, classmate or neighbour calls a child by names such as 'you blind fool' (pagal andha), 'mental (pagal)', 'donkey' or 'ass' (gadha), 'black hound' (kaala kutta), 'liliput' (bona), 'fatso' (mota) etc., it impacts the worth and dignity of a child. A child feels humiliated and helpless. It amounts to repeated disrespect or unreasonable criticism towards a child and can have serious emotional consequences and long-term repercussions.
13.	Instilling fear fails to provide the psychological nurturing necessary for a child's psychological growth and development -- providing no love, support or guidance.
14.	Emotional abuse leaves the greatest scars on the life of a child. Often caretakers or adults do not realise or recognise the damage caused to a child by emotional abuse. It systematically attacks a child's emotional well-being and sense of self-worth. Emotional child abuse is a silent epidemic, easily overlooked and the effects can be hidden in all sorts of behavioural labels, though it is possibly one of the most damaging forms of abuse.

Neglect

Neglect is different from other forms of abuse. In other forms of abuse, a caregiver/parent does something wrong or something they are not supposed to do. However, in the case of neglect the caregiver/parent fails to do what she/he is supposed to do.

Neglect is a failure on the part of parents or guardians to provide a child's basic needs food, shelter, clothing, education, medical aid, love and emotional support.

Discrimination can be a factor responsible for neglect.



Mother neglecting her child and busy talking to the neighbour

Some examples:

*Saleem does not take his child to the doctor even though his child is injured or ill and he has the means to do so.*

*Pinky has a brother. Her parents always pay more attention to her brother. He gets the best food, clothes and schooling. She always feels left out and uncared for.*

*Ragini and Rustam both have very busy parents. They have time for everything else and everyone else but them. They are left alone to fend for themselves.*

*Lakhi is disabled. His parents do not see the need to invest too much time and energy on him. They think he is no good and their only responsibility is to feed him as long as he is alive. They do not bathe him or change his clothes for days. Most of his needs are neglected.*

Difference between poverty and neglect:

Although poverty and child neglect are related, poverty cannot be said to be the cause of neglect.

Poverty is when the caregiver does not have the resources to provide for the needs. Neglect is when the caregiver has the resources, but chooses not to fulfil the child's need.

In fact, neglect is prevalent in all kinds of families, rich or poor.

Neglect is when:

- Children are not provided with the basic needs of life despite parents/caregivers having the means to do so.
- Some children are given preference over others in the family due to their gender or ability.
- Denial of meals, shelter, or clothing or being left alone for a long period of time is also a form of neglect.

Some reasons why parents or guardians may neglect children:

- It is a social or traditional way of life; e.g. neglecting a girl child
- They are not able to plan properly for the family's needs
- They lack knowledge of how to look after children
- They have low self-esteem themselves
- They were themselves victims of abuse in their childhood
- They suffer from a mental disability or illness
- They are addicted to drugs, alcohol and other such harmful substances
- They lack support from their family and community

Read the following statements. Tick the box that describes your feelings and discuss in the group.

S no.	Statement	Agree	Disagree	Partially Agree	Partially Disagree	Reason(s)
15.	Parents never neglect their children.					
16.	Failure to meet the basic needs of children is abuse.					
17.	It is alright if parents do not send their children to school.					
18.	Parents who are busy working cannot be accused of neglecting their children.					
19.	Girls do not need much attention and education since they will get married and live with their husband.					
20.	Children appear dirty only when their parents neglect them.					
21.	Responding to all queries of children is not necessary.					
22.	Girls are neglected more than boys.					

S. No.	Possible Explanations for the statements given above
15.	Knowingly or unknowingly, parents may end up neglecting their children. Often, neglect is a result of unquestioning acceptance of certain social and traditional ways of living. For example, treating girls differently from boys in the family and discriminating against them causes neglect. It happens when parents or caregivers are not able to plan properly for the family's needs and they lack adequate knowledge about how to look after children. It could also be result of low self-esteem of parents and caregivers themselves or they may have been victims of the same process and neglect in their childhood. Addiction to drugs, alcohol and other such harmful substances also results in neglect of children. Absence of support from their family and community further perpetuates neglect.
16.	Neglect is a form of abuse when resources like food, clothing, etc. are available but the parents/caregivers fail to provide them to the child. When children's basic needs cannot be met due to poverty, it does not amount to neglect because the situation is not in the control of parents or caregivers.
17.	When parents or caregivers do not send children to school even when they can afford to do so and they have no reasonable excuse, it amounts to neglect. Not providing the basic right of education (which is free for all children aged 6 to 14 years) is a serious violation and gross neglect.
18.	If parents are too busy working and child's needs (emotional and physical) are not met then the parents are neglecting the child. Quantity of time spent with children does not matter. What matters most is the quality of time spent with children. If children are a priority, busy work schedules can be altered or managed to give them that quality time.
19.	Girls have equal rights as boys. It is wrong to deny education and attention to a child because of gender. As Mahatma Gandhi, the Father of our Nation said, "Educate one man, you educate one person, but educate a woman and you educate a whole civilisation". Girls need more attention because they have to face many more difficult situations and need to be prepared for the same.

20.	A child in dirty clothes does not necessarily mean she/he is neglected. Children go out to play and often soil their clothes. But there may be cases where parents/caregivers are not bothered about the cleanliness and hygiene of their child. Such situations are clearly a case of neglect. On the other hand, in areas with shortage of water and poor drainage system, cleanliness is likely to suffer. These cannot be termed as situations of neglect.
21.	Just as adults expect their queries to be answered and feel humiliated and neglected when there is no response, children also feel the same. Therefore, it is important to pay attention to their queries. Parents may not have all the answers. But this does not mean that they stop responding to such queries. If they do not know, they should be straightforward in admitting the same. Sometimes they may feel that the child is not mature enough to understand things. There is no harm in telling the child that it is not the right time. But at the same time, the child should be given the assurance that she/he will get a response later as they grow up and at the time is right. It is important to have a dialogue, else children will search for answers elsewhere, which may or not be complete or correct. It is better that the child learns from her/his parents than from other sources which may not be trustworthy.
22.	It is true that a girl child has been more neglected in our society as compared to a boy child. Therefore, chances of neglect and gender discrimination are greater in the case of girls. This however, does not mean that boys are not subjected to neglect. Often the needs of elder siblings are overlooked as they are believed to be old enough to take care of themselves. This happens more in the case of boys, especially if they are the eldest of the siblings and are thus expected to assume the role of an adult at a young age while their own needs remain unmet.

Difference between physical abuse, emotional abuse and neglect		
Physical Abuse	Emotional Abuse	Neglect
Action leading to physical injury and both physical and mental pain	Action or inaction leading to humiliation, loss of dignity and self-worth, making someone feel like an outcaste, unwanted or weak.	Action or inaction leading to neglect of basic needs such as food, water, clothing, shelter, medical care and treatment, education, love, care and protection.
Such action is often intentional. It can however, also be non-intentional, for instance when it is reactionary and is a result of a fit of anger or a state of drunkenness.	Such action or inaction can be intentional or non-intentional.	Neglect can be direct or indirect. For example, when a sick child is not taken to the doctor, it is a direct neglect. But when more attention is paid to one child in the house or to a few bright students in a classroom, it indirectly results in neglecting others.
The abuser can be anyone, known or unknown	The abuser is generally known or familiar.	It is by people who are responsible for meeting children's basic needs in any given situation.

Sexual abuse



An adult male showing indecent photographs to a child



A young boy pulling a girl's duppata



Eve teasing of a boy by a group of girls



Rape

- Sexual abuse of a child occurs when someone behaves towards a child in a sexual manner
- It is a sexual activity against a child's wish
- The child does not completely understand the act and does not give consent
- Sexual acts involve both touching and non-touching behaviour
- It involves the abuse of authority/power and betrayal of trust
- Mostly it is kept a secret
- It is coerced - the abuser uses tricks;bribes;threats etc.

- It usually happens in a place familiar to the child
- All children are equally at risk irrespective of caste, class, gender and culture
- Rape is not the only form of sexual abuse
- Both girls and boys can be victims of rape and other forms of sexual abuse
- Eve-teasing and sexual harassment is also sexual abuse
- Showing dirty movies and pictures to a child or using children for pornography is a serious form of sexual abuse even if it does not lead to any bodily harm.

**Some examples:**

*Juhi's uncle hugs her or cuddles her even though she dislikes it.*

*Aseem's aunt tells him to take off his clothes in front of her. If he does not listen to her she gives him a beating. He does so in fear and feels ashamed to tell anyone about the incident.*

*As a habit, a male teacher puts his arms around the girl students or caresses their backs while talking to them.*

*A group of boys pass sexual remarks about Renu and her friends in the market. They call them 'chammak chhallo' and start singing Hindi movie song 'jalebi bai'. They even invite them for a date. It becomes so difficult for Renu and her friends that they have to leave the market and rush home. They are scared all the way.*

**Some myths and facts about child sexual abuse:**

Child sexual abuse is shrouded in shame and secrecy and hence difficult to detect and sometimes it is too late.

Even parents and family members who really care for the child refuse to acknowledge it or take action against it.

Children themselves hesitate to talk about it.

A child may be abused by any member of the family including female members, a teacher, any community member or another child/minor, both boys and girls.

**Who are the perpetrators?**

- The majority of the offenders are known to the child
- The offender can also be a family member or a relative
- Sexual abuse by strangers also takes place, though in a smaller proportion
- Research shows that men are more often the perpetrators as compared to women
- Sexual offenders often abuse more than one child or abuse the same child repeatedly
- A woman or a girl can also be the perpetrator

**What do the perpetrators/abusers do?**

- They groom the child to win their trust.
- They identify their victims.
- They often pick children who lack confidence and self-esteem or are isolated from parents or peers.
- Abusers build a relationship with the child and family members to win their trust.
- Abusers may use a combination of charm and insincere sympathy and offer gifts, play games or buy treats.
- They pretend to show love, care and affection towards the target child.
- During the bonding process the perpetrator usually cautions the child to “keep it a secret”. For example, “Here's a gift for you but don't tell your friends or they will feel jealous” or “Don't tell your mother otherwise she might take it away from you.”
- The fake emotional bond leads to physical contact, initially a non-sexual and “accidental” touch such as putting an arm around the shoulders, a gentle pat on the hand, and stroking the child's hair.
- Such forms of touch break down the child's resistance to physical contact and a bond of trust starts to build with the abuser.
- Finally the abuser reaches her/his ultimate goal and begins to sexually abuse or assault the child. Threats are used to ensure the child's silence. For example, “If you tell anyone this they will hate you”. “Your mother will kill herself”; or “I'll kill you. You are responsible for this.”

- Perpetrators look particularly for passive, quiet, troubled, lonely children from single parents or broken homes. Family structure is one of the important risk factors in child sexual abuse.
- Children as well as families who are easily trusting or gullible often become a prey to sexual abuse.
- Children with disabilities are at a greater risk of sexual abuse.
- Children who witness crime, domestic violence or are victims of other crimes are also vulnerable to sexual abuse. Their emotional state of mind makes them vulnerable and easy prey.

Read the following statements. Tick the box that describes your feelings and discuss in the group.

S no.	Statement	Agree	Disagree	Partially Agree	Partially Disagree	Reason(s)
24.	Child sexual abuse happens in foreign countries, not in our society.					
25.	Family is the safest haven.					
26.	Only strangers sexually abuse children.					
27.	Child sexual abuse occurs only among the poor, the working class, unemployed or uneducated families.					
28.	Child sexual abuse is mostly a one-time occurrence.					
29.	Children make up stories or lie about sexual abuse.					

30.	There can be no sexual abuse if a girl runs away with her boyfriend.					
31.	Only girls are sexually abused.					
32.	The abuser is always an adult.					
33.	A religious leader will never abuse a child.					
34.	Staff of a social organisation employed to work with children are unlikely to abuse them.					
35.	Disabled children are more at risk of being abused than other children.					
36.	Sexual abuse can happen only when a child allows it. They are responsible for it.					
37.	Child sexual abuse only happens to 'bad' girls/boys.					
38.	If a child does not resist a sexual advance, it means she/he is willing					
39.	Legal reporting of child sexual abuse causes more harm than good.					



S. No.	Possible Explanations for the statements given above
23.	This myth serves to deny an uncomfortable truth. Sexual abuse has been in the world as long as the civilisation has existed. India has the highest number of sexually abused children in the world. It is wrong to believe that it occurs only in the cities and towns and not in the villages or that it has come into India because of Western influence. The selling of girls for prostitution or even religious and cultural practices such as the devadasi system or the jogini system are ancient practices, specific to India, which still exist and allow children to be abused sexually by the temple priests and caretakers.
24.	The family is the safest haven only if it is not abusive. Reports of children being sexually abused by their own father or uncle are not unknown. To think of family as abusive is indeed very scary. But to say it cannot happen in the family at all, will deny children help if they ever need it.
25.	Studies have shown that in more than 90 per cent cases of sexual abuse, the offenders are known to the victim.
26.	Child sexual abuse happens in all economic and social classes and religious and ethnic groups. As the lives of the poor and the marginalised are less hidden, it is more visible in the lower socio-economic strata and less talked about among the middle class and the wealthy families. While most people tend to hide cases of sexual abuse, the educated and the powerful tend to do this more than others.
27.	Sexual abuse can be repetitive and sometimes may last until it is reported. Often with children, it comes to be reported much later or never gets reported as children become easy targets of threats and other forms of coercion. For some time, children may not even realise that they are being sexually abused.
28.	Children very rarely lie about being sexually abused. And when it appears to be so, it is almost always under adult coercion or influence.

29.	<p>Just because a girl chooses to run away with her boyfriend and get married does not mean that she must have given consent to sexual intercourse also.</p> <p>In India we do not recognise marital rape, but rape can happen even in a marriage if the wife is not willing. Marriage does not give the man the right to exploit a woman sexually.</p> <p>Moreover, a boy/man may be misusing a girl's trust to exploit her sexually with the promise of marriage.</p> <p>Often such reasons are given to malign a girl. As a result, the offender is free to abuse another girl and continue this way without being held responsible.</p> <p>As per law, sexual intercourse with a girl below the age of 16 years amounts to rape and there can be no question of 'consent' of the girl.</p>
30.	<p>Both boys and girls are sexually abused. Often people believe that only males commit sexual abuse with a female. While girls are undoubtedly more vulnerable, boys can also be victims of sexual abuse. Sexual abuse of boys often remains unreported as boys are usually taught to present and live up to their masculine image and therefore they cannot even cry for help.</p> <p>In other words, while girls are more vulnerable, child sexual abuse can be committed against and by persons of any sex/gender.</p>
31.	Sometimes sexual abuse takes place between children. Cases of older children abusing younger ones sexually or children of same age group using their position of power and authority to sexually abuse another child are not unknown.
32.	An abuser can be anyone. It is difficult to believe but there have been many cases of children in institutions of religious teaching being sexually abused. Sexual abuse by spiritual leaders has been reported in the news. Blind faith can always be misused.
33.	As discussed already, an abuser can be any known or unknown person. So if a child feels unsafe with a person who is a teacher or someone who works for the welfare of children, they must be told to report it. Social organisations working with children these days have adopted child protection policy to be signed by all staff.



Identifying abuse - signs of abuse

Understanding of child abuse is not complete if people are not able to identify common signs and symptoms of child abuse.

Some common signs of abuse visible in children are:

- Lack of confidence
- Talks very little or do not talk at all
- Feeling scared to speak out
- Sudden or unexplained aggression or withdrawn behaviour
- Staying alone
- Over-reacting or all of a sudden becoming angry and loud
- Constant illness or dullness
- Sad look
- Bad performance at school
- Nightmares
- Feeling out of place among friends and other people
- Fear of being left with a specific person or group of people
- Running away from home
- Bedwetting
- Overeating or anorexia
- Substance or drug abuse
- Self-harm or self-mutilation
- Suicidal tendency

34.

Children who have any form of disability are easy prey for an abuser as they can be taken into confidence more easily by showering fake support, fake love, gifts and superficial attention. They can also easily be overpowered.

35.

Child sexual abusers are normal people. Calling them psychopaths or mentally ill will only help them find an excuse for their actions and go scot free.

36.

This myth only shifts the responsibility from the abuser to the child. Children are vulnerable and have little or incomplete knowledge of sex and adult sexuality. They can in no way be held responsible for adult's responses. Even in sexual acts between children, consent of a child cannot be assumed. A society which does not even discuss sexual matters with children has no reason to blame children for sexual acts that result from incomplete or incorrect knowledge.

37.

It is important to decide whether as a society, we want to judge a crime on the basis of a person's character or on the basis of the facts. Is the objective character assassination or dealing with a wrong that can be done by anyone, irrespective of their lifestyle? Such words or remarks are made by people who either do not wish to challenge sexual abuse or may be perpetrators themselves. It is a tactic used to blame the victim.

38.

Signs of resistance cannot be the criteria to establish or judge a case of sexual abuse. An incident of sexual abuse places the victim in a state of shock leaving her/him unable to react or resist the act. Moreover, use of threat and coercion seldom leaves scope for resistance. Also, resistance may not always be physical resistance. This should not mean there was no resistance at all or the victim has given the consent..

39.

Fighting a legal battle against any abuser is not easy. The system is also not always child-friendly. Yet it is more important to report child sexual abuse than let the problem be shelved. Only when a case is reported, the possibility of punishing the abuser will arise. This will also help save other children who could be potential victims of the abuser. Due to failure in reporting of abuse, by the time an abuser is caught, many children may have already been victims of her/his crime.

Specific signs of different kinds of abuse include:

Signs of Physical Abuse	Signs of Emotional & Verbal Abuse	Signs of Child Neglect	Signs of Child Sexual Abuse
<ul style="list-style-type: none"><li>• Bruises especially on trunk, upper arm, shoulders, neck or finger tip bruising</li><li>• Burns</li><li>• Fractures</li><li>• Swelling and lack of normal use of limbs</li><li>• Serious injury with lack of / inconsistent explanation</li></ul>	<ul style="list-style-type: none"><li>• Bullying other children by saying bad things to them</li></ul>	<ul style="list-style-type: none"><li>• Constant illness or dullness</li><li>• Untidy or dirty appearance</li><li>• Untreated injuries and/or illness</li></ul>	<ul style="list-style-type: none"><li>• Pain or itching in the private area</li><li>• Pregnancy</li><li>• Drawings expressing sexual content or aggression/fear</li><li>• Sexual knowledge beyond age or development level</li><li>• Bruising or bleeding near genital area</li><li>• Sexually transmitted disease/infection</li><li>• Discharge or infection from/of private parts</li><li>• Stomach pain</li><li>• Discomfort/pain while walking or sitting down</li></ul>

Impact of child abuse

Child abuse impacts a child severely; some effects may be short-term and others long-term. Some scars may be physical lasting for a period of time or forever, while others may be emotional, damaging a child's sense of self, ability to have healthy relationships, and ability to function at home, at work and at school.

The best way would be to organise film shows and hold discussions to help people around them understand the impact of child abuse, especially the inter-generational impact.

Inter-generational impact is what is carried from one generation to another. Often an abused person tends to inflict abuse on others knowingly or unknowingly, thus perpetuating the cycle of abuse.

Some examples of the impact of child abuse have been well documented and analysed :

- It creates a rift in the adult-child relationship
- The child starts hiding mistakes which may lead to major problems later
- The child becomes submissive, fearful or/and aggressive
- The child begins to think it is alright to be hit and also to hurt others
- Development of aggression towards others
- The child complains excessively or becomes unnecessarily rebellious or disobedient or over-obedient
- Lack of attentiveness/concentration
- Withdrawal/isolation
- Poor trust/lack of confidence
- Low self-esteem
- Poor social relationships
- May even manifest later in life in some form of long-term mental illness such as depression
- Physical or psychological illness
- Running away from home or school
- Stealing, etc.
- Behavioural changes for example, sleeplessness, lack of appetite, etc.

# Part III

## Preventing and dealing with child abuse

**As the old saying goes...Prevention is always better than cure!**

*The goal of all actors should be to build a healthy society, where children enjoy a safe childhood and freedom from any form of exploitation and abuse.*

**How to prevent child abuse - The role of Child Protection Committees (CPCs) and other leaders of the community**

**Being a child rights' advocate**

### What is Advocacy?

An action directed at changing the policies, positions, or programmes of any type of institution

Pleading for, defending or recommending an idea to other people

Speaking up, drawing a community's attention to an important issue and directing decision makers towards a solution

Working with other people and organisations to make a difference

Putting a problem on the agenda, providing a solution and building support for acting on the problem and solution.

- Bad coping patterns, child may develop a tendency to express denial, suppress memory, cause self-harm to avoid painful memories or reduce the emotional pain
- Leaves a long-term negative impact on the child and the family.

*The impact and signs of abuse may seem similar and it is often difficult to distinguish between the two.*

**The impact is not only on the child, but on society as well. At the societal level, child abuse results in:**

- Violent society
- Intolerance
- Increase in crime
- Family disintegration
- Early marriage
- Female foeticide
- Increased levels of mental illness
- Increase in suicides
- High levels of drug addiction and alcoholism
- Instability at all levels
- High costs of rehabilitation and re-integration

**What should advocacy on child abuse lead to?**

Advocacy should lead to the creation of an enabling environment where people can make their voices heard without any fear or stigma. The responsibility of the CPC members is to help create a child friendly environment where

- All children feel safe and secure
- Children are provided with a platform to voice their concerns and are ensured a fair hearing
- The community's awareness and understanding of child abuse is increased
- The capacities of children, parents and the community about child rights and child protection are built
- A reporting mechanism on child abuse at village or at the community level is created
- Systems are established and the capacities of existing mechanisms for prevention of abuse are enhanced.

**How can you become an advocate for children?**

To be an advocate for children a person must have:

- |  |   |
|--|---|
| • Good communication skills              | • Acceptance in the society   |
| • Active and empathetic listening skills | • Self-awareness  |
| • Leadership skills                      | • Understanding about the issues related to child abuse and how to deal with it |
| • Non-judgemental attitude               | • Good networking skills  |

The most important task of a group or a society is to acknowledge that child abuse occurs and to recognise and understand child abuse. Hence, one of the most proactive approaches to address and reduce child abuse is educating the adults and reminding them of their responsibilities which include protecting their children from any form of abuse. In order to form a safe and protective community, it is important that the people of the community participate to ensure safety of its children. For this, a CPC member can:

- Spread awareness
- Motivate the community/school/panchayat , etc. to engage against child abuse
- Create forums where children can be given information and provided support
- Report a crime to ensure action against the perpetrators

**Activity 6**

A mock exercise on developing Joint Action Plans

**Objectives**

- To demonstrate how to hold a joint meeting of all stakeholders to finalise an action plan that is jointly owned by all.
- To help the CPC members and other community leaders understand that preventing child abuse and dealing with it is only possible when every critical actor has a sense of ownership towards the cause ;and when action plans are jointly owned by all stakeholders.

**Method**

- The facilitator-cum-trainer should make a list of possible actions that can be undertaken to prevent child abuse
- Divide the participants into groups representing different stakeholders
- Ask one group to organise a mock Gram Sabha and discuss the actions listed. Similarly, another group could be asked to organise meetings with the District Protection Officer, Child Marriage Prohibition Officer and other government and police officials, where the actions listed are shared and discussed. A third group could be asked to hold a similar meeting with women's self-help groups and other NGOs or welfare organisations in the area for a similar discussion.
- Ask the groups to make their presentations. The group presentation session should be treated as a meeting of all stakeholders to evolve a joint action plan to prevent and combat child abuse. The facilitator should accordingly guide the discussions.

**Setting up a complaint mechanism within the village is a critical step towards both prevention and protection of children from abuse.**

Creating an enabling environment where children can talk about their sufferings or abuse without any fear requires setting up a complaints mechanism that can be used by children for reporting abuse and seeking redress.

It is important to create a proper mechanism where children's complaints are heard with due respect and addressed accordingly.

While the Child Protection Committees (CPCs) at the village level can act both as a complaint mechanism as well as a watch dog body, a joint action plan developed through mutual agreement and consensus with all stakeholders should result in acceptance of the CPCs in this role. The action plan could also build in the following complaints mechanisms system:

- Forming a child abuse complaints redressal mechanism in every school. This will reflect on a school's commitment to check child abuse that takes place within the school premises. Such school level mechanism can also have a representative of the Child Protection Committee as a member.
- Installing complaint boxes in the Gram Panchayat, in schools, etc. where complaints can be dealt with confidentially by the members of School Management Committee (SMC) and Parent-Teacher Associations (PTA).

**Dealing with child abuse - What can we do when we hear about child abuse?**

*Many people are reluctant to get involved in the issue of child abuse as they are meant to be family matters.*

*But...It is important to remember that any abuse in the society is a community matter and not a personal issue.*

*This is because in the long run, such issues cause greater harm to the society at large.*

**Some myths which can come in the way of taking a proactive stand...**

**Myth:** Child abuse is a very personal issue and we have no right to interfere in someone else's family.

**Fact:** Child abuse has a long-lasting impact on a child's life and places society at risk of perpetuation of a cycle of abuse. It is important to break this cycle.

**Myth:** If I interfere in someone's home, it will lead to the breakup of the family, as a result the child will lose her/his family.

**Fact:** The purpose of intervening in an abusive situation is to break the cycle of violence, not break up the family. Interference in such a situation does not mean a child will be removed from the home by the police/NGO unless the child's life is under threat or in danger. The family can be supported by providing parenting classes, anger management or other resources. Such interventions have positive intentions and will help a child to live a dignified life with her/his family.

**Myth:** My interference will not make any difference in a child's life.

**Fact:** Such interventions create fear in the mind of the abuser and help a child to speak out about the violence and abuse that she/he has faced. This also gives the impression to a child that she/he is also important and people do care about her/him. Every voice raised in support gives strength to the child and creates fear in the mind of the abuser. It is very important to raise your voice against the abuse as it can help a child to come out of an abusive situation. Your decision can change the life of a child suffering from abuse.

*As a member of society we have to take care of our children.*

*We see child abuse all around us. We know that it is wrong, so why do we shy away from protesting or acting to stop it from happening?*

*Each one of us in society has a role to play to stop child abuse.*

*Every form of child abuse is against the law and hence an offence.*

*We can prevent child abuse and also help a child take legal recourse to get justice and to book the perpetrators.*

Child Protection Committees members must be ready to take certain steps...

The following steps should be kept in mind when a child approaches a CPC member:

- Help the child confide in CPC member and treat the person as a friend
- Believe the child
- Encourage the child to speak to adults whom they trust and who can help her/him- this may be a parent, a teacher, a friend's mother or any other responsible person in the neighbourhood
- Support and help an abused child to cope with her/his circumstances
- Gather information about the available agencies and persons that can help and seek assistance for the child, e.g. Childline organisations/NGOs/Child Welfare Committees/Child Protection Officers.
- Report instances of abuse and ensure justice to the victim
- Register complain under the complaint mechanism system established within the community and other authorities such as the National Commission for Protection of Child Rights (NCPCR), the State Commission for Protection of Child Rights (SCPCR), Childline, etc. if required
- CPC members should familiarise with the legal protections and provisions that are available for abused children and what the related legal action entails.

Listen to the child

If any child talks to CPC Member about the abuse she/he is experiencing, it is important that the person give them an attentive and sympathetic hearing. This is the first and the most important step to build trust in the child.

The child must also feel that her/his privacy and confidentiality will not be compromised.

Do's	Don'ts
<ul style="list-style-type: none"><li>• Immediately ensure the safety of the child taking assistance from individuals or groups.</li><li>• Help the child feel comfortable, safe and confident of being heard</li><li>• Build confidence that helps the victim report abuse and seek action against the abuser</li><li>• Be supportive</li><li>• Assure the child that it was not her/his fault</li><li>• Ask questions which are very important to know the answers to</li><li>• Reassure the child and provide whatever help you can</li><li>• Maintain the child's confidentiality and privacy</li></ul>	<ul style="list-style-type: none"><li>• There is no need to investigate, while talking to the child</li><li>• Don't ask leading questions to the child for example :did the man/woman touch you?</li><li>• Do not become a complainant</li><li>• Don't be judgemental</li><li>• Don't make any promises to the child</li><li>• Recognise the limits of what you can do and/ or involve a person who can provide support that is needed</li><li>• Don't inform the parents without taking the child into confidence. Only in the cases where there is a threat to a child's life, information may be shared with a person who can provide safety to the child.</li></ul>

Existing reporting mechanisms

If anyone suspects that a child is being abused, it is important to get the child the help she/he needs. A number of mechanisms are available for assistance while dealing a case of a child abuse.

- Contact Childline (1098 - emergency number for children) for help. Childline can be contacted for any issues related to children.
- Write a complaint to State Commission for Protection of Child Rights (SCPCR) or National Commission for Protection of Child Rights (NCPCR) in case of any violation of child rights

- In case of abuse by a teacher or another child in the school, a written complaint can be sent to the education department or to the SCPCR or the NCPCR (where there is no SCPCR), with a copy marked to the Principal of the school
- In case of abuse in a child labour situation, a complaint can be forwarded to the Child Labour Officer in addition to the SCPCR or the NCPCR
- After implementation of the Integrated Child Protection Scheme (ICPS), the District Child Protection Officers appointed in each district can also be approached in cases involving child abuse or violation of child rights
- A child who is in need of care and protection can be produced by any person before the Child Welfare Committee. The Child Welfare Committees are duty bound to provide care and protection to the child
- Report the case to a Juvenile/Child Welfare Officer posted in a police station. In absence of Juvenile/Child Welfare Officer any police officer will help lodge a formal police complaint for legal action
- Call 100 in case of emergency. Calling '100' automatically ensures registration of a complaint on which police has to take immediate action
- If there is a gross violation of child rights or a person is abusing a child and the police have not taken any action against the perpetrator, a report can be sent to a local newspaper hiding the name and details of the child and highlighting the abuse being faced by the child.

***Ramesh's teacher beats him very badly for very minor mistakes made by him. Ramesh reports the abuse to the Child Protection Committee (CPC).***

**What actions can a CPC member take?**

1. Try and visit the home of Ramesh and speak to him. If there is apprehension about Ramesh being subjected to further abuse, other ways of reaching out to him should be explored. For instance, a friend of Ramesh or a member of the Children's Group could be asked to visit his house and collect the information needed.
2. Take Ramesh's parents into confidence.
3. Take Ramesh into confidence and talk to his parents so as to ensure his safety.
4. Speak to other parents and take them into confidence to strengthen the voice against abuse in schools. This will also encourage Ramesh family to come forward and initiate action against the erring teacher/school.
5. If parents are told that the law has banned corporal punishment in schools, it may help them muster courage to fight for their children's rights.
6. Go with Ramesh's parents to his school and talk to the Principal and the teacher to immediately stop using violence against any child.
7. It will certainly help if the school authorities are made to realise that the parents are a critical force and their voice cannot be ignored.
8. Community assistance should be taken and case could be taken up in the Gram Sabha if required.
9. If the abuse amounts to a crime recognised by law, it must be reported immediately to the CWC or Childline or police.

**Getting equipped with information and legal knowledge**

No action is possible unless the Child Protection Committee (CPC) members are equipped with the requisite knowledge about the laws and agencies that can provide help in dealing with child abuse.



### Few Important things to know when dealing with child abuse

Agencies working for children	Resource persons who may be helpful in such situations	Emergency numbers to remember
<ul style="list-style-type: none"> <li>• Police</li> <li>• Child helpline/NGOs</li> <li>• Child Welfare Committees</li> <li>• District Magistrate</li> <li>• District Child Protection Committee</li> <li>• State Commission for Protection of Child Rights(SCPCR)</li> <li>• National Commission for Protection of Child Rights (NCPCR)</li> </ul>	<ul style="list-style-type: none"> <li>• Panchayat members</li> <li>• Anganwadi workers</li> <li>• School teachers</li> <li>• ANM/Doctors</li> <li>• ASHA didi</li> <li>• District Child Protection Officers</li> <li>• Other District Officials</li> </ul>	<ul style="list-style-type: none"> <li>• Police -100</li> <li>• Women's Helpline -1091</li> <li>• Child helpline -1098</li> <li>• Ambulance Number - 102</li> </ul>

## What are the laws that protect children from abuse?

### Physical abuse, emotional abuse or neglect

There is no separate law dealing specifically with child abuse and its various forms. However, certain provisions in various laws can help book the perpetrators.

Often, even the police do not know which legal provisions can be used to book cases of child abuse. Therefore, equipping oneself with such information can help ensure that a case is booked under the relevant laws and provisions that exist.

### Provisions in the Juvenile Justice (Care and Protection of Children) Act, 2000, as amended in 2006

Section 23 of the Juvenile Justice (Care and Protection of Children) Act, 2000 provides for punishment for cruelty against a child by people in whose care or charge children are kept or who have control over children.

Here cruelty includes both physical and mental.

Therefore Section 23 can be used to book cases of physical, mental and emotional abuse as well as neglect. It can also be used where a child has been subjected to sexual abuse by a person having control over or charge of the child.

### Persons having charge of or control over a child include:

- Parents
- School Principal and teachers
- Employers
- Anganwadi or such other service provider under whose care a child is kept
- Head and staff of any children's home or institution where a child resides
- Doctor examining a child
- Police, if the child is in the custody of the police
- Child Welfare Committees (CWC) and Juvenile Justice Boards (JJB) that deal with children
- Any person or institution under whose care and charge a child may be kept temporarily or permanently.

**Other crimes recognised under the Juvenile Justice Act**

- Employing, using or causing a child to beg [Section 24 (1)]
- Abetment of the employment or use of a child for begging by a person having charge of such child [Section 24 (2)]
- Giving a child or doing such actions that cause a child to be given intoxicating liquor or drugs except on the prescription of a medical practitioner (Section 25)
- Procuring a child for hazardous employment, keeping such child in bondage and withholding the child's earnings for one's own use (Section 26)

An offence under Sections 23, 24, 25 or 26 can be reported to the police directly or to the Child Welfare Committee (CWC) or the Juvenile Justice Board (JJB).



**A child in need of care & protection includes a child who is:**

- Homeless
- Has an incapacitated parent
- Abandoned, missing or runaway
- Victim of natural or man-made calamity
- Victim of abuse and exploitation
- Mentally or physically challenged
- Mentally or physically ill
- HIV/AIDS affected or infected
- Trafficked - for labour, commercial and sexual purposes
- Suffering from terminal illness

**While dealing with children under this Act**

- The police must wear plain clothes
- The child cannot be kept in a police station
- The child must be produced before the Child Welfare Committee (CWC) within 24 hours
- Identity of the child i.e., name, address, including name of village, photograph must not be publicised by the media unless permitted by the Child Welfare Committee. (CWC)

Provisions under the Indian Penal Code

- Simple and grievous hurt (Sections 319 to 329);
- Criminal force and criminal assault (Sections 350 and 351);
- Criminal intimidation (Sections 503 and 506);
- Exposure and abandonment of child under twelve years, by parent or person having care of it (Section 317);
- Wrongful restraint and wrongful confinement (Sections 339; 340-346).

Corporal Punishment

The Right of Children to Free and Compulsory Education Act, 2009 bans corporal punishment in schools.

Children or their parents can make a complaint to the State Commission for Protection of Child Rights (SCPCR) if they face corporal punishment in school. If there is no State Commission, a complaint can be made to the National Commission for Protection of Child Rights (NCPCR).

For corporal punishment in schools and institutions, a case should also be booked under Section 23 of the Juvenile Justice (Care and Protection of Children) Act, 2000.

Laws dealing specifically with sexual abuse

There is no separate law dealing specifically with child sexual abuse. However, the Protection of Children from Sexual Offences Bill, 2011 has been passed by the Parliament and is awaiting President's assent before it becomes law.

About the bill:

A Bill to protect children from offences of sexual assault, sexual harassment and pornography and provide for establishment of Special Courts for trial of such offences.

Salient features:

- The Bill defines a child “as any person below the age of eighteen years”
- The Bill covers both touch and non-touch sexual offences and specifically provides for child pornography.
- It also covers sexual offences resulting from sectarian violence and treats this as an aggravated form of offence.
- The Bill defines “penetrative sexual assault” and states that any person committing “penetrative sexual assault” shall be punished with imprisonment for a term which shall not be less than seven years but which may extend to imprisonment for life, and shall also be liable to fine.
- The Bill defines “sexual assault” and states that any person committing “sexual assault” shall be punished with imprisonment for a term which shall not be less than three years but which may extend to five years
- The Bill defines “sexual harassment” and states that any person committing sexual harassment shall be punished with imprisonment for a term which may extend to three years and shall also be liable to fine.
- The Bill states that any person using child for pornographic purposes shall be punished with imprisonment of which may extend to five years and shall also be liable to fine and in the event of second or subsequent conviction with imprisonment for a term which may extend to seven years and also be liable to fine.
- The Bill lays down procedure for reporting of cases
- While laying down “procedures for recording statement of the child” the Bill states that statement of the child shall be recorded at the residence of the child or at a place where he usually resides or at the place of his choice. Further that the police officer while recording the statement of the child shall not be in uniform.
- The Bill provides power to the government to establish special courts for trial of any cases under this Act.
- It provides for mandatory reporting of sexual offences against children, even if there is an apprehension about a sexual offence likely to be committed. Failure to report is liable to punishment of 6 months or fine or both.
- In case of false reporting by a child there will be no criminal or civil action against the child, but false reporting by adults is liable to punishment of 6 months or fine or both

- Reporting in the media in such a manner that the identity of the victims is disclosed is an offence and liable to punishment of 6 months or 1 year or fine or both.
- No child can be detained in the police station in the night for any reason.
- Every child has a right to ask for a translator or an interpreter in order to express themselves better.
- Every victim has a right to get a copy of the FIR and other police reports and statements made before the police or Magistrate after the police has filed its final investigation report and before the trial begins.
- A child victim and his family/guardian is entitled to get assistance from a legal counsel of their choice.
- A child can be compensated by the court for any physical or mental trauma caused to him/her or for immediate rehabilitation of such a child.
- Special provisions for children in the course of the trial include:
  - Frequent breaks for the child during the trial.
  - Allowing a family member, a guardian, a friend or a relative, in whom the child has trust or confidence, to be present in the court.
  - The child is not to be called repeatedly to testify in the court.
  - Aggressive questioning or character assassination is not to be permitted.
  - Dignity of the child to be maintained at all times during the trial.
- No disclosure of the identity of the child at any time during the course of investigation or trial, unless it is in the best interest of the child.

Source: Bill No. XIV-C of 2011, as passed by the Rajya Sabha on 10th May, 2012

**Provisions under the Indian Penal Code-**

- Outraging the modesty of a woman (Section 354)
- Kidnapping/abduction of a woman for illicit intercourse and use of criminal intimidation or any other method of compulsion (Section 366)
- Procuration of minor girls for illicit intercourse (Section 366A)
- Importation of girls to force them into illicit intercourse (Section 366 B)
- Kidnapping / abduction to subject a person to unnatural lust of another person (Section 367)
- Selling minor girls for the purpose of prostitution (Section 372)
- Buying minor girls for the purpose of prostitution (Section 373)
- Rape' (Section 375). Sexual intercourse with a woman with or without her consent when she is under 16 years of age amounts to rape and the offender is punishable up to imprisonment for life
- Unnatural sexual offences (Section 377) is used to book cases of sexual abuse against boys
- Word, gesture or act intended to insult the modesty of a woman (Section 509).

**Medical examination of a victim of rape or unnatural sexual offence:**

1. Getting the victim examined by a doctor is very important. The medical condition of the child and her/his mental state must be assessed and stated as soon as possible.
2. The police officer conducting the investigation should get the victim properly examined by a doctor.
3. While the doctor examines the child, a woman known to the child or whom the child trusts such as a member of her/his family or friend or a social worker or member of the Child Protection Committee or an NGO staff can be with her/him.
4. It is the duty of the doctor to explain the process and necessity of such examination to the child and her/his parent/guardian. This can also be done with the help of a social worker or member of the Child Protection Committee accompanying the child.

- 5. In a rape case, the consent of the child victim/ any person competent to give such consent on the child's behalf must be obtained before conducting the medical examination. The medical examination can be done at a government hospital or such hospitals as deemed fit by the State Government. Where that is not possible, the victim should be taken for a medical examination to an independent doctor. A copy of the medical report must be obtained from the independent doctor and given to the police at the time of filing the FIR.
- 6. The doctor has to make a report about the physical as well as the mental state of the victim.
- 7. Later this report is produced before the court as evidence.

**Some important do's and don'ts in a case of rape -**

Even if there is no police station nearby to lodge the FIR, the child should be taken for a medical examination to an independent doctor as early as possible.

As far as possible, ensure that the child is not given a bath and the clothes are not washed. Soiled clothes, samples of hair of the accused that may be found on the child's body or clothes form an essential part of forensic evidence.

Impress on the doctor that all visible signs of injury caused in the course of rape must be mentioned in the medical report.

It is the right of every such abused child to get medical treatment upon examination. Ensure that necessary treatment is also provided and immediate complaint is made to the Chief Medical Officer of the hospital or the SCPCR/NCPCR.

**Victim protection and witness assistance in case of sexual offences**

- In the last few years, the courts have time and again given judgements that lay down guidelines for the police, hospitals and courts on how to deal with victims of sexual abuse.
- Special courts are meant to be set up at the district level to deal with crimes against children and ensure speedy justice.
- No child can be called to a police station. It is the duty of the police to reach out to a child victim of abuse. The policemen cannot be in uniform when they are interacting with children.
- No child can be made to sign on a statement recorded by the police.
- The statement of the victim before a Magistrate must be recorded as early as possible.
- There should in-camera trials in rape cases. This implies that the trial cannot take place in an open court. Only the victim, the victim's lawyer, the accused and the lawyer of the accused, the victim's parent or a person trusted by her/him can be part of the trial.
- There should be a screen between the victim and the accused.
- No direct questions can be put to the victim by the defence lawyer at the time of cross-examination. The defence lawyer will have to give the questions in writing to the judge, who will decide on whether the question should be allowed or not. Only the judge can question the victim on the basis of the questions that she/he accepts.
- If it is possible, video conferencing and such other techniques should be used to record the evidence of the victim as well as for cross examination so that the victim can be prevented from any further trauma that may be caused by being brought to the court.
- The travel expenses of the victim and the family member accompanying the child to the court can be claimed from the court.
- Every child has a right to receive legal aid. The Legal Services Authorities Act, 1987 lays down the entitlements to legal services.

Reporting a case of abuse: Things to know

What is a complaint?

A complaint can be made by any person. Complaints made to the police in person can be verbal or written. A complainant may keep a photocopy of the written complaint made to the police and receive a complaint number for it.

What is a daily diary/general diary?

All complaints received by the police, telephonic, verbal or written have to be entered into the Daily Diary Register maintained at every police station. In Hindi, it is called the Roznamcha. It is also sometimes referred to as the Station Diary.

A complainant must ask for the DD number (Registration number of the case entered into the daily diary or general diary).

What is a first information report (FIR)?

The first information received by the police of the commission of an offence becomes the FIR. It is the basis for further investigation by the police. An FIR can be lodged by an aggrieved person or somebody on her/his behalf.

Anyone can lodge an FIR by dialling the Police Control Room (PCR) No. 100.

An FIR is lodged only in cognisable offences. A cognisable offence is where the police do not require permission from a Magistrate to investigate a complaint and arrest the accused.

Any person aggrieved by a refusal on the part of an officer in charge of a police station to record the information may send the substance of such information, in writing and by post, to the Superintendent of Police.

What is the importance and significance of FIR?

- The FIR provides some highly valuable and vital piece of information for corroboration of evidence produced in a criminal trial
- It is the first version of the incident and is of considerable value as it reveals the materials that the investigation commenced with and the original version of the story
- In case of an oral complaint made to the police, the information taken down has to be read aloud to the complainant/informant
- A copy of the FIR has to be served free of cost to the complainant/informant. This is mandatory.

What are the essentials of an FIR?

FIR should be precise and should give facts showing commission of the offence enabling the police to take up investigation.

Details regarding the circumstances of the crime should be stated clearly.

The complainant must go to the police station with as much of material facts as possible, and with all the relevant proof and documents, if they exist.

It must have the date and time of occurrence of crime as well as time of lodging the FIR. If there is any delay in filing the FIR it must be mentioned therein.

A description of the accused should be mentioned as far as possible.

Feedback	
<p><b>Is there a need for the child to be present at the police station when the offender is being questioned?</b></p> <p>No. In fact, the child need not be brought to the police station at all.</p> <p><b>Is there a procedure for taking photographs? Who takes them (NGO or police)?</b></p> <p>Photographs related to injury and other such details must be recorded too. However, no specific procedure is laid down.</p> <p><b>In case of child victims, is it mandatory that the child herself/himself has to lodge a complaint at the police station?</b></p> <p>No. The offence can be reported either in writing (personally or through post) or by narrating orally to officer in-charge of the police station or even over the telephone. Any person having information regarding the offence can report it.</p> <p><b>When a victimised child comes to a police station, what are the safeguards to minimise his trauma?</b></p> <p>In every police station, officers designated as the 'Juvenile or the Child Welfare Officer' (JCWO) are available. They are expected to handle the matters relating to children in distress as well as juveniles. They work in association with approved NGOs. This is to ensure that the child is not insensitively handled by untrained uniformed officers.</p> <p><b>Can a child kept in the police station during enquiry?</b></p> <p>No. A child in conflict with law or child victim cannot be kept in a police station. As an immediate measure, the care of the child victim should be entrusted to approved NGOs/ Childline volunteers. A child in conflict with law should be produced before the Juvenile Justice Board within 24 hours.</p> <p><b>Can a child be taken to the police station for enquiry?</b></p> <p>No. A child witness can be examined by the police only at her/his residence.</p> <p><b>What is the role of the designated police officer of a police station?</b></p> <p>The designated police officer of the police station, besides dealing with the cases involving juveniles, is also the Nodal Officer for attending the calls from 'Child Helpline' and for investigating cases relating to child abuse. It is the duty of the SHOs to ensure that the designated officers personally attend cases involving child victims.</p>	<p>It is a good practice to take a feedback from the participants at the end of a training programme. There are no specific tools for seeking feedback. Nonetheless, it is important to take a feedback on the following points:</p> <ul style="list-style-type: none"><li>• Whether expectations set out in the beginning of the training programme were adequately met by the facilitator-cum-trainer</li><li>• Has the understanding level of the participants improved at the end of the programme?</li><li>• Was the content of the training module found to be relevant?</li><li>• Did the participants find the tools and techniques of training useful?</li><li>• What did they like about the programme and what did they not like?</li><li>• Points that require further clarification, if any</li><li>• Feedback on the duration of the programme</li><li>• Suggestions to further improve the programme.</li></ul>
<sup>1</sup> Combating Child Trafficking, A User's Handbook, 2007. HAQ: Centre for Child Rights	
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# Annexure

## Session plan for Training of Trainers (ToT)

<b>Day I</b>	
<b>Session I</b>	<b>1 hour</b>
Introduction	
Expectations	
Setting the ground rules	
<b>Session II</b>	<b>3 hours</b>
<b>Training on child abuse:role of a facilitator</b>	
Understanding self attitude:A pre-requisite	
Why child rights?	
Why child abuse?	
Discussing child abuse with community-based groups	
- Communication skills	
- Knowledge and information	
- Do's and don'ts	
<b>Session III</b>	<b>2 hours</b>
Discussing child abuse some methods and tools	
Understanding child abuse	
- What is child abuse?	
- Identifying different forms of abuse	
- Myths and facts	

<b>Day 2</b>	
<b>Session I</b>	<b>½ hour</b>
Recap	
<b>Session II</b>	<b>3 hours</b>
Understanding child abuse continuation from Day I	
- What is child abuse?	
- Identifying different forms of abuse	
- Myths and facts	
- Impact of child abuse on children and society in general	
<b>Session III</b>	<b>2 hours</b>
Preventing and dealing with child abuse	
- Developing a Plan of Action	
- Role of CPCs and Children's Groups	

Day 3

Session I

½ hour

Recap

It may not be possible to get members of the Child Protection Committees to sit for a 3 day training programme. Training them may require a schedule that is spread over a couple of days keeping in mind their availability, their time and attention spans. Accordingly, a draft programme consisting of sessions is provided below to help CPC members understand child abuse, its various forms, myths and facts about different forms of child abuse, and what can they do to prevent and deal with it.

Session II

2 hours

Preventing and dealing with child abuse

- Continuation from Day II

• Advocacy

Where it is possible to have a three-day training programme, the draft programme schedule for Training of Trainers given above can be followed.

Session I

1 hour

Introduction

Expectations

Setting the ground rules

Session II

2 hours

Reporting child abuse

Laws that may be used

Session II

3 hours

Understanding self-attitude: A pre-requisite

Why child rights?

Why child abuse?

Discussing child abuse within the community

- How to communicate

- Importance of requisite knowledge and information

- Do's and Don'ts

Session III

1 hour

Summing up and feedback



Draft Programme for a Training of Children's Groups

It may not be possible to get children to sit for a 3 day training programme. Training Children's Groups requires a schedule that is spread over a couple of days, keeping in mind the availability of children, their time and attention spans. Keeping this in mind a draft programme in terms of sessions has been laid out to help children understand child abuse, its various forms, myths and facts about different forms of child abuse, what can children do to prevent and deal with it and how do the laws protect them.

Session I2 hours

Setting the ground for discussions on child abuse

Who is a child?

Listing various situations when children feel unprotected

What are children's rights?

What do we mean by right to protection?

Session II2 hours

What does it mean to be abused?

Who is an abused child?

Who can be an abuser?

How does a child understand abuse?

Questions that arise in a child's mind when faced with abuse

Session III

Understanding child abuse2 hours

Physical Abuse

Signs and symptoms

Impact

Myths and facts

(Group work using case-studies based on real-life situations)

Session IV2 hours

Emotional and verbal abuse

Signs and symptoms

Impacts

Myths and facts

(Group work using case-studies based on real-life situations)

Session V2 hours

Neglect

Signs and symptoms

Impact

Myths and facts

(Group work using case-studies based on real life situations)

