

REPORT ON THE TWO DAY CONSULTATION WORKSHOP ON CHILD PROTECTION CURRICULUM

Day 1: Two day Consultation Workshop on Child Protection Curriculum

14th November (Tuesday)

The Consultative workshop on Curriculum Development on Child Protection was a resultant exercise followed out of the discussions in the meeting conducted between the working group members on the 08 of November, 2017. The proceedings of the two day workshop were as follows:

11.00 am: The workshop was formally started by Mr. Javaid Rashid introducing the workshop theme, the sponsors (UNICEF and Save the Children) and the participants of the workshop. Mr. Javaid Rashid detailed about the proceedings of the workshop and the outcomes of the meeting conducted between the working group members. He also gave an overview of the schedule of the workshop and the constituent technical and brain storming sessions. The participants of the workshop were:

1. Prof. Zubair Meenai (Professor, Jamia Milia Islamia, New Delhi)
2. Dr. Sheikh Showkat (Head and Dean, School of Legal Studies)
3. Dr. Shazia Manzoor (Coordinator, Dept. of Social Work)
4. Dr. Aadil Bashir (Sr. Asst. Professor, Dept. of Social Work)
5. Dr. Wakar Amin (Asst. Prof, Dept. of Social Work)
6. Dr. Saima Farhad (Asst. Professor, Dept. of Social Work)
7. Dr. Yasir Bhat, Assistant Professor, Dept. of Psychology)
8. Dr. Sarafray Ahmad, (Asst. Professor, Dept. of Social Work)
9. Mr. Mohammad Sharif Bhat, General Manger, Save the Children, J&K.
10. Mr. Javaid Rashid, Asst. Professor, Dept. of Social Work)

11. Mrs. Asma Dhar, Advocacy and Communication Asst. Manager, Save the Children, J&K.

12. Ms. Amira Wali, Ph.D Scholar/ Rapporteur.

13. Mr. Kaiser, Ph.D Scholar, Dept. of Social Work, UoK.

14. Mr. Khalid Bashir, MSW Student, UoK

15. Mr. Sajad Ahmad, MSW Student, UoK

Session-I

11.10 am: Dr. Shazia Manzoor formally welcomed the participants and specified the aims and objectives of the workshop.

Dr. Shazia Manzoor detailed the following objectives:

1. The need for having a curriculum for MSW course work emphasizing child protection.
2. Establishing link between curriculum and field realities.
3. Introduction of the Integrated Child Protection Scheme (ICPS), furthering the need of having knowledge base about child rights and protection.
4. Deliberation and Re-organization on the spread of content over one / two core papers and elective papers.
5. Maintenance of inter-disciplinarity in the Elective Course syllabi.
6. Discussion on introduction of advance diploma/ certificate courses on Protection of Child Rights.

11.20 am: Prof. Zubair Meenai delivered the Key-Note address that set the stage for deliberation on various child protection issues. The key note presentation was a comprehensive address entailing basic concepts regarding child protection, statistics, legislative measures and child protection systems and mechanisms. The presentation was also supplemented with detailing regarding Child Protection systems and the curriculum and processes of Child Protection. Emphasis was laid down on strengthening the role of family, community and encouraging foster care.

11.45 am: The floor was open for discussion and certain important pointers came from the participants.

- The participants mentioned personalized experiences regarding child vulnerabilities, adoption and foster care, within the context of a conflict situation.
- Institutional care and quality standards need to be stressed and taken care of.
- Economic viability and sustainability of the child protection programs to be kept in mind.
- The need to acknowledge problems of children and not be in denial.
- Institutions (primary and secondary) as means of perpetrating poor dynamics and showing examples of extreme child discipline.
- Children outside the family situation and prone to vulnerabilities
- Children in conflict with law

1.00 pm: Lecture I: Dr. Aadil Bashir

The lecture was a vibrant detailing of children and their rights in a conflict scenario. The shift from relief to a rights based approach with respect to children was discussed. The evolution of Juvenile Justice (J.J) Act was traced with respect to the state context and certain legal sanctions guaranteed by this act were discussed to be missing on ground situation, especially pertaining to foster/ institutional care. The psychosocial repercussions on children, loss towards good childhood memories, recreational damage etc. were highlighted. As we embark upon a right's based approach, some important observations made towards this end were absence of Protection of Children from Sexual Offenses, 2012 (POSCO) and Right to Education (RTE, 2009) Act in our state.

1.30 pm: Lecture II: Dr. Saima Farhad

The lecture was a personalized view of the bringing up and conditioning of male and female children. Preferences regarding male children were still very prevalent in our society and that translated into the attitudes, beliefs and practices of people. There was a strong bias in case of body images of children. Instances quoted were preferences to non-pubertal children as domestic help. It was stressed upon to have a gender lens on while discussing children's policies and also while devising curriculum on children and their rights. Gender specific orphanages were advocated for. Focus on

experiential learning of students as children vis a vis their rights was also stressed upon to be included in curriculum.

1.45 pm- 2.30 pm: Lunch Break

2.30 pm: Lecture III: Dr. Sheikh Showkat Hussain

This was a detailed lecture on legal perspectives on the national and international front regarding child rights and child protection. The legal intricacies of the concept of a child, humanitarian perspectives, national and international conventions on child rights, child trafficking, special protection zones of children, right to naming of children, constitutional sanctions to children, interrelatedness of right to life and a right to conducive environment with child rights, right to loss against natural environment in calamities, right to education, right against exploitation and child marriage, right against torture and trauma, and parental duties and guardianship acts, were thoroughly discussed along with their niceties. The delay in extension of the central laws towards the state led to great losses to childhood, gross violations of human rights and delay in child protection mechanisms. The mechanisms to address these delays via curriculum and advocacy were discussed.

3.30 pm: Lecture IV Dr. Wakar Amin

The lecture highlighted the impediments in transacting the right to quality education in the class room environments. There was severe lack of enabling conditions for inclusivity in education towards children who are differently-abled, have learning disabilities or are in difficult health situations (juvenile diabetes, HIV positive children, children with cancer etc.) that require special care and attention. The lack seemed to be prominent on the basis of physical infrastructure as well as teacher trainings. There was stress on sensitizing the students of child rights towards these pertinent issues.

3.45 pm: Lecture V: Dr. Sarfaraz Ahmad

The lecture was a reflection of field experiences regarding children in orphanages. The problems children face in institutional care were highlighted. Educational losses, psychosocial and adjustment problems,

health deterioration, deviance, loss of a social environment, limited exposure, vengeful attitudes were common and state response was limited. The need of introducing vocational education and strengthening the state role were stressed upon.

4.00 pm – 4.45 pm: Deliberation, Tea and Wrap up

The lectures for the day laid grounds for the content and context of child right's curriculum. Prof. Zubair Meenai facilitated the deliberation and detailed that the curriculum devised should be such that minimum leakages occurred between the intent, teaching, learning and practicing social work. The outcomes could be such that the students opting for Elective course work could be sensitized about child rights and the Core course paper could be devised so as to develop academic and field work rigor in social work practice regarding child rights. The extent of generality and specificity of the course work was to be discussed and worked upon. The syllabus was worked upon to be made sequential and with uniform sub units. The referencing of books and materials regarding child rights was to be taken care of.

It was decided by the end of the first day of workshop that in place of two, there would be one paper in the Core Course with four credits and one paper for Elective Course with two credits.

Day Two: Two day Consultation Workshop on Child Protection Curriculum

15th November (Wednesday)

11.00 am: Mr. Javaid Rashid opened the workshop and outlined the tasks ahead for the day. The tasks were achieved on the basis of group exercise conducted throughout the day.

1. Review of MSW 3rd and 4th Semester syllabus

This task was required to carry out the proper re-structuring and weeding of the syllabus in addition to understanding the scope of child rights and child protection in the syllabi, with its emphasis on concepts and basics in

the other papers so that rigorous content could be included in the new Core Paper on child rights, within the purview of the objectives so framed. Though it was a review exercise for the MSW III and IV semester curriculum, ultimately all the semester syllabi were thoroughly reviewed in order to develop a scope and background on understanding children and their rights.

This task was achieved on the basis of an intensive brain storming and deliberative exercise with active inputs from the Expert, the faculty members of the department, the guest faculty and the guests from Save the Children.

The inputs of this exercise are detailed below:

- In **Human Development and Social Psychology**, there could be an addition on Ecological Approach-Micro and Macro environments, in Unit 2 (Core Paper MSW I).
- In **Society and Social Work**, demographic sociology could help in detailing on the components of children (Core Paper MSW I).
- In **Perspectives in Development**, the development debates could touch the issues of gender and child budgeting. Issues in development could be discussed with children as an important analytical category (Discipline Centric Elective MSW I).
- The **Field Work Practicum** could arrange observational visits to children focus institutes. Also add Field Work Manual. (Discipline Centric Elective MSW I).
- In **Social Problems**, there could be an addition of children in conflict with law in the sub unit dealing with major problems of J&K. The Juvenile Justice Act (JJ Act) could also be touched here (Open Elective MSW I).
- In **Social Work with Individuals**, add the topic of Case Management (Core paper MSW II)
- In **Social Work Research**, a sub unit on researching with children could be added (Core Paper MSW II).
- In **Family, Women and Child Welfare**, it was suggested not to teach the welfare programs but the approach and strategic shifts in welfare. Hence, thorough reorganization of this paper was suggested

and the task was assigned to Dr. Aadil Bashir and Dr. Saima Farhad (Core Paper MSW II).

- In **Human Rights**, it was suggested to teach UNCRC. It was also deemed relevant to add about J&K constitution in this paper (Generic Elective MSW II).
- About the J&K constitution it was also suggested that its detailing could be taken up at the orientation classes for social work students.
- In **Social Policy and Planning**, Unit II and III could be reorganized to include child rights, advocacy and lobbying (Core Paper MSW III).
- In **Counselling Theory and Practice**, child as a counselee and gender centric approach could be discussed in Unit IV (Core paper MSW III).
- In **Social Group Work**, Group work with Children could be added in Unit IV (Core Paper MSW III).
- In **Social Justice and Human Rights**, J&K Constitution could be added in Unit I and UNCRC in Unit II (Core paper MSW III).
- In **Child Rights**, MDGs terminology was to be updated to SDGs. The central laws like the JJ Act have to be highlighted in terms of critical provisions and then narrowed down to state. The differences between centre and state could be outlined (Generic Elective MSW III).
- In **Personality Development and Soft Skills**, Problem tree to be replaced with Appreciative Analysis, Active Listening, and the important Life Skills to be discussed (Open Elective MSW III).
- In **Social Welfare Administration**, include tools like logical framework and differentiate between the various rules of NGO formation between the centre and the state (Core Paper MSW IV).
- In **Social Work and HIV**, include Inclusive Education with children having health issues (Open Elective MSW IV).

2. Finalising the objectives of the curriculum on Child Protection

12.30 pm: As decided the previous, the content of the curriculum on Child protection and Child Rights was decided to be restricted to one core and one elective paper. This was facilitated by re organizing exercise of the curriculum in all four semesters where the space for sensitization towards

Child Rights and Child protection issues was created. The contents of the new papers to be introduced had to be framed within certain objectives. The broader objectives on transacting child protection curriculum were narrowed down as per the detailed discussion and inputs of the Expert (Prof. Zubair Meenai) and the worthy participants of the workshop. The final objectives framed were:

- Explain the different perspectives on child and childhood.
- Identify the nature of risk factors and protective forces within adult-child relationships.
- Discuss and describe the role of State in protection and rehabilitation of children in difficult situations like our region is facing.
- Identify the gaps in services and role of Child Protection Schemes in addressing the gaps.

Owing to its complex nature, the second objective was decided to be kept for a later discussion. The transactional modalities in class room setting needed to be discussed upon further.

4. Framing of Curriculum for course paper

1.00pm to 3.15 pm (with lunch break in between)

The workshop started the arduous and deliberative exercise of framing the content for the Core Paper and the tentative draft is detailed as under.

Unit I: Child Vulnerability and Need for Protection

- Understanding Childhood:
 - Different perspectives on Childhood (Social & Legal Construct)
 - Adult-child dynamics
- Vulnerabilities and Implications:
 - Risk Factors (Thematic categories: Physical, Mental, Sexual, Social, Cultural, etc)
- Vulnerability Mapping (Institutional and Non-institutional; Gender-related, Child with Disabilities, Disasters/ Emergencies,)

Unit II: Child Protection Approaches and Strategies

- Understanding Child Protection: System and Structure
- Traditional Approaches: Institutional and Non-Institutional (Kinship care, *Kafala*, *Bait-ul-Maal* , Orphanages, sponsorship,)
- Community Based Approach: CPC, Children's Group, CFSs, etc
- Legal Approach: State Response and Intervention

Unit III: Child Protection and Law including provisions in J&K

- The Protection of Children from Sexual Offences Act 2012 (POSCO)
- Revised Integrated Child Protection Scheme (2014) (ICPS)
- Juvenile Justice (Child Care & Protection) Act, 2015 (JJ Act)
- Supreme Court Judgment on WP Crl 102 of 2007 dated 5 May 2017

Unit IV Child Protection: Tools and Techniques

- Vulnerability Mapping and Assessment
- Preparation of Individual Child Care Plan and Case Management
- Quality Standards of Care in Child Care Institutions
- Existing Tools on Child Protection (DNA, CP Audit, DRR)
- Best Practices across Globe.

This was a primary draft and some of the topics needed to be discussed upon further to assess the transactional feasibility, correctness and operationalisation of the terms used and development and application for proper tools for mapping and child protection. The participants were asked to reflect on these issues further and Save the Children management was requested to provide assistance regarding the tools that could be used.

5. Framing of syllabus for Open Elective Course.

3.15 pm to 4.00pm: One elective paper with two credits and four sub units each was drafted after the formulation of objectives. Due care was taken in framing of the title of the paper, title of the units as well as choosing terminologies used in the sub units. The transactional feasibility of the content in class room situation was also assessed. The syllabus drafted is detailed below.

Open Elective Course: Child Rights

Unit I: Understanding Children

- Child and childhood: concept and definition
- Child: Vulnerability and Protection
- Children in J&K: Major issues
- UNCRC, Constitutional Provisions for Children

Unit II: Legal Provision for Children

- Rights Based Approach
- Juvenile Justice Act (JJA),
- Legislations for Children
- NGOs working for children

4.00 pm- 4.15 pm: The possibility of transaction of certain diploma and certificate courses on Child Rights and Child Protection through distance mode in the University was discussed. There were some pertinent tasks yet to be completed during the workshop. Some new assignments that were an outcome of the workshop that would act as indispensable feeders to the content were also to be completed. In order to accomplish them and approve the final syllabi group, the participants thus agreed to meet again on the 24 and 25th November tentatively.

4.15 pm: The Workshop ended on vote of thanks from the Coordinator Dr. Shazia Manzoor and tea.
