Training Manual

For Frontline Workers (Bridge Course Educators, Outreach Workers and Community Volunteers)

NATIONAL INSTITUTE OF PUBLIC COOPERATION AND CHILD DEVELOPMENT

PROJECT TEAM

Overall Guidance	**:**	Dr. K.C. George Joint Director
Project In-charge	**:**	Dr. Sanghamitra Barik Deputy Director
Assistance in developing the training manual	**:**	Ms. Nitika Gupta Project Assistant
Computer Support	**:**	Shri Padam Kumar Meena Data Entry Operator

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INTRODUCTION TO THE MANUAL

INTRODUCTION

Children are innocent and vulnerable by nature. All children need to be groomed well in order to make them self-dependent and empowered. The major responsibility of grooming the children is of the family and the society. However, the society needs to ensure the protection of the rights of the children in all aspects of the society.

Homeless children, pavement dwellers, street and working children, child substance abusers and child beggars, left on their own and in need of care and support, residing in both urban semi-urban areas. They are living in conditions of extreme deprivation compounded by lack of shelter and access to basic services like sanitation, safe drinking water, education, health care, recreational facilities, etc. They become the victims of sexual abuse, exploitation, discrimination. Children falling under these categories are commonly dwelling on railway tracks, under flyovers, crowded market areas, tourist destinations, bus stands etc. which becomes risky to their lives and hampers their physical and mental health. It is seen that it has become their means of earning for themselves. However, it is quite necessary to provide facilities such as food, counselling, education and other services that are beneficial for them.

The NCRB data reveals that cases for crime against children increased from 1, 06, 958 in 2016 to 1, 29, 032 in 2017 which is 20 per cent –higher than overall number of **crimes** which rose by 3.6 per cent. The analysis is based on the latest National **Crime** Records Bureau for 2016-2017 data released on October 21, **2019** after a gap of two years. As many as 350 crimes were committed every day against children in 2017 in the country with Uttar Pradesh and Madhya Pradesh emerging as the top two States. In addition, the State of Jharkhand saw the highest increase at 73.9 per cent while Manipur had a significant decline of 18.7 per cent between 2016 and 2017. The crime reported under the Juvenile Justice (Care and Protection of Children) Act, 2015, also shows an increase with reportage of 2,452 cases in 2017, an increase of 8.83 per cent from 2016. The increase in reported cases of child marriage and child labour could be deemed as a "positive development" since both issues often got social sanction but always went under-reported. For crimes under the Protection of Children from Sexual Offences (POCSO) Act, there has been an increase in the reportage to 32,608 cases in 2017 as compared to 36,022 cases in 2016. Also, there was only one per cent decrease in cases of sexual assault reported under the POCSO Act or Section 356 of the IPC. In all, 1,550 children were murdered in the country in 2017 which included 73 incidents of infanticides. Rapes were committed against 10,221 children while 56,622 minors were abducted. Identifying vulnerable children and families and strengthening community-level child protection systems are key to prevent crimes against children.

In order to protect these children from vulnerability, the Juvenile Justice (Care and Protection of Children) Act, 2015 and Child Protection Services Scheme provides such provisions through establishing different homes for the children. This Act has also focused upon the multiple roles of outreach workers and community volunteers in identifying the children who are at risk. The other

roles mentioned in the scheme are to attract the children from their present vulnerable life situation to a safe environment, to wean these children away from the vulnerable situations by sustained interventions, guide these children away from high risk and socially deviant behaviors, carryout out regular follow up to ensure that children do not return to vulnerable situations,use innovative child friendly approaches and outreach activities to make contact with them and to link the children to non-formal education or bridge course education. They are also responsible for providing awareness generation camps relating to violence against children, types of abuses, child protection etc.

This manual is focusing upon the topics that are beneficial for imparting training to the outreach workers and the community volunteers so as to implement the applied knowledge in the field. The topics that are covered in this manual includes the concept of child rights, issues related to children, the policies and programmes meant for the protection of their rights, process of rescuing children which is very important to know and understand for the outreach workers.

Training continues to be an integral component of the development programmes as the main instrument for human resource. India's determined effort in development planning in recent years, paying increasing attention to the formulation of a large number of programmes/projects and making large investments of resources with regard to development have laid a promising base for economic and social development of the country. Training enhances the efficiency and effectiveness of people at work for development programmes by enhancing their functional knowledge and skills and changing attitudes required for the accomplishment of their assigned responsibilities at a desirable level of performance. It is specially designed to improve and update professional knowledge; develop skills and relevant know-how; and foster effective perceptions and attitude towards work, fellow officials and the people.

NIPCCD has been designated as a Nodal Agency by MWCD for training and capacity building of the functionaries of Child Protection Services Scheme. The proposed Manual was part of the approved Work plan of the Institute approved by Executive Council of the Institute for the year 2019-20. Accordingly, this Manual among others has been indicated in the approved training calendar for the year 2019-20, of the Institute. This Manual would facilitate the training process.

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How to use the Manual

This Manual is based on interaction between trainers and participants. It emphasizes extensive use of participatory and interactive exercises to help the participants in the learning process. It is designed in the form of a reference document and to assist the trainer to accomplish the task with tips for trainers and facilitators where necessary, games and exercises that can help facilitate the sessions and content specific information which will help the trainers/facilitators/ resource persons conduct training programmes successfully.

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Trainers/facilitators in different states will have to look for state-specific information to assist the participants with tools that will help them perform their role suitably. These include state-specific situation of children, cases, issues and concerns of children etc.

Objectives: The **main objectives** of the induction training are to:

1. enhance the knowledge of the participants about child rights and provisions under Juvenile Justice Act, 2015 and Model Rules;

2. enhance the participants about Child Protection Services Scheme and its service delivery structure ;

3. orient them to carry out resource mapping exercises in Child Protection;

4. discuss about importance of IEC & advocacy in Child Protection;

5. explain them how to conduct an effective survey in the community in the context of child protection;

6. make them aware about their job responsibilities under Child Protection Services Scheme;

7. identification of vulnerable families and children to avail facilities under Child Protection Services Scheme; and,

8. strengthening community level child protection system to ensure better child protection services.

ROLE OF THE FACILITATOR

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A facilitator guides the participants in learning the skills presented in the course materials. They need to provide a safe, nurturing and open environment to discuss various concepts and relevant information in a manner sensitive to the needs, feelings and attitude of all the participants. The term facilitator is used instead of trainer since a facilitator does not provide ready answers or solutions but fosters a wider understanding of issues through the process of dialogue and discussion.

Guidelines for the facilitators:
In order to promote experiential learning through optimum participation and interaction, the facilitators should pay attention to the following aspects:

Dear Facilitators,

- This training module is developed to facilitate and prepare you for conducting a 5-day Training Programme for Programme Managers and Programme Officers of State Child Protection Society
- You are expected to go through the entire module and prepare yourself to conduct the training efficiently.
- Each session per day is detailed out. Make sure that you have read the day's sessions before initiating the programme.
- You will also need to plan and manage the time at your disposal so that all sessions are given the required attention and importance.

Training Environment:

The facilitator should promote a friendly and cooperative environment. It is important to:

- Respond positively to questions from participants.
- Acknowledge the responses of all participants to encourage their continued attention and participation. It can be done with an encouraging comment such as "thank you" or a nod.
- If a participant has missed the point, it is important to ask for clarification or ask another participant for a response or suggestion.

Setting Ground Rules:

It is beneficial to set some ground rules based on consensus at the beginning of the training in order to ensure:

- Fairness and sensitivity within the training.
- Participants must respect each other's right to participate and share thoughts.
- Participants ask questions in a positive, open and accepting atmosphere.

Appropriateness of the Training:

- Although the contents and design of the training module are standardized for convenience, the facilitator should adapt ideas and concepts to suit local needs.
- The medium of training and instructions should always be in the language best understood by the participants. Sometimes a mixed language approach may be followed if needed.

Prepare:

- Make sure that all your participants are aware about the training programme.
- There is proper arrangement of boarding and lodging for the participants.
- There is sufficient space for group activities.

Instructions:

- Base your discussion on the needs of the trainees and on the tasks they are expected to do.
- Concentrate on the essential aspects related to children i.e. child rights, importance of education etc.
- Make sure that all the training formalities are taken care of.
- The "Directions for Facilitators" has been designed to guide them for an effective session.
- Key points to be kept in mind while conducting the session are as under:

Time Management: A pre-defined time has been allocated for each session. However, it is to be ensured that the training should be completed within the duration of five days. The Facilitator should take care to assign adequate time for the activities listed during the session.

Guided Objectives: Each session has a distinct objective, which needs to be reviewed before the beginning of the session.

Recapitulate: At the beginning of each day during the training, a recap of previous day session should be done with the participants. Any gaps can be thus fulfilled after the feedback of the previous day.

Training Approach: The Facilitator should focus on improvising the group activity as per the group of trainees. The experiences of the trainees should be utilized for enriching the session as well.

Feedback and Evaluation: At the end of the training, the Facilitator should take feedback from the trainees, along with their suggestions so that gaps can be addressed in consequent trainings.

Energizers and Jogs: it can be carried out for rapport building among the participants. In order to ascertain the level of knowledge of functionaries of SCPS, a **Pre Training Assessment Proforma** would be administered at the beginning so that adequate inputs can be incorporated while conducting the training sessions.

After attending the five days training programme, **Post Training Assessment Proforma** would be administered to ascertain the knowledge gained by functionaries of SCPS.

Facilitator's Check List: Some "Do's and Don'ts" for the facilitators

The Facilitators MUST...

- Read the module thoroughly before and work through the activities in each session to be familiar with the responses and explanations required.
- Be well prepared on the goals and structure of the training program.
- Make the sessions simple and easy to understand.
- Demonstrate enthusiasm for the topics covered in the training and for the work that the participants are doing.
- Be receptive to each participant's questions and needs.
- Ensure each participant gets a chance to be heard.
- Ensure everyone takes part in the discussion and encourage participants to go beyond one-word responses.
- Practice mock sessions with colleagues before conducting the actual training.
- Be updated on the latest information regarding ICPS, JJ System, various legislations, policies and programmes concerning children, initiatives and interventions also.
- Be available to the participants even after the sessions for answering questions/queries of the participants.
- Think of and be prepared with a lot of energizers to be conducted in between sessions.

The facilitators must ensure that they:-

- DON'T cut off discussion because it may make them uncomfortable.
- DON'T let participants ridicule or otherwise not listen to one another.
- DON'T skip any discussions and questions.
- DON'T dominate the discussion or lead them from their own reference point and perspective.
- DON'T be judgmental.
- DON'T make the participants feel targeted.
- DON'T raise voice or express negative emotions verbally and/or non-verbally (through facial expressions or any other gesture) to control the flow of discussions.

Training Manual and Programme Schedule

(Five Days Duration)

DAY – 1 (Monday)	
Time	**Topic**
9:30 a.m. – 10:00 a.m.	Registration
10:00 a.m. - 10:45 a.m.	Introductory/ Inaugural Session
10:45 a.m. -11:00 a.m.	**Tea Break**
11:00 a.m. – 12:00 p.m.	Rapport Building/ Ice Breaking& Pre-Training Assessment
12:00 p.m. – 1:30 p.m.	Understanding Child Rights
1:30 p.m. – 2:15 p.m.	**Lunch Break**
2:15 p.m. – 3:30 p.m.	Knowing the vulnerable children and understanding the causes of their vulnerability
3:30 p.m. – 3:45 p.m.	**Tea Break**
3:45 p.m. –5:30 p.m.	Salient Features of the Juvenile Justice (Care and Protection of Children) Act, 2015 & Model Rules, 2016
DAY – 2 (Tuesday)	
Time	**Topic**
9:30 a.m. – 9:45 a.m.	Recap of the Previous Day
9:45 a.m. - 11:00 a.m.	Child Protection Services Scheme: Objectives and Service delivery mechanisms
11:00 a.m. -11:15 a.m.	**Tea Break**
11:15 a.m. – 12:30 p.m.	Policies and programmes concerning children (Child Protection Policy; Childline, National Child Labour Project (NCLP), SSA etc.)
12:30p.m. – 1:45 p.m.	Effective Institutional Care under the JJ Act
1:45 p.m. – 2:30 p.m.	**Lunch Break**
2:30 p.m. – 3:45 p.m.	Non- Institutional Care under the JJ Act
3:45 p.m. – 4:00 p.m.	**Tea Break**
4:00 p.m. – 5.30 p.m.	An Overview of POCSO Act, 2012&its Amendment Act, 2019 including Online Protection of Children from Sexual Abuse
DAY – 3 (Wednesday)	
Time	**Topics**
9:30 a.m. – 9:45 a.m.	Recap of the Previous Day
9:45 a.m. - 11:00 a.m.	Open Shelters under Child Protection Services Scheme: Concept and Facilities

11:00 a.m. -11:15 a.m.	**Tea Break**
11:15 a.m. – 12:30 p.m.	Role of Bridge Course Educators, Outreach Workers and Community Volunteers
12:30p.m. – 1:45p.m.	How to communicate with the children
1:45 p.m. – 2:30 p.m.	**Lunch Break**
2:30 p.m. – 3:45 p.m.	Rescue and restoration of the children
3:45 p.m. – 4:00 p.m.	**Tea Break**
4:00 p.m. – 5.30 p.m.	Counselling of children in vulnerable situations
DAY – 4 (Thursday)	
Time	**Topic**
9:30 a.m. – 9:45 a.m.	Recap of the Previous Day
9:45 a.m. - 11:00 a.m.	How to conduct a survey
11:00 a.m. -11:15 a.m.	**Tea Break**
11:15 a.m. – 12:30 p.m.	How to ensure community participation in Child Protection Service Scheme
12:30p.m. – 1:45p.m.	Importance of IEC & advocacy in Child Protection Services Scheme
1:45 p.m. – 2:30 p.m.	**Lunch Break**
2:30 p.m. – 3:45 p.m.	How to conduct Resource Mapping Exercises (Identification of families and children at risk in the community)
3:45 p.m. – 4:00 p.m.	**Tea Break**
4:00 p.m. – 5.30 p.m.	Facilitating the functioning of village level committees (Anganwadi Workers, members of panchayat/ local bodies) & Role of Outreach Worker
DAY – 5 (Friday)	
Time	**Topic**
9:30 a.m. – 10:00 a.m.	Recap of the Previous Day
10:00 a.m. – 11:15 a.m.	Preparation of IEC materials
11:15 a.m. – 11:30 a.m.	**Tea Break**
11:30 a.m. – 12:30 p.m.	Film on child protection issues
12:30 p.m. – 1:45 p.m.	Convergence and Coordination at District Level
1:45 p.m. – 2:45 p.m.	**Lunch Break**
2:45 p.m. – 5:30 p.m.	Conclusion and Valedictory session

INAUGURATION AND INTRODUCTION

I	**:**	**Registration**
II	**:**	**Registration**
III	**:**	**Rapport Building and Pre Training Assessment**

Learning Objectives:

- To enable participants to know about the Institute;
- to make the participants aware about the objectives and contents of training programme;
- to help the participants to develop a rapport with each other;
- to help the participants understand the basic norms to be followed by all of them during the training programme; and,
- to assess the knowledge level of the participants on issues related to child rights and protection.

Materials Requirement: Flip Chart, Marker, Projector, Computer, Pre-Training questionnaire

Duration:

I – 30 minutes	**II –** 45 minutes	**III –** 1 hour

Instructions:

I & II – Registration and Inauguration

1. Give registration form to the participants.
2. Match the registration forms with the list of confirmed participants.
3. Distribute training kit to the participants.
4. Ensure that the training kit shall have a copy of the following:
   a) Program Schedule
   b) TA form in case of non-official participant
   c) Note Pad/Pen
   d) Copy of JJ Act & POCSO Act
   e) Copy of ICPS & other relevant documents in a compendium form.
5. Welcoming the participants.
6. Inaugural address by the head of the Institution.
7. Ensure that the introductory addressing shall highlight the following: Introduction to the training schedule, briefing on running programme, objectives, programme schedule, working hours, and activities of the Institute pertaining to Child Protection.

III – Rapport Building and Setting Up of Ground Rules

1. Carry out at least two activities to establish rapport among participants.
2. Ask the participants whether they need to have ground rules for the training programme or not.
3. Ask them why ground rules are important in training programme.
4. Let the participants come up with their own set of rules for the training programme.
5. Quickly write down the responses on the flip chart.
6. Paste the flip chart at a place where it is visible to all the participants.

Contents:

- Registration of participants and distribution of kit.
- Welcome and inaugural address (NIPCCD introduction, brief of programme objectives & content coverage)
- Introduction of participants and ice breaking game(s)
- Setting the ground rules for the Training Programme.
- Pre Training Assessment

Reference Material:

I& II –Registration and Inauguration

Activity I – Who am I?
- Ask each participant to write his/her name on masking tape and stick it on his or her shirt or dress.
- Tell them to stand in a circle, with everyone wearing their nametag.
- Give the participants two minutes to look around the circle and try to get everyone's name.
- Then tell them to cover their name and ask for a volunteer to try and name everyone in the circle.
- Give three or four volunteers the chance to do this.

NOTE: Everyone is given two minutes to introduce themselves.

Activity II – What Do I feel?
- Participants sit in a circle; each one of them takes turns acting out certain emotions.
- Others try to guess out what emotion is being acted, the one who guesses right acts out the next emotion.

III – Rapport Building and Setting Up of Ground Rules

A. What are Ground Rules?
- Ground rules are the minimum necessary conditions for smooth running of a training programme and these rules are set through consensus before the technical sessions actually begin. The ground rules must be clear, consistent, agreed-to, and followed.

- Ground rules are formed to bring home a normative behavioral pattern of the trainees to define as to how individual participants should treat and support each other, communicate, participate, cooperate, and coordinate joint activities.
- Where articulated ground rules are missing, natural behavior patterns often emerge spontaneously.
- The participants should evolve and adopt written ground rules before the technical sessions of the programme begins.

B.   Why are ground rules important?
- Ground rules are essential in order to evolve a consistent acceptable behavioral pattern that applies to each and every participant.
- This helps maintain a positive learning environment throughout the training programme.
- It also helps trainees feel comfortable, safe and supported and encourages positive communication within the group.
- They further facilitate the participants to relate to each other in a positive way and to respect the ability and potential of fellow trainees.
- When broken, ground rules provide the facilitator/resource person, and others in the group, implied consent to intervene.

C.   How to establish ground rules?
- It's important to spend necessary time to come to consensus (an essential precondition) on the specific rules for an ongoing group.
- Each trainee should be encouraged to give his/her suggestions, so as to what all should comprise the ground rules.
- Let the trainees come up with their own protocol/set of rules at the start of the training session. Do not dictate the rules to them. This process will help the participants to have a clear understanding of acceptable behaviour in the classroom.
- The facilitator/resource person must engage all the trainees in the establishment of ground rules to build up required trust and confidence in them. If trainees have difficulty in developing these rules, the facilitator/resource person may like to guide the process of rule setting with some suggestions as given below:
- Session will start promptly on time as scheduled. All trainees are expected to be on time. If, for extenuating circumstances, a trainee is late, he/she must catch up on his/her own
- Switch off mobile phones – this could be addressed by asking, "Does anyone need to keep mobile on for family or 'on-call' reasons? OK, then could you put your mobile on silent mode please?" and "when you get a call, take the call after going out of the room".
- Never refer to someone by name when giving an example. Do not interrupt while someone is talking.
- Listen to different ideas without interference.
- Everyone has the right to speak and therefore everyone must respect each other's right to participate and share thoughts.
- Each person is responsible for his or her own behaviour.
- Respect other's cultural and religious traditions, beliefs, values and languages.
- Respect other people's contributions.
- Only have one conversation at a time in the class.

TECHNICAL SESSIONS

Session 1 - Understanding Child Rights

Learning Objectives:

- To make the participants understand about child rights;
- to inform them about the basic rights of the children articulated in Indian Constitution and UNCRC;
- to explain why it is crucial to know about child rights;
- to discuss with them need based and right based approach

Methodology: Lecture, Presentation and discussion

Material Required: Projector, computer, slides on 'understanding child rights', flip chart, and marker

Duration: 1 hour 30 minutes

Instructions:

- Now ask the participants to list down the rights they know
- Explain them different rights of the children with the help of slides
- Highlight the necessity of knowing about child rights
- Discuss with them need based and right based approach
- Inform them basic rights of children as prescribed under UNCRC and Indian Constitution
- Make them aware about how the rights of children are violated and role of NCPCR/SCPCR in protection of child rights
- Explain them different protocols and mechanisms to address the issues pertaining to child rights.

Tips for the facilitators/Resource Persons:

- This session is important to make the participants understand various rights of children in India.
- As this is a theoretical session, involve participants wherever possible.
- Try to appreciate participants for their participation during the discussion.
- Read the slides carefully before conducting the session

Reference Material:

Contents

- Definition of the child
- Child Rights: Background
- Understanding Wants, Needs and Rights
- Difference between needs and rights based approaches
- Characteristics of Rights
- Categories of Child Rights by Convention for Rights of Children.

Definition of the child –

> ❖ *"A child as any human being under the age of eighteen, unless an earlier age of majority is recognized by a country's law." (UNCRC)*
>
> ❖ *As per the provision of Juvenile Justice (Care and Protection of Children) Act, 2015, "child" means a person who has not completed eighteenth year of age.*

Child Rights: Background

Children have a core nature i.e. a set of automatically triggered perceptions, priorities, values, and meanings that needs to be considered by the society. At the same time, they are the most sensitive in nature and vulnerable to danger. All children have their own potential and talent, for which they need to be groomed well in order to make them self-reliant and empowered. The major responsibility of grooming the children is of the family and the society. However, the society needs to ensure the protection of the rights of the children in all aspects of the society.

Knowing about the rights of the children is very crucial to know as their rights are also considered as human rights. It should also be noticed that children are considered as their parent's property in many Indian societies. The other reasons to why children need rights were dependency on their adult members, suppression of their voice for being young in age, childhood as a formative period of time, children's view, experiences and perspectives differ from those of adults which should not be taken for granted by the society. Being one of the most vulnerable groups, children were subjected to torture, starvation, servitude, commercial exploitation, terrorism, humiliation, mutilation, neglect, abandonment, abuse and even murder simply because they are children. They are usually not able to express themselves even though they have the freedom to express their opinions and feelings. Also, adolescent period have been a crucial one in a child's journey to adulthood where a child should be nurtured in a way to make them productive for themselves and the society in future.

In order to address the issues relating to child protection adequately and to provide a safe, secure and a protective environment for the children who are in difficult circumstances, the Ministry of Women & Child Development, Govt. of India has introduced a centrally sponsored scheme namely 'Integrated Child Protection Scheme (ICPS)' during the year 2009-10. The scheme is based on the cardinal principles of "protection of child rights" and the "best interest of the child". The introduction of ICPS has been a catalyst in generating interest, both in the Government sector as well as the voluntary sector to work jointly for addressing the issues relating to child protection

Understanding Wants, Needs and Rights:

1. A need is something that is basic to survive example water, food, shelter, work, money.
2. A want is something that you might want to have but don't have ex. radio, TV, fancy clothes, cell phone etc.
3. Wants and needs are varies from person to person, but rights are common to all.
4. Every child has rights. No matter which region/state they are from, which community or religion they belong to, how old they are, irrespective of their sex- all have same rights.
5. **All wants are not needs**:
a) Things that are WANTS but not NEED are called desirable but not necessary for survival (e.g. toys, games etc.).
b) Rights are non- negotiable , they are legal entitlements recognized by Government
c) The Governments are the duty bearers of rights of children. They have an obligation to fulfil them.

Difference between needs and rights based approaches:

Needs Based Approach	Rights Based Approach
Children deserve help	Children are entitled for help
Government ought to do something	Government have binding legal and moral obligation
Children can participate so as to improve service delivery	Children are active participants by rights
Given scare resources, some children may have to be left out	All children have same right to fulfil their potential
Each activity meets a set goal, but there is no unifying purpose	All activities contribute to an overarching goal
Certain groups have expertise to meet children's needs	All adults can play a role in achieving children's right
Focus is on the specific immediate situation	Analyses root cause

Characteristics of Rights

- Non-discrimination
- Equality
- Universality
- Inalienable

- Can't earn or lose rights
- Progressive realization
- Indivisiblity
- Legal Obligations
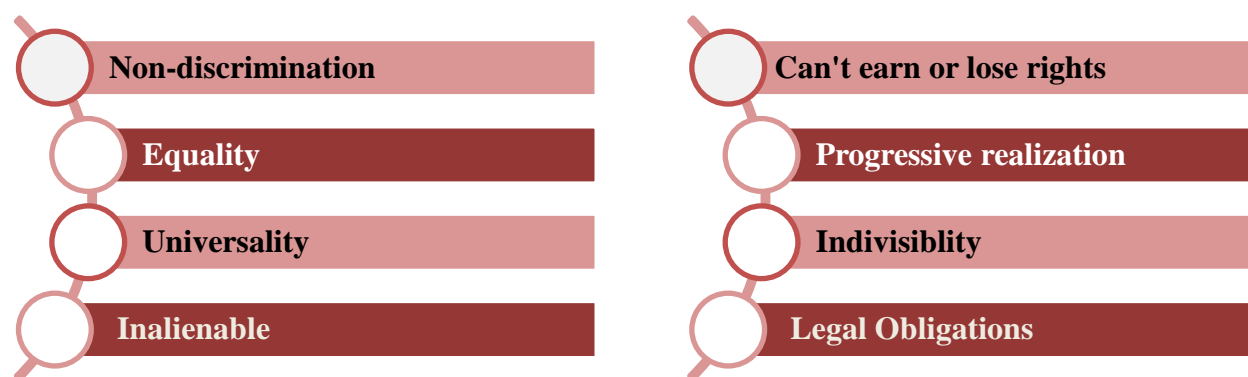
Categories of Child Rights by Convention for Rights of Children -

The **United Nations Convention on the Rights of the Child (UNCRC)** is a legally-binding international agreement setting out the **civil, political, economic, social** and **cultural rights** of every child, regardless of their race, religion or abilities. The articles of the Convention may be grouped into four categories of rights:

SURVIVAL RIGHTS → Right to Survival includes the right to life, the highest attainable standard of health, nutrition and adequate standards of living. It also includes the right to a name and nationality.

PROTECTION RIGHTS → Right to Protection includes freedom from all forms of exploitation, abuse, inhuman or degrading treatment and neglect, including the right to special protection, in situations of emergency and armed conflicts.

DEVELOPMENT RIGHTS → Right to Development includes the right to education, support for early childhood care and development, social security and the right to leisure, recreation and cultural activities

PARTICIPATION RIGHTS → Children are entitled to the freedom to express opinions and to have a say in matters affecting their social, economic, religious, cultural and political life. Participation rights include the right to express opinions and be heard, the right to information and freedom of association. Engaging these rights as they mature helps children bring about the realization of all their rights and prepares them for an active role in society**.**

Session 2 - Knowing the vulnerable children and understanding the causes of their vulnerability

Learning Objectives:

- To make the participants understand about the term 'Vulnerable';
- to orient the participants about different categories of vulnerable children;
- to discuss about the various causes of vulnerability.

Materials Required: Flip Chart, Marker, Projector, Computer, etc.

Duration: 1 hour15 minutes

Instructions:

- Carry out discussion on vulnerability and it causes
- Ask the participants to share their views on the topic
- Explain about the topic with help of the slides

Tips for the resource person/ facilitator:

- This session is important to make the participants understand the concept of vulnerability. The facilitator must discuss with the participants the concept of vulnerability in general and with specific reference to children.
- This session should also cover the causes and modalities of vulnerability among children. Also, it should cover the consequences of such vulnerability.
- Read the slides carefully before conducting the session.
- As this session is theoretical, make it interactive by encouraging participants to share their experiences.
- Asking questions to the participants frequently after completion of a topic.

Reference Material:

Contents
- Meaning of the term 'Vulnerable'
- Who are the Vulnerable Children?
- Understanding of how and why children are vulnerable
- Defining children's vulnerability especially emotional and behavioural
- Causes of vulnerability in children
- Skills required to identify vulnerable children

Meaning of the term 'Vulnerable'

Vulnerability is the inability to resist a hazard or to respond when a disaster has occurred. Vulnerability is viewed as "a high chance of a negative outcome", or an expected welfare loss above a socially accepted norm, which results from risky or uncertain events, and the lack of appropriate means to deal with them. Vulnerability leaves one at risk of exposure to stressful situations. The degree and type of vulnerability however, varies in each context and overtime.

Vulnerable child

A vulnerable child is defined as being under the age of 18 years and currently at high risk of lacking adequate care and protection. Accordingly, all children are vulnerable by nature compared to adults, but some are more critically vulnerable than others. "Child vulnerability is a downward spiral where each shock leads to a new level of vulnerability, and each new level opens up for a host of new risks. In other words, the probability of a child experiencing a negative outcome rises with each shock." (World Bank OVC Toolkit)

Who are the Vulnerable Children?

Characteristics of children defined as vulnerable include those:
- Orphaned by the death of one or both parents;
- Abandoned by parents;
- Living in extreme poverty;
- Living with a disability;
- Affected by armed conflicts;
- Abused by parents or their carers;
- Malnourished due to extreme poverty;
- HIV-positive;
- Marginalized, stigmatized, or even discriminated against.

Understanding of how and why children are vulnerable

Every child deserves to grow up free from harm and in a stable and nurturing home environment, with the same opportunities to succeed as every other child. Austerity, rising poverty and reductions in services for vulnerable children in recent years have seen increase in number of children whose families are facing crisis or thereby putting at risk them into situation.

Once the predator identifies these vulnerabilities, there are chances that a victim will be targeted soon and also the possible way in which s/he can be exploited. Vulnerabilities can be short term such as job loss of the sole earning member of the family or permanent and potentially life altering such as parental mental illness. Identifying the consistent factors might be helpful in looking out for potentially vulnerable children.

Though age is a major factor for determining someone's vulnerability but there are many more factors which lead up to their vulnerability:

- Children are powerless and as because of their age are still developing intellect and lack of any physical capacity. This powerlessness makes them dependent and susceptible to other dangers in their vicinity.
- Children being innocent can be easily influenced by quick and superficial emotional attachments to predators who can easily manipulate them into doing whatever they wish for.
- Children are still developing their cognitive skill so they can also be intimidated and coerced into actions which might be dangerous for them.
- Children are psychologically and physiologically weak to defend themselves from obvious dangers. Also their lack of mobility adds up to their defenselessness, hence making them oblivious to dangerous people and dangerous situations.
- Children require gentle care and attention to help them flourish into healthy beings, if not handled with patience they might be vulnerable to threats outside the basic family unit.
- Children who have acute medical conditions or any form of physical or mental disability are further exposed to vulnerability as they need special attention which if not taken care of properly might lead to harming them without realizing.
- Children living in instable households which have a propensity to unintentionally push a child to look for financial or emotional support out of the family have a higher risk of exposing their vulnerability to the wrong or uncertain environments.
- Children living in family with history of indulgence in illegal and abusive behavior also push the children towards themselves opting into unsuitable behaviors.

Defining children's vulnerability especially emotional and behavioural

All children due to their age are considered to be at risk so far as exploitation, abuse, violence and neglect are concerned. A child's vulnerability comes from various factors that hinder a child's ability to function and grow normally. Child vulnerability refers to a child's incapacity for self-protection. (National Resource Centre on Child Maltreatment, 1999) Vulnerability is children's ability of being defenseless to threats of safety. It is defined as a condition where a person needs more attention that they would have normally required.

Vulnerability can be a risk factor at any age and a whole lot of dynamics come into play while assessing it but children are at threat more than other because they are incapacitated to provide for their basic needs hence need the support of someone else to provide for them.

The concept of vulnerability generally refers to the groups of people who are more exposed to risks than their peers. Vulnerability is a relative state with its degree and type varying overtime and between communities, and is highly contextual. It might be noted that all families might incur some form of vulnerability which needs to be handled and at times supported skillfully.

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The common notion is that children are safe within the safeguards of a family which might not be true for every situation. There have been instances where the parent or any other family member has been the abuser which might be known or not known to other family members; still no action to remedy this was being taken.

Causes of vulnerability in children

Children are more prone to the external risk and danger. The major cause of considering children as vulnerable is due to their age. All children due to their age are considered to be at risk for exploitation, abuse, violence and neglect. But vulnerability cannot be defined simply by age. Though age is one component, Vulnerability is also measured by the child's capability for self-protection. The question that arises is, are children capable of protecting themselves. A child's vulnerability comes from various factors that hinder a child's ability to function and grow normally. Hence self-protection is more about the ability of the child to lead a healthy life within a child protection system; the ability to protect themselves or get help from people who can provide protection.

The term vulnerable children refer to an age group that is considered at risk. But vulnerability of children is further compounded by the following factors:

1. **Age within age:** younger children, especially those below the age of six, are much more dependent on the protection system.
2. **Physical disabilities:** children with physical disabilities may be particularly vulnerable to crimes involving interpersonal violence, such as physical or sexual assault, regardless of age or gender - they are often the least able to recognize danger, the least able to protect themselves
3. **Mental disabilities:** subjected to high levels of stigma, discrimination, physical and sexual abuse and restrictions in the exercise of their political and civil rights due to widely held misconceptions about the causes and nature of mental health conditions.
4. **Provocative behaviours:** due to ignorance or misunderstanding of children's mental health or behavioural problems, some people can become irritated or frustrated and hence lash out against children or neglect them completely.
5. **Powerlessness:** comes of the situations and people that surround the children. If a child is given the power by the state, family or community to participate and fulfil their own rights and responsibilities they are less vulnerable.
6. **Defencelessness:** comes from the lack of protection provided by the state or parents or community. If there is no child abuse law than how is a child supposed to defend himself/herself against abuse.
7. **Passivity:** due to situation or treatment of the child. For example a child who is enslaved or oppressed does not have the ability to seek help or protection.
8. **Illness:**

Skills required identifying vulnerable children

Knowledge of child rights

Realizing that children have a right to participate in the decision making process regarding their lives

Understanding the impact of neglect on children

Patience and observation

Informally assessing family needs

Promoting opportunities for family development through deeper parent engagement

Noticing disconnect between the current family position and the commonly idealized goals of the family in the community.

The ability to develop a non-judgmental approach.

Should have effective communication skills.

Comprehending the difficulties faced by the children in family such as children from migrant families, broken marriages, financially unstable houses, orphans etc.

Session 3 - Salient Features of the Juvenile Justice (Care and Protection of Children) Act, 2015 & Model Rules, 2016

Learning Objectives:
- To make the participants aware about the provisions for children under JJ System;
- to orient the participants regarding the basic terminologies, Principles, Powers of CWC, Children's Court& JJB, procedures to be adopted to deal with children in conflict with law and children in need of care and protection.

Methodology: Presentation, Lecture-cum-discussion and group-exercise.

Material Required: Projector, computer, flip chart, and marker

Duration:1 hour 45 minutes

Instructions:
- Start the session by asking the following questions:
- What was the need of repealing the J.J System
- Explain them main changes in the new Act & Rules
- Discuss different categories of children
- Precede the discussion with the help of slides.
- Show slides on Historical overview of Juvenile Justice Law in India.
- Ask the participants to share their views on Principles of Juvenile Justice and Protection of Children. Ask the participants, the meaning of any two or three of the following terminologies: Children in Conflict with Law; children in Need of Care and Protection; fit institution; Fit person; children's home; special home; open Shelter home; observation home; place of safety
- Clarify all the terminologies as per the provision of Juvenile Justice (Care and Protection of Children) Act, 2015.
- Wind up the session by answering the relevant queries.

Tips for the Resource Persons:

- This session is important to make the participants understand the origin and important components of Juvenile Justice Act, 2015.
- Read the slides carefully before conducting the session
- As the session is theoretical, make it interactive by encouraging participants to share their experiences.
- Prepare a set or guide of questions and answers to be asked from the participants in between the session.
- Appreciate and acknowledge the participants' knowledge as and when required.
- Keep a track of the time as it is an extensive session.

Reference Material

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Contents

- Recent changes in the Juvenile Justice (Care and Protection of Children) Act, 2015
- Categories of Children
- General Principles
- Powers of CWC, Children's Court & JJB

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The Juvenile Justice (Care and Protection of Children) Act, 2015 and Child Protection

The Government of India has repealed recently a legislation for children namely, the Juvenile Justice (Care & Protection of Children) Act, to consolidate and amend the law relating to children alleged and found to be in conflict with law and children in need of care and protection by catering to their basic needs through proper care, protection, development, treatment, social re-integration, by adopting a child-friendly approach in the adjudication and disposal of matters in the best interest of children and for their rehabilitation. The JJ Act, 2015 provides for strengthened provisions for both children in need of care and protection and children in conflict with law. Some of the key provisions include: change in nomenclature from 'juvenile' to 'child' or 'child in conflict with law', across the Act to remove the negative connotation associated with the word "juvenile"; inclusion of several new definitions such as orphaned, abandoned and surrendered children; and petty, serious and heinous offences committed by children; clarity in powers, function and responsibilities of Juvenile Justice Board (JJB) and Child Welfare Committee (CWC); clear timelines for inquiry by Juvenile Justice Board (JJB); special provisions for heinous offences committed by children above the age of sixteen; separate new chapter on Adoption to streamline adoption of orphan, abandoned and surrendered children; inclusion of new offences committed against children; and mandatory registration of Child Care Institutions.

Under Section 15, special provisions have been made to tackle child offenders committing heinous offences in the age group of 16-18 years. The Juvenile Justice Board is given the option to transfer cases of heinous offences by such children to a Children's Court (Court of Session) after conducting preliminary assessment. The provisions provide for placing children in a 'place of safety' both during and after the trial till they attain the age of 21 years after which an evaluation of the child shall be conducted by the Children's Court. After the evaluation, the child is either released on probation and if the child is not reformed then the child will be sent to a jail for the remaining term. The law will act as a deterrent for child offenders committing heinous offences such as rape and murder and will protect the rights of victim.

Several rehabilitation and social reintegration measures have been provided for children in conflict with law and those in need of care and protection. Under the institutional care, children are provided with various services including education, health, nutrition, de-addiction, treatment

of diseases, vocational training, skill development, life skill education, counselling, etc., to help them assume a constructive role in the society. The variety of non-institutional options include: sponsorship and foster care including group foster care for placing children in a family environment which is other than child's biological family, which is to be selected, qualified, approved and supervised for providing care to children. All child care institutions, whether run by State Government or by voluntary or non-governmental organizations, which are meant, either wholly or partially for housing children, regardless of whether they receive grants from the Government, are to be mandatorily registered under the Act within six months from the date of commencement of the Act. Stringent penalty is provided in the law in case of non-compliance.

Several new offences committed against children, who are so far not adequately covered under any other law, are included in the Act. These include: sale and procurement of children for any purpose including illegal adoption, corporal punishment in child care institutions, use of children by militant groups, offences against disabled children and, kidnapping and abduction of children.

Categories of Children under JJ Act –

- **Children in Conflict with Law**: Means a child who is alleged or found to have committed an offence and who has not completed eighteen years of age on the date of commission of such offence

- **Child in Need of Care and Protection:** Children in need of Care and Protection are those children who are found without any home, working in contravention of labour laws, mentally ill or physically challenged, child beggars, street children, abused and trafficked, whose parent or guardian is found to be unfit, orphan, abandoned, neglected, missing or run away children, victim of or affected by any armed conflict, natural disasters, subjected to violence, imminent risk of marriage before attaining age of marriage, etc.

> **General Principles**
>
> - Presumption of innocence
> - Dignity & worth
> - Participation
> - Best interest
> - Family responsibility
> - Safety
> - Positive measures
> - Non-stigmatizing semantics
> - Non-waiver of rights
> - Equality & non-discrimination
> - Right to privacy and confidentiality
> - Institutionalization as a measure of last resort
> - Repatriation & restoration
> - Fresh start
> - Diversion
> - Natural justice: fairness shall be adhere to including right to fair hearing, right to review, etc.

Powers of CWC, Children's Court & JJB –

i. Child Welfare Committee

- Dispose of cases for care, protection, treatment, development and rehabilitation of CNCP and to provide for their basic needs and protection.
- Taking cognizance of and receiving children.
- Conducting inquiry for safety and well-being.
- Directing CWO, PO, DCPO, and NGO to conduct SIR and submit a report before the Committee.
- Conducting inquiry for declaring fit persons.
- Directing placement for foster care.
- Ensuring care, protection, rehabilitation, or restoration based on ICP and passing directions.
- Selecting reg. institutions for placement.
- Conducting at least two inspection visits per month of res facilities-quality services
- Certifying the execution of surrendered deed by parents
- Ensuring all efforts are made for restoration of abandoned children
- Declaration for legally free for adoption
- Taking suo motu cognizance of cases who are not produced before CWC
- Taking action for rehabilitation of sexually abused children under POCSO
- Co-ordinate with other Department.
- In case of complaint of abuse of a child in CCI, conduct inquiry, direct to police, DCPU, Lab department CHILDLINE and providing legal services

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                    ┌─────────────────────────────┐
                    │   Child Welfare Committee    │
                    └─────────────────────────────┘
                         │                    │
                         ▼                    ▼
              ┌──────────────┐      ┌──────────────┐
              │ Chairperson  │      │ Members (4)  │
              └──────────────┘      └──────────────┘
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QUALIFICATION
- Actively involved in health, education or
- Welfare activities for 7yrs/practicing professional with child psychology/psychiatry/law/SW/socio/human development - 3yrs
- Trg. within 2 months
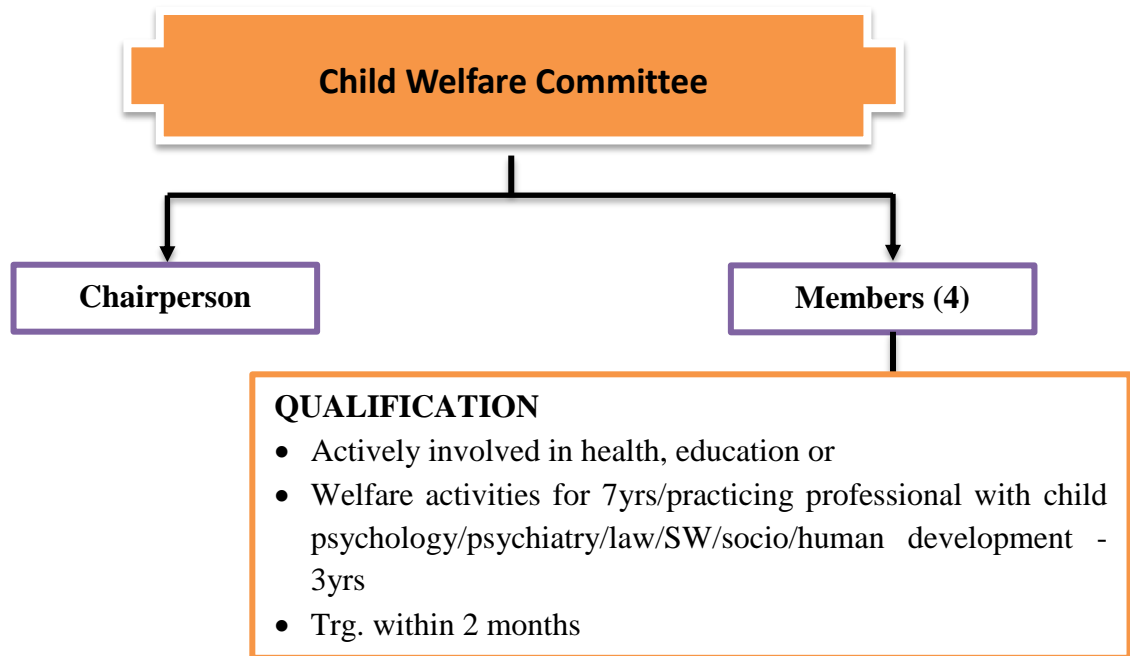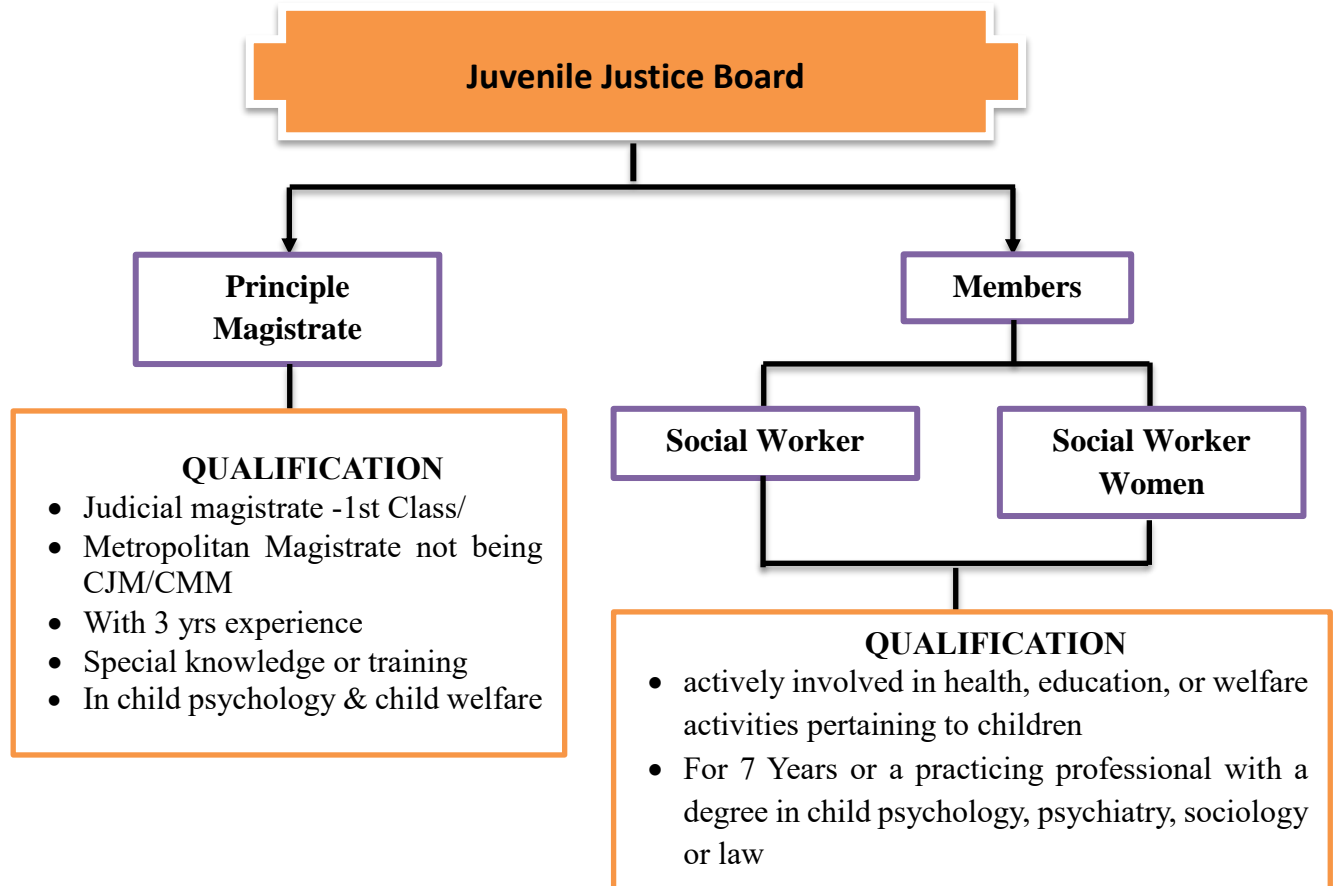
ii. Children's Court

- After the receipt of preliminary assessment from the Board under section 15, the Children´s Court may decide that—
  - there is a need for trial of the child as an adult as per the provisions of the Code of Criminal Procedure, 1973 and pass appropriate orders after trial subject to the provisions of this section and section 21, considering the special needs of the child, the tenets of fair trial and maintaining a child friendly atmosphere;
  - there is no need for trial of the child as an adult and may conduct an inquiry as a Board and pass appropriate orders in accordance with the provisions of section 18.
- The Children's Court shall ensure that the final order, with regard to a child in conflict with law, shall include an individual care plan for the rehabilitation of child, including follow up by the probation officer or the District Child Protection Unit or a social worker.
- The Children's Court shall ensure that the child who is found to be in conflict with law is sent to a place of safety till he attains the age of twenty-one years and thereafter, the person shall be transferred to a jail: provided that the reformative services including educational services, skill development, alternative therapy such as counselling, behaviour modification therapy, and psychiatric support shall be provided to the child during the period of his stay in the place of safety.
- The Children's Court shall ensure that there is a periodic follow up report every year by the probation officer or the District Child Protection Unit or a social worker, as required, to evaluate the progress of the child in the place of safety and to ensure that there is no ill-treatment to the child in any form.
- The reports shall be forwarded to the Children´s Court for record and follow up, as may be required.

iii. Juvenile Justice Board

- Deal exclusively all proceedings relating to CCL
- Ensuring the informed participation in every step of the process
- Ensuring that child's rights are protected (apprehension, inquiry, aftercare and rehabilitation)
- Provide interpreter/translator
- Directing PO or CWO/SW to submit SIR within 15 days from the date of first production
- Adjudicate and dispose of cases relating to CCL
- Transferring the case to CWC
- Passing order includes ICP for rehabilitation, follow up by PO or DCPU or a member of NGO
- Conducting inquiry for declaring fit person for CCL

- One inspection visit to residential facilities for CCL and recommend action for improvement of quality-DCPU
- Order the Police for registration of FIR
- Conducting regular inspection of jails to check any child is lodged and take immediate measures for transfer to O.H.
- Board shall provide translator, interpreter or special educators
- Issuance of rehabilitation card for CCL-Form-14
- Interact with other districts/states
- Inspect CCIs and issue directions in cases of any noticeable lapses, suggest improvements, seek compliance and recommend suitable action, including against any employee found in dereliction of duty to DCPU
- Suggestion box
- Ensure free legal aid services

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                        Juvenile Justice Board

            Principle                          Members
            Magistrate
                                      Social Worker      Social Worker
                                                            Women
          QUALIFICATION
  • Judicial magistrate -1st Class/
  • Metropolitan Magistrate not being        QUALIFICATION
    CJM/CMM                          • actively involved in health, education, or welfare
  • With 3 yrs experience             activities pertaining to children
  • Special knowledge or training    • For 7 Years or a practicing professional with a
  • In child psychology & child welfare degree in child psychology, psychiatry, sociology
                                       or law
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Session 4: Child Protection Services Scheme: Objectives and Service delivery mechanisms

Learning Objectives:

- To enhance the knowledge of the participants about Child Protection Services Scheme, its objectives, guiding principles, target groups, etc;
- to sensitize the participants about provisions for institutional & non-institutional care;
- to orient the participants about service delivery structures of ICPS at State and District level.

Methodology: Presentation and Lecture- cum discussion

Material Required: Projector, computer, flip chart, white Board, marker

Duration: 1 hour 15 minutes

Instructions:

1. Explain them changes made under revised Child Protection Services Scheme, its objectives, etc.
2. Discuss the guiding principles under Child Protection Services Scheme
3. Inform them about the target groups such as children in need of care and protection, children in conflict with law etc. covered under the scheme.
4. Discuss with them the challenges faced by the functionaries
5. Wind up the session by answering the relevant queries.

Tips for the Resource Persons:

- This session is important to make the participants understand the revised Child Protection Services Scheme and its objectives.
- Read the slides carefully before conducting the session
- As the session is theoretical, make it interactive by encouraging participants to share their experiences.
- Prepare a set or guide of questions and answers to be asked from the participants in between the session.
- Appreciate and acknowledge the participants' knowledge as and when required.
- Keep a track of the time as it is an extensive session

Reference Material:

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Contents

- Child Protection Services Scheme – An Overview
- Objectives
- Guiding Principles
- Target Groups
- Challenges
- Service Delivery Mechanism

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Child Protection Services Scheme: An Overview

In order to address the issues relating to child protection adequately and to provide a safe, secure and a protective environment for the children who are in "Conflict with Law, Need of Care and Protection" and in difficult circumstances, the Ministry of Women and Child Development, Government of India has introduced a centrally-sponsored scheme namely 'the Integrated Child Protection Scheme (ICPS) in the year 2009-10. The scheme was revised in the year 2014.

Child Protection Services Scheme has significantly contributed for creating a system that will efficiently and effectively protect children. Based on cardinal principles of "protection of child rights" and "best interest of the child", ICPS is achieving its objectives to contribute to the improvements in the well-being of children in difficult circumstances, as well as to the reduction of vulnerabilities to situations and actions that lead to abuse, neglect, exploitation, abandonment and separation of children from their families.

The scheme provides financial assistance for creation of new institutional facilities and maintenance of existing institutional facilities for both children in conflict with law and children in need of care and protection. These include Children's Homes, Observation Homes, Special Homes, Place of Safety, Open Shelters, etc. In addition, the scheme provides for institutional care of children with special needs by supporting a specialized unit within existing homes or by setting up a specialized Shelter Home for children with special needs.

The scheme emphasizes on promotion of family-based care including sponsorship, kinship care, foster care, and adoption. As per the provision of the scheme, various adoption agencies, i.e., State Adoption Resource Agency (SARA), Specialized Adoption Agency (SAA), etc., have been set up at state-and district-level to deal with the issue of adoption. Similarly, to deal with the issue of sponsorship and foster care, the State has constituted District Sponsorship and Foster Care Approval Committee (SFCAC) under the scheme and provides funds also (Sponsorship and Foster Care Fund) which is available with the DCPU. The Ministry of Women and Child Development, Government of India under the Scheme (ICPS) has provided financial support to 34 State Adoption Resource Agencies and 317 Specialized Adoption Agencies (SAAs) across the country. MWCD has notified the Guidelines on Adoption, Sponsorship, Aftercare and Foster Care (Draft guidelines) for children. The States/UTs have set up child protection units at the State and District-level under ICPS and provide child protection services in coordination with the civil society and in

convergence with other departments like education, labour, health, etc. The scheme was revised in April 2014.

Objectives of the Child Protection Services Scheme:

- Provide a safe and secure environment for overall development of the children in need of care and protection and children in conflict with law.
- Contribute to the improvement in the well-being of children in difficult circumstances.
- Reduce vulnerabilities to situations and actions that lead to abuse, neglect, exploitation, abandonment and separation.

Guiding Principles:

- Child protection, a primary responsibility of family, supported by community, government and civil society.
- Loving and caring family, the best place for the child.
- Privacy and Confidentiality.
- Non-stigmatization and Non-discrimination
- Prevention and reduction of vulnerability, central to child protection outcomes.
- Institutionalization of children, the last resort.
- Child centered planning and implementation
- Technical excellence, code of conduct
- Flexible programming, responding to local individualized needs
- Good governance, accountability and responsibility

Target Groups

- Children in need of care and protection (as defined under JJ Act)
- Child in conflict with law (alleged to have committed an offence)
- Child in contact with law (victim, witness or any other circumstance)
- Any other vulnerable Child (including but not limited to) –
  a. Children of migrant families
  b. Children living on the streets
  c. Children of socially marginalized groups
  d. Child beggars, exploited/trafficked/ drug-affected children,
  e. Children of prisoners, women

Challenges

- Procedural delays in fund sanction in States
- Delay in creation of functional structures
- High attrition of staff
  Inadequate data on children in difficult circumstances – bottleneck for planning
- Growing areas of concern
  1. Children living on the street
  2. children affected by civil unrest
- Weak convergence of services

Service Delivery Mechanism

Services to be provided by State Child Protection Society and District Child Protection Unit have been prescribed in ICPS guidelines.

1. District level

The **District Child Protection Unit** (DCPU) shall coordinate and implement all child rights and protection activities at district level. Specific functions of the DCPU shall be to:

- Contribute to effective implementation of child protection legislations, schemes and achievement of child protection goals laid out in the National Plan of Action for Children. In doing so, the DCPU will follow national and state priorities, rules and guidelines.
- Ensure that for each child in need of care there is an individual care plan and that the plan is regularly reviewed. Monitor the implementation of the plan.
- Identify families at risk and children in need of care and protection through effective networking and linkages with the ICDS functionaries, Specialized Adoption Agencies (SAA), NGOs dealing with child protection issues and local bodies, viz. PRIs and Urban Local Bodies, etc.;
- Assess the number of children in difficult circumstances and create district specific databases to monitor trends and patterns of children in difficult circumstances;
- Map all child related service providers and services at district for creating a resource directory;
- Identify and support credible voluntary organizations to implement program components of the ICPS.
- Support implementation of family based non-institutional services including sponsorship, foster care, adoption and after care;
- Ensure effective implementation of the Juvenile Justice (Care and Protection of Children) Act, 2000 and its Amendment Act, 2006 at district/city levels by supporting creation of adequate infrastructure, viz. setting up JJBs, CWCs, SJPUs in each districts and homes in a cluster of districts as required;
- Ensure setting up of District, Block and Village level Child Protection Committees for effective implementation of programs, as well as discharge of its functions;
- Facilitate transfer of children at all levels for either restoration to their families or placing the child in long or short-term rehabilitation through sponsorship, kinship care, in country adoption, foster care, inter-country adoption and placement in institutions;
- Facilitate effective implementation of other legislations for child protection in the district, viz. Hindu Adoption and Maintenance Act (HAMA) 1956; Guardians and Wards Act (GAWA) 1890; Child Labour (Prohibition and Regulation) Act 1986; Child Marriage and Restraint Act 1979 and Immoral Traffic Prevention Act 1986, Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act 1994, Protection of children from Sexual Offence Act,2012, CPCRC Act,2005 etc. and any other Act that comes into force for protecting child rights;
- Network and coordinate with all government departments to build inter-sectoral linkages on child protection issues, including Departments of Health, Education, Social Welfare, Urban Basic

Services, Backward Classes & Minorities, Youth Services, Police, Judiciary, Labour, State AIDS Control Society, among others;

- Network and coordinate with voluntary and civil society organizations working in the field of child rights and protection;
- Develop parameters and tools for effective monitoring and supervision of ICPS in the district;
- Supervise and monitor all institutions/agencies providing residential facilities to children in district;
- Train and build capacity of all personnel (Government and Non-government) working under child protection system to provide effective services to children;
- Encourage voluntary youth participation in child protection programs at district, block and community levels;
- Organize quarterly meeting with all stakeholders at district level including ChildLine Services, SAA, superintendents of homes, NGOs and members of public to review the progress and achievement of child protection activities;
- Liaison with the SCPS, SARA and DCPUs of other districts;
- Provide secretarial support to the DCPC;
- Maintain a database of all children in institutional care and non-institutional care at the district level. This Data Management System will ultimately be uploaded onto a comprehensive, integrated, live database for children in care and in need of care in the country- the 'Track Child'.
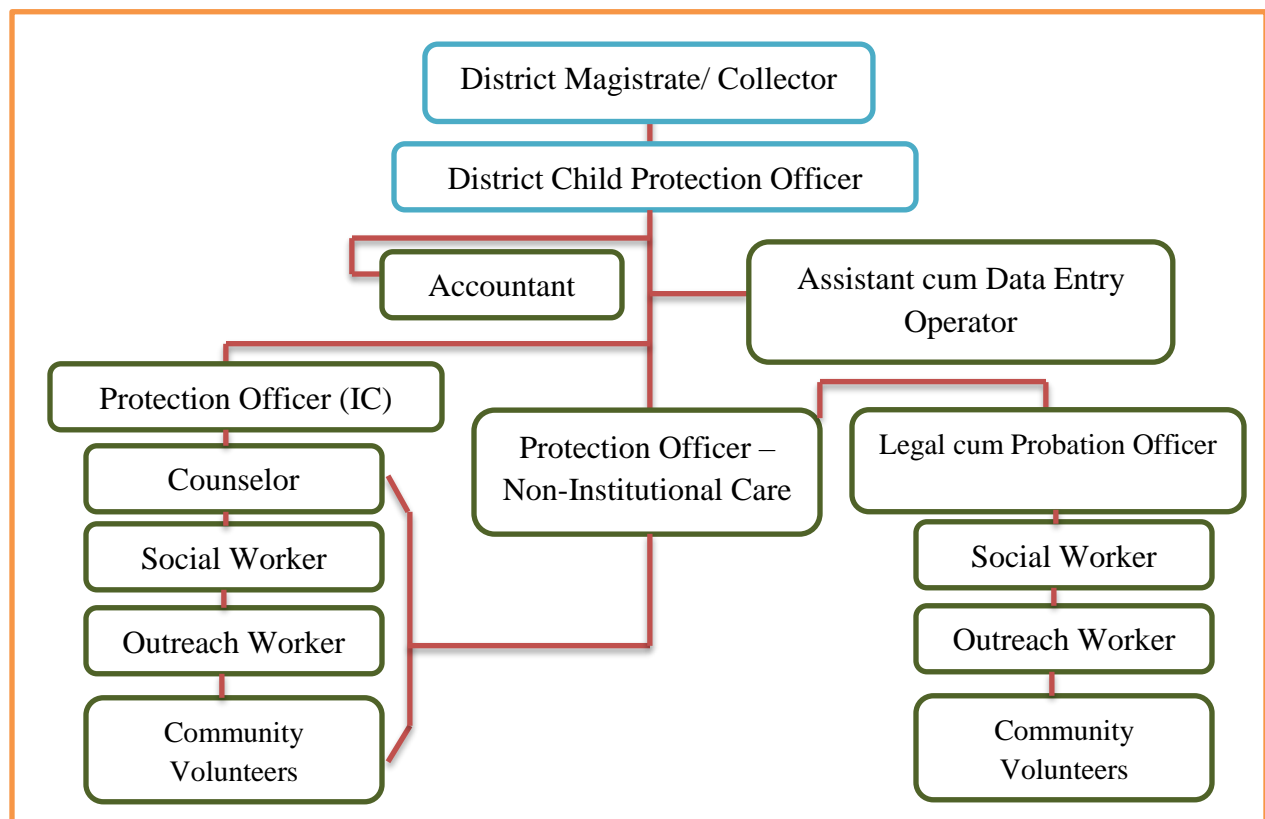
Figure 1: DCPU Structure

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2. State Child Protection Society (SCPS)

- Set up in every State/ UT
- All funds from Centre under the child protection scheme will be given to the States through the SCPS
- SCPS to be headed by the concerned Secretary of the State Government and assisted by a team of officials

Staff of SCPS -

- For States with 15 or less than 15 districts – 7 staff members
- For States with more than 15 districts – 13 staff members
- This society shall be responsible for implementation of ICPS and other child protection policies and programmes at the State level
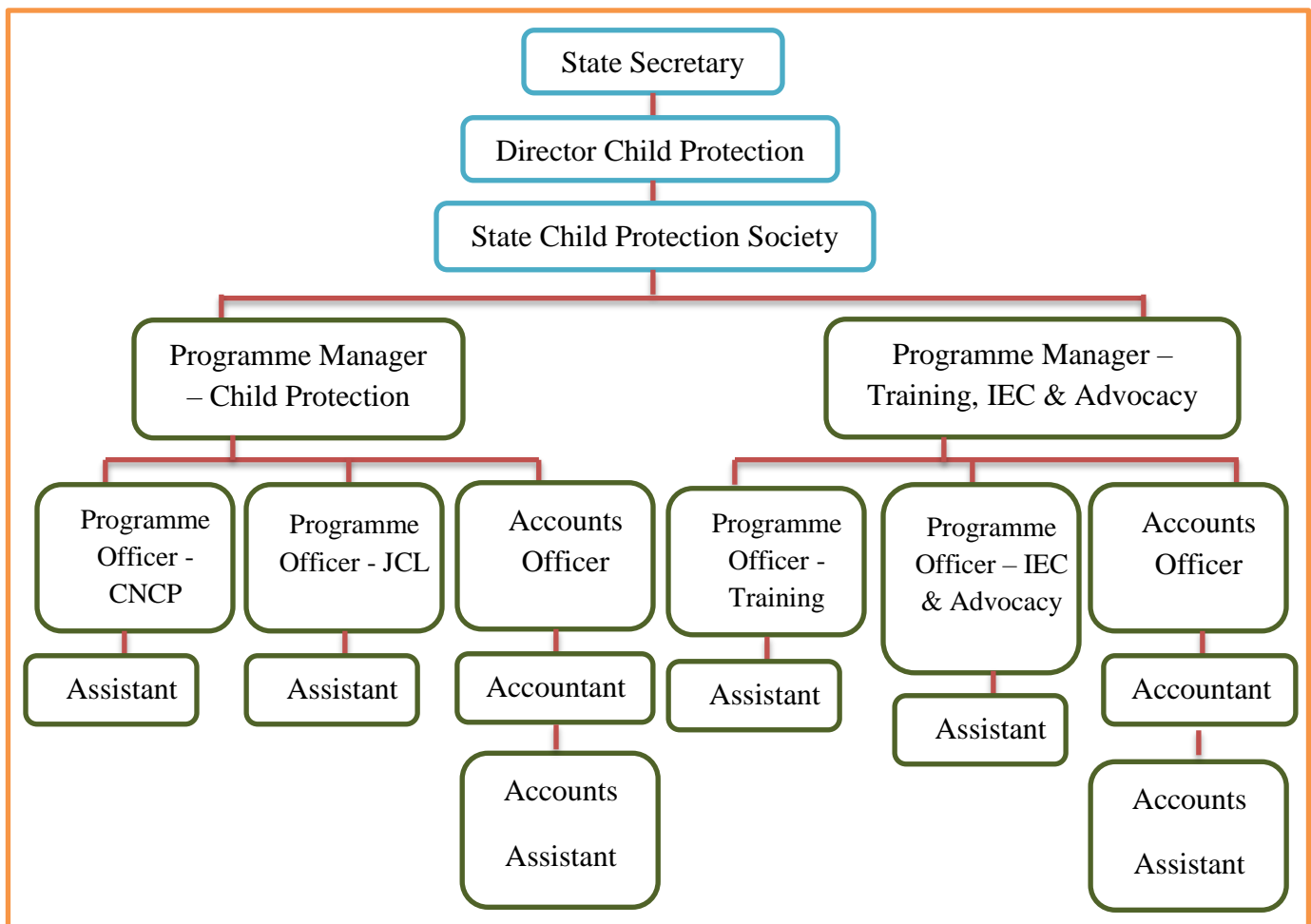
Figure 2: SPCS Structure

Session 5: Policies and programmes concerning children (National Child Protection Policy (draft); National Policy for Children, 2013; Childline, National Child Labour Project (NCLP), SSA etc.)

Learning Objectives:

- To sensitize the participants about existing schemes pertaining to children especially for child protection, and,
- To discuss about different mechanisms established under various legislations to implement the laws relating to children.

Methodology: Lecture, Presentation and discussion

Material Required: Projector, computer, slides on 'policies related to children in India ', flip chart, marker

Duration: 1 hour 15 minutes

Instructions:

- Explain all schemes with the help of slides
- Now ask the participants to list down existing mechanisms set up to implement the laws for children in India.
- Discuss the significant issues pertaining to children prevailing in their respective States/UTs such as child marriage; gender-biased sex selective elimination (female foeticide) and female infanticide; child labour; child sexual offences, trafficking, rape, etc. Connect the discussion to various programmes pertaining to children.
- Conclude the session highlighting the similarities and uniqueness of each of programme.

Tips for the facilitators/Resource Persons:

- This session is important to make the participants understand various programmes and policies for children in India especially on Child Protection.
- As this is a theoretical session, involve participants wherever possible.
- Try to appreciate participants for their participation during the discussion.
- Read the slides carefully before conducting the session.

Reference Material

Contents

- National Child Protection Policy (Draft)
- The National Policy for Children, 2013
- Childline
- National Child Labour Project (NCLP)
- Sarva Shiksha Abhiyan

National Child Protection Policy (Draft)

The Ministry of Women and Children Development has drafted National Child Protection Policy which draws upon the safeguards provided under the Constitutions of India, various child-centric legislation, international treaties as well as other existing policies for the protection and wellbeing of children. It aims at providing a safe and conducive environment for all children through the prevention and response to child abuse, exploitation and neglect. It provides a framework for all institution, and organization (including corporate and media houses), government or private sector to understand their responsibilities in relation to safeguarding/ protecting children and promoting the welfare of children; individually and collectively.

❖ **Guidelines**
- As per Policy guidelines, all institutions and organizations should develop a child protection policy and code of conduct for employees in line with the national guidelines and various legislations for protection and welfare of children and display it appropriately.
- It should be based on the premise of Zero tolerance of child abuse and exploitation.
- The code of conduct for employees/contractual workers must lay down that they should always treat children with empathy and respect, regardless of race, colour, gender, sexuality, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
- The code of conduct must lay down that staff members must never: use language or behaviour towards children that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate; develop or induce or support in any way physical/sexual relationships with children; place a child at risk of abuse or exploitation, or be aware of these and not report it or not do anything about it.

The National Policy for Children, 20l3:

The National Policy for Children, 2013, emphasizes a safe, secure and protective environment for children which are the pre-conditions for the realization of all other rights of children. One of the key priorities of the Policy mandate is that the State shall create a caring, protective and safe environment for all children, to reduce their vulnerability in all situations and to keep them safe at all places, especially public spaces. The State shall protect all children from all forms of violence and abuse, harm, neglect, stigma, discrimination, deprivation, exploitation including economic exploitation and sexual exploitation, abandonment, separation, abduction, sale or trafficking for any purpose or in any form, pornography, alcohol and substance abuse, or any other activity that takes undue advantage of them, or harms their personhood or affects their-development.

ChildLine

The ChildLine is a 24 hours free phone service, which can be accessed by a child in distress or an adult on his behalf by dialling the number 1098 on telephone. ChildLine provides emergency assistance to a child and subsequently based upon the child's need, the child is referred to an appropriate organization for long-term follow up and care. At present, ChildLine is functioning in 543 districts (till 5th December, 2019). In addition, ChildLine runs 117 Child Help Desks in various Railway Stations across the country. Since, its inception, the Agency has handled 90 million calls received in connection with vulnerability of children.

Childline in each city operates through a structured network of street and community youth, non-profit organisations, institutions, and concerned individuals. Each call centre has a team of trained youth who man the telephone lines 24 hours a day. Within 60 minutes (at most) of receiving a call the team rushes to the child and attends to the crisis at hand. It may involve going to a police station, Child Welfare Committee, Juvenile Justice Board or a hospital. There is a regular follow up till the child tides through the crisis, after which options for long term rehabilitation are presented to the child.

National Child Labour Project Scheme (NCLPS)

The National Child Labour Project (NCLP) Scheme is a Central Sector Scheme. Under this Scheme the District Project Societies (DPS) are set up at the district level under the Chairmanship of the Collector/District Magistrate for overseeing the implementation of the project.

Under this Scheme, the children in the age group of 9-14 years are withdrawn from work and put into NCLP Special Training Centres, where they are provided with bridge education, vocational training, mid-day meal, stipend, health care etc. before being mainstreamed into formal education system. The children in the age group of 5-8 years are directly linked to the formal education system through a close coordination with the Sarva Shiksha Abhiyan. Further, to ensure the effective enforcement of the provisions of the Child Labour Act and smooth implementation of NCLP Scheme, a dedicated online portal named PENCiL (Platform for Effective Enforcement for No Child Labour) is developed in order to make the NCLP successful through better monitoring and implementation ensuring the timely disposal of work with transparency.

Objectives:

❖ **To eliminate all forms of child labour through**
- Identification and withdrawal of all children in the Project Area from child labour,
- Preparing children withdrawn from work for mainstream education along with vocational training;
- Ensuring convergence of services provided by different government departments/agencies for the benefit of child and their family;

- ❖ **To contribute to the withdrawal of all adolescent workers from Hazardous Occupations Processes and their skilling and integration in appropriate occupations through**

  - Identification and withdrawal of all adolescent workers from hazardous occupations / processes,
  - Facilitating vocational training opportunities for such adolescents through existing scheme of skill developments

- ❖ **Raising awareness amongst stakeholders and target communities, and orientation of NCLP and other functionaries on the issues of 'child labour' and 'employment of adolescent workers in hazardous occupations/processes'**

- ❖ **Creation of a Child Labour Monitoring, Tracking and Reporting System**

Target Group - The scheme focuses on all child workers below the age of 14 years in the identified target area; adolescent workers below the age of 18 years in the target area engaged in hazardous occupations / processes; families of Child workers in the identified target area

Sarva Shiksha Abhiyan (SSA)

Education of girl has been a high priority with the Government of India. The national commitment to provide free and compulsory education to all children in the age group of 6-14 years is now a fundamental right of every child in India after passing of the Constitution 86th Amendment in 2002.SSA is a government of India's flagship programme for achievement of Universalization of Elementary Education through a time bound integrated approach in partnership with the states.SSA is an effort to recognize the need for improving the performance of school system and to provide community owned quality elementary education in the mission mode.

Main highlights are –

- SSA is a scheme with a clear time frame for universalisation of elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An expression of political will for universal elementary education at the highest level.
- A partnership between the central, state and the local government.
- An opportunity for states to develop their own vision of elementary education.

Session 6: Effective Institutional Care under the J.J Act

Learning Objectives:

- To orient the participants about different types of institutional care provided to children under the J.J Act;

- to discuss minimum standards of care provided to children placed in CCIs, and,
- to make them aware about the role of functionaries of CCIs

Methodology: Presentation and Lecture- cum discussion

Material Required: Projector, computer, Flip chart, White Board, marker

Duration: 1 hour 15 minutes

Instructions:

- Ask the participants to define Child Care Institutions
- Ask them about registration of CCIs under the JJ Act and the penalty for non-registration of CCIs.
- Show slides and explain them in detail about different types of CCIs such as Children Home, Open Shelter, Observation Home, Specialised Adoption Agency, Place of Safety, Special Home, Fit Institution etc.
- Explain them about facilities/services to be provided to children in these homes.
- Ask the participants to define corporal punishment and what will be the punishment if any functionary of CCI & teacher of school impose to children.
- Discuss the role of functionaries of CCIs under the JJ Act & Rules.
- Discuss how to ensure safety and security of children accommodated in CCIs.

Tips for the Resource Persons:

- As the session is theoretical, make it interactive by encouraging participants to share their experiences about the children placed with them and registration under the JJ Act& NITI Ayog Portal.
- Prepare a set or guide of questions and answers to be asked from the participants in between the session.
- Appreciate and acknowledge the participants' knowledge as and when required.

Reference Material

Contents

- Registration of CCIs
- Types of Child Care Institutions and its services – Open Shelter, Observation Home, Special Home, Place of Safety, Children's Home
- Minimum Standards of Care provided to children placed in CCIs

Registration of CCIs

- All institutions whether run by the State Government or voluntary organizations which are meant for housing children in need of care and protection or children in conflict with law should be registered under this Act within a period of six months from the date of commencement of this Act.

- At the time of registration, the State Government may record the capacity and purpose of the institution and register the institution as a children's Home or Open Shelter or Observation Home or place of Safety or Specialized Adoption Agency.
- For the registration of an existing or new institution housing children in need of care and protection and children in conflict with law, the State Government grant provisional
- Registration within one month from the date of receipt of application for a maximum period of six months.
- The period of registration of an institution is for five years and will have to renew in every five years.
- The State Government may cancel or withhold registration of the institutions which fail to provide rehabilitation and reintegration services.
- The inspection committee should have powers to inspect any institution housing children
- Any child care institution registered are bound to admit children
- Any CCI fails to register shall be punished with imprisonment one year and fine one lakh or both
- The online registration systems ease the process of registration of CCIs through an online process, and provide Information and Communication Technology enablement and ensure efficient monitoring by Central and State Governments.
- The Organizations willing to run CCIs will be required to register on the portal and submit their application with complete documentation online.
- Skill development, occupational therapy and life skill education, counselling, recreational facilities, legal aid, referral services, birth registration, case management, follow up of ICP, etc.
- Mentally ill or addicted to alcohol or drugs kept in CCI shall be removed to a Psychiatric nursing home or to integrated rehabilitation center for addicts
- The services which shall be provided in CCI includes food, shelter, clothing, medical facility
- Equipment's like wheel-chairs, hearing aids, appliances for children with special needs should be there in the child care institution
- Proper education is mandatory to provide to the children

Penalty for non-registration of child care institutions

Any person , in-charge of child care institution fails to register shall be punished with imprisonment which may extend to one year or a fine of not less than one lakh rupees or both

Types of Child Care Institutions and its services

1. Open Shelter

- The Open Shelters have been established and maintained by the state Government that should function as a community based facility for children in need of residential support on short

term basis with the objective of protecting them from abuse or weaning them or keeping them away from a life on streets.

- This flexible mechanism of Open Shelters is catering to the unique needs of these children particularly in urban areas and aims to bring out their talent and potential, thus giving them the opportunity to become productive citizens. They provide a space for children where they can play, study, use their time productively and engage themselves in creative activities through music, dance, drama, yoga & meditation, computers, indoor and outdoor games, etc. in a safe environment and located within their own community.

- These activities encourage meaningful peer group participation and interaction. This ensures the overall growth and development of children and keeps them away from socially deviant behaviours, in addition to fulfilling their basic requirements for food, nutrition and health.

- These Open Shelters also have provisions for health care, quality and flexi-time education (including connecting with mainstream schools) and vocational training and have space where children can safely keep their belongings and earnings.

- Counselling guidance and life skill education are also provided for channelizing these children's energy into productive endeavours. In the long term, the aim is to make them self-dependent, aware and wean them away from street life or dysfunctional behaviours.

2. Observation Home

- Observation Homes have been established for temporary reception, care and rehabilitation of any alleged to be in conflict with law, during the pendency of any inquiry.

- The observation homes are fit for the temporary reception of such child alleged to be in conflict with law during pendency of any injury.

- The State Government may provide for the management and monitoring of observation homes, including the standard and various types of services to be provided by them for rehabilitation and social integration of a child alleged to be in conflict with law.

- Every child alleged to be in conflict with law who is not placed under the charge of parent or guardian and is sent to an observation home should be segregated according to the child's age and gender after giving due consideration to physical and mental status of the child and degree of the offences committed.

3. Special Homes

- Special homes are established for rehabilitation of those children in conflict with law who are found to have committed an offence and who are placed there by an order of Juvenile Justice Board.

- The State Government should provide for the management and monitoring of special homes, including the standards and various type of service to be provided by them that are necessary for social re-integration of a child
- The special home should provide segregation and separation of children found to be in conflict with law on the basis of age, gender, the nature of offence committed by them and the child' mental and physical status.

4. Place of Safety

- The State Government hall set-up at least one place of safety so as to place a person above the age of eighteen years or child in conflict with law, who is between the ages of sixteen to eighteen years and is accused or convicted for heinous crime.
- Every place of safety shall have separate arrangement and facilities for stay of such children or persons during the process of inquiry and children or persons convicted of committing an offence.

5. Children's Home

- The State Government may establish and maintain Children's Home for the placement of children in need of care and protection for their care, treatment, education, training, development and rehabilitation.
- Children' Home should be designated as a home fit for children with special needs delivering specialised services, depending on requirement.
- The State Government shall provide for the monitoring and management of Children' Homes including the standards and the nature of services to be provided by them based on individual care plans for each child.

6. Specialized Adoption Agency

- Any Child Care Institution, intending to be recognised as Specialised Adoption Agency to place children in in-country and inter-country adoption shall be registered as prescribed under the JJ Act, 2015 and the Adoption Regulations, 2017.
- The State Government shall recognise one or more institutions or organizations in each district as a Specialised Adoption Agency, in such manner as may be provided in the adoption regulations framed by the Authority, for the rehabilitation of orphan, abandoned or surrendered children, through adoption and non-institutional care.

 Function towards children: Every Specialised Adoption Agency shall –

- be responsible for the care, protection and well-being of every child in its charge and shall cater to their health needs; emotional and psychological needs; educational and training

needs; leisure and recreational activities; protection from any kind of abuse, neglect and exploitation; social mainstreaming and restoration or as the case may be and follow-up;

- report all cases of admissions, restorations, transfers, death and adoption of children, as well as about children missing from the institution, if any to the Child Welfare Committee, District Child Protection Unit, State Adoption Resource Agency and the Authority through Child Adoption Resource Information and Guidance System, designated portal for missing child and police;

- submit the status of every orphan, abandoned and surrendered child on the Child Adoption Resource Information and Guidance System, which is accessible on the website www.cara.nic.in;

- shall upload the certificate, issued by the Child Welfare Committee, declaring the child legally free for adoption in Child Adoption Resource Information and Guidance System within forty-eight hours from the receipt of such certificate;

- prepare the Child Study Report of all orphan, abandoned and surrendered children, through its social worker, and upload them in Child Adoption Resource Information and Guidance System, within seven days from the date such children are declared legally free for adoption by the Child Welfare Committee;

- arrange medical tests, as provided in Schedule IV, for all children admitted into its home and prepare the Medical Examination Report through its paediatrician or doctor for uploading the same in Child Adoption Resource Information and Guidance System, within seven days from the date such children are declared legally free for adoption by the Child Welfare Committee;

- prepare individual care plan for each child following the principle of the best interests of the child and the care options in the following order of preferences:- restoration to the biological family or legal guardian; through in-country adoption; inter-country adoption; foster care; and institutional care;

- create a memory album, which shall include a photo album of the child, history and details of the child's life (details of surrendering parents not to be mentioned), and interests of the child, which shall be handed over to the adoptive family along with the medical history of the child at the time of handing over the child to the prospective adoptive parents in pre-adoption foster care;

- make efforts to place each child in adoption, who has been declared legally free for adoption by Child Welfare Committee;

- be responsible to complete referral process of a child to prospective adoptive parents and the legal procedure related to adoption as provided in these regulations;

- prepare every adoptable child psychologically for his assimilation with the adoptive family, wherever required; facilitate interaction of the child with prospective adoptive parents, wherever required; ensure that siblings and twins are placed in the same family, as far as possible; preserve adoption records in a manner, that such record is accessible to authorized persons only; facilitate root search by adoptees in the manner as mentioned in regulation 44.

7. Fit Facility

- The Juvenile Justice Board or the Child Welfare Committee shall on an application from any institution or organisation run by Government or non-governmental organisation, recognise the facility as a fit facility provided the manager of that facility is willing temporarily to receive a child for a specific purpose or for group foster care.
- Any facility for recognition as a fit facility shall: meet the basic standards of care and protection to the child; provide basic services to any child placed with it; prevent child placed with it to any form of cruelty or exploitation or neglect or abuse of any kind; and abide by the orders passed by the Juvenile Justice Board or the Child Welfare Committee.
- An institution or organisation shall be recognized as a fit facility for purposes which may include: short term care; medical care treatment and specialized treatment; psychiatric and mental health care; de-addiction and rehabilitation; education; vocational training and skill development; witness protection; and group foster care.
- The services to be provided by the fit facility may include: food, clothing, water, sanitation and hygiene; mental health interventions including counselling; medical facilities including first aid and to facilitate specialized treatment; formal age appropriate education including bridge education and continuing education and life skill education; and recreation, sports, fine arts and group work activities.

Minimum Standards of Care provided to children placed in CCIs

Minimum standards of care has been prescribed in 29 – 38 of the JJ Module Rules, 2016 which include physical infrastructure such as separate homes for boys and girls, shall be child-friendly and in no way shall they look like a jail or lock-up; clothing; miscellaneous articles such as slippers, sports shoes, school uniform and bag etc. Every child care institution shall strictly adhere to the minimum nutritional standard and diet scale suggested is mentioned in the J.J Act, 2015. It is also mentioned that children may be provided special meals on holidays, festivals, sports and cultural day and celebration of national festivals.

Session 7: Non- Institutional Care under the JJ Act

Learning Objectives:

- To orient the participants about different types of non-institutional care provided to children under the JJ Act;
- to discuss with the participants about the status of implementation of non-institutional care component in India;
- to explain them the guidelines developed by Ministry/ State Government on Sponsorship, Foster Care, Adoption Regulations, 2017 and After Care.

Methodology: Presentation and Lecture- cum discussion

Material Required: Projector, computer, Flip chart, White Board, marker

Duration: 1 hour 15 minutes

Instructions:

- Ask the participants about different types of non-institutional care such as sponsorship, foster care, adoption, etc.
- Show slides and explain them in detail about the procedures to be followed for providing non-institutional care to children.
- Discuss with them the role and responsibilities of SAA, SARA, CARA, CWC, etc. prescribed under the Adoption Regulations, 2017.
- Make the participants aware about the recent guidelines developed by Ministry/ State Government on Sponsorship, Foster Care and After Care.

Tips for the Resource Persons:

- As the session is theoretical, make it interactive by encouraging participants to share their experiences with orphan, abandoned and surrendered children.
- Prepare a set or guide of questions and answers to be asked from the participants in between the session.
- Appreciate and acknowledge the participants' knowledge as and when required.

Reference Material

Contents

- Foster Care
- Sponsorship
- After care of children leaving Child Care Institution
- Adoption

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1. Foster Care

Fostering is an arrangement where a child lives, usually on a temporary basis, with an extended or unrelated family member. Such an arrangement ensures that the birth parents do not lose any of their parental rights or responsibilities. This arrangement shall cater to children who are not legally free for adoption, and whose parents are unable to care for them due to illness, death, desertion by one parent or any other crisis. The aim is to eventually re-unite the child with his/her own family when the family circumstances improve, and thus prevent institutionalization of children in difficult circumstances**.**

- The selection of the foster family should be based on family's ability, intent, capacity and prior experience of taking care of children.
- All efforts should be made to keep siblings together in foster families, unless it is in their best interest not to be kept together.
- The State Government should provide monthly funding for such foster care through District Child Protection Unit after following the procedure for inspection to ensure well-being of the children.
- The child's parents may visit the child in the foster family at regular intervals in case where the children have been placed for the reason that their parent have been found to be unfit by the Committee.
- The foster family should be responsible for providing education, health and nutrition to the child and ensure the overall well-being of the child.
- The inspection of foster families should be conducted every month by the Committee to check the well-being of the child and whenever a foster family is found lacking in taking care of the child, the child shall be removed from that foster family.
- No child regarded as adoptable by the Committee shall be given for long-term foster care.

2. Sponsorship

The State Government shall make rules for the purpose of undertaking various programmes of sponsorship of children, such as individual to individual sponsorship, group sponsorship or community sponsorship.

The criteria for sponsorship shall include-

- where mother is a widow or divorced or abandoned by family;
- where children are orphan and are living with the extended family;
- where parents are victims of life threatening disease;
- where parents are incapacitated due to accident and unable to take care of children both financially and physically;
- the duration of sponsorship shall be such as may be prescribed;

↟ The sponsorship programme may provide supplementary support to families, to Children, Homes and to special homes to meet medical, nutritional, educational and other needs of the children.

3. After care of children leaving child care institution

Any child leaving a child care institution on completion of eighteen years of age may be provided with financial support in order to facilitate child's re-integration into the mainstream of the society.

4. Adoption

Adoption is a process through which a child who is permanently separated from biological parents because her/his parents have died, or have abandoned or surrendered her/ him, becomes a legitimate child of a new set of parent(s) referred to as adoptive parents with all the rights, privileges and responsibilities that are attached to this relationship.
- Adoption should be restored to for ensuring right to family for the orphan, abandoned and surrendered children, as per the provisions of this Act.
- Adoption of a child from a relative by another relative, irrespective of their religion can be made as per the provisions
- All inter-country adoptions should be done only as per the provisions of this Act.
- Any person who takes or sends a child to a foreign country or takes part in any arrangement for transferring the care and custody of a child to another person in a foreign country without a valid order from the Court shall be punishable.

5. Adoption Regulations, 2017, Sponsorship Guidelines, After Care Guidelines and Foster Care Guidelines

Please refer Website of Ministry of Women and Child Development for the above Guidelines/ Regulations. (https://wcd.nic.in/)

Session 8: An Overview of POCSO Act, 2012 and its Amendment Act, 2019including Online Protection of Children from Sexual Abuse

Learning Objectives:

- To sensitize the participants about provisions under the POCSO Act & Rules, 2012
- to discuss about the changes made in the Amendment Act, 2019
- to explain them POCSO E-Box and Cyber Safety from online sexual abuse

Methodology: Presentation, Lecture-cum-discussion, brain storming

Material Required: Projector, computer, slides on 'POCSO Act & Rules' flip chart, marker

Duration: 1 hour 30 minutes

Instructions:

- Initiate the session by asking the following questions:
  a. What do they understand by child sexual offences?
  b. What will happen if the case is not registered?
  c. Is there any mechanism for school children to directly report to NCPCR?
- Proceed the session with the help of slides on provisions under the POCSO Act & Rules
- Discuss the POCSO (Amendment) Act, 2019 with the participants.

Tips for the Resource Persons:

- Appreciate and acknowledge the participants' knowledge as and when required.
- Note down the answers wherever required.

Reference Material

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Contents

- An Overview of the Protection of Children from Sexual Offences Act, 2012
- POCSO Amendment Act, 2019
- POCSO e-box for children
- Online Protection of Children from Sexual Abuse

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An Overview of the Protection of Children from Sexual Offences Act, 2012

To deal with child sexual abuse cases, the Government has brought in a special law, namely, The Protection of Children from Sexual Offences (POCSO) Act, 2012. The Act has come into force with effect from 14th November, 2012 along with the Rules framed thereunder. The POCSO Act, 2012 is a comprehensive law to provide for the protection of children from the offences of sexual assault, sexual harassment and pornography, while safeguarding the interests of the child at every stage of the judicial process by incorporating child-friendly mechanisms for reporting, recording of evidence, investigation and speedy trial of offences through designated Special Courts.

The said Act defines a child as any person below eighteen years of age, and defines different forms of sexual abuse, including penetrative and non-penetrative assault, as well as sexual harassment and pornography, and deems a sexual assault to be "aggravated" under certain circumstances, such as when the abused child is mentally ill or when the abuse is committed by a person in a position of trust or authority vis-à-vis the child, like a family member, police officer, teacher, or doctor. The said Act prescribes stringent punishment with a maximum term of rigorous imprisonment for life, and fine. In keeping with the best international child protection standards, the said Act also provides for mandatory reporting of sexual offences. This casts a legal duty upon a person who has knowledge that a child has been sexually abused to report the offence; if he fails to do so, he may be punished with six months" imprisonment and/ or a fine.

The said Act also casts the police in the role of child protectors during the investigative process. Thus, the police personnel receiving a report of sexual abuse of a child are given the responsibility of making urgent arrangements for the care and protection of the child, such as obtaining emergency medical treatment for the child and placing the child in a shelter home, should the need arise. The police are also required to bring the matter to the attention of the Child Welfare Committee (CWC) within 24 hours of receiving the report, so the CWC may then proceed where required to make further arrangements for the safety and security of the child.

The said Act makes provisions for the medical examination of the child in a manner designed to cause as little distress as possible. The examination is to be carried out in the presence of the parent or other person whom the child trusts, and in the case of a female child, by a female doctor.

The said Act provides for Special Courts that conduct the trial in-camera and without revealing the identity of the child, in a child-friendly manner. Hence, the child may have a parent or other trusted person present at the time of testifying and can call for assistance from an interpreter, special educator, or other professional while giving evidence; further, the child is not to be called repeatedly to testify in court and may testify through video-link rather than in a courtroom. Above all, the said Act stipulates that a case of child sexual abuse must be disposed of within one year from the date the offence is reported. It also provides for the Special Court to determine the amount of compensation to be paid to a child who has been sexually abused, so that this money can then be used for the child's medical treatment and rehabilitation.

The said Act recognizes almost every known form of sexual abuse against children as punishable offences, and makes the different agencies of the State, such as the police, judiciary and child protection machinery, collaborators in securing justice for a sexually abused child. Further, by providing for a child-friendly judicial process, the said Act encourages children who have been victims of sexual abuse to report the offence and seek redress for their suffering, as well as to

obtain assistance in overcoming their trauma. In time, the said Act will provide a means not only to report and punish those who abuse and exploit the innocence of children, but also prove an effective deterrent in curbing the occurrence of these offences.

The said Act is to be implemented with the active participation of the State Governments. Under Section 39 of the said Act, the State Government is required to frame guidelines for the use of persons including non-governmental organisations, professionals and experts or persons trained in and having knowledge of psychology, social work, physical health, mental health and child development to assist the child at the trial and pre-trial stage. The following guidelines are Model Guidelines formulated by the Central Government, based on which the State Governments can then frame more extensive and specific guidelines as per their specific needs.

There was a strong need to take stringent measures to deter the rising trend of child sex abuse in the country, the proposed amendments make provisions for enhancement of punishments for various offences so as to deter the perpetrators and ensure safety, security and dignified childhood for a child. To combat rising cases of child sex abuse, a bill for enhancement of punishment, including a provision for death penalty, for committing sexual crimes against children was re-introduced and has already been approved by both the houses of Parliament.

Protection of Children from Sexual Offences (Amendment) Act, 2019

This act has come into force on 5.August, 2019. Several new provisions have been incorporated in the Act. The Act has presented stringent punishment to a person whoever commits: penetrative sexual assault on a child below 16 years of age; severe punishment to the person who abuses a child of communal or sectarian violence or during any natural calamity or in any similar situation; punishment for using child for pornographic purposes; punishment for storage of pornographic material involving child etc.

POCSO e-Box for children:

Protection of Children from Sexual Offences (POCSO) e-Box is an online complaint box for reporting child sexual abuse. It is a National Commission for Protection of Child Rights (NCPCR) initiative to help children report such crimes directly to the Commission. The online complaint management system enables easy reporting and timely action against the offenders under the POCSO Act, 2012. E-Box is very simple to operate and will help to maintain the confidentiality of the complaint.

How it works?

To access POSCO e-Box, click here. The link is also incorporated prominently (as shown below) in the home page of National Commission for Protection of Child Rights (NCPCR) website, where a user has to simply push a button named POSCO e-Box.

Step1 – It will navigate to a page with a window containing an animation movie. The animation movie reassures the child that whatever has happened to him/her is not his/her fault and she/he need not feel guilty and that NCPCR is a friend which will help her.

Step 2 – After the user presses the arrow on page, it navigates to another page where he/ she have to select at least one picture option (describing the category of harassment).

Step 3 – Fill the form with details such as mobile number, e-mail and description of the harassment followed by the 'submit' button. The complaint is then registered and a unique auto-generated complaint number is flashed.

Online Protection of Children from Sexual Abuse

❖ **Basic Terminologies**

- Child Pornography **-** "child pornography" means any visual depiction of sexually explicit conduct involving a child which include photograph, video, digital or computer generated image indistinguishable from an actual child, and image created, adapted, or modified, but appear to depict a child.
- Sexting- sending of sexually explicit messages using mobile/internet
- Happy slapping – use of mobile or camera to record an incident where a child is cyberbullied and circulated on social media
- Prostitution of children- use of children in sexual activities for monetary gain or other forms of non-monetary payment
- Rumour spreading- circulating gossip, through email , text messages, or pictures or other means
- Sexual exploitation- use of a child for sexual purposes in exchange for cash or in kind favours
- Violation of privacy- invading privacy of a child by clicking pictures of private parts or recording video without his consent
- Morphing- Making fake pictures of a child specially obscene ones

Some Tips if you are being targeted sexually…
- **You are legally entitled to protect your body & dignity.** Your body belongs to you and no one has right to touch you in a way you do not like or understand.   - Don't be afraid to **discuss with someone you trust** such as your parent or school counsellor.   - **Don't feel depressed** or guilty, it's not your fault.   - Say **'No' and get away** in case someone makes you uncomfortable (online or offline).   - **Preserve the evidence**, take print outs, but don't delete the material.   - **Report abuse to service provider** such as Facebook in case your Facebook profile is hacked or a fake profile is created by someone.   - **Reach out to Childline 1098** or other helpline, **DSLSA-1516, POCSO e-box at ncpcr.gov.in**   - Inform the **police-dial 100.**   - Go to **hospital for medical check-up.**   - Seek help of a **legal expert /forensic expert.**

Session 9: Open Shelters under Child Protection Services Scheme: Concept and Facilities

Learning Objectives:

- To make the participants aware about the concept of Open Shelter;
- to enable the participants about various services provided in Open Shelter;
- to discuss with the participants about the various target groups of Open Shelter;
- to explain the participants about their role and responsibilities.

Methodology: Presentation, Lecture-cum-discussion, brain storming

Material Required: Projector, computer, slides on 'Open Shelter' flip chart, marker

Duration: 1 hour 15 minutes

Instructions:

- Ask the participants about the concept of Open Shelter.
- Show slides and explain them in detail about the various services provided in Open Shelter.
- Ask the participants if they are aware of the various target groups of Open Shelter.

Tips for the Resource Persons:

- Appreciate and acknowledge the participants' knowledge as and when required.
- Note down the answers wherever required

Reference Material

> #### Contents
>
> - Introduction
> - Target Group
> - Objectives
> - Services provided in Open Shelter

Introduction

The largest numbers of homeless children, pavement dwellers, street and working children, child substance abusers and child beggars, left on their own and in need of care and support, reside in urban areas. They end up at traffic intersections, railway stations, streets, sabzi mandi (vegetable market), etc. begging for alms, wiping automobile windscreens, rag picking, vending wares. These children are very often victims of adult abuse of all kinds: physical, sexual, emotional as well as economic exploitation. Amongst these children, a large number of child substance abusers have also been identified by government through civil society Organisations working in these areas. They may also be involved in petty thefts, drug peddling or controlled by a begging or stealing groups. Many of these children also peddle sex for survival and paedophilia is common. Open Shelters is catering to the unique needs of these children particularly in urban areas and aims to harness their talent and potential, thus giving them the opportunity to become productive citizens. These are community based safe spaces which provide a space for children where they can play, study, use their time productively and engage themselves in creative activities through music, dance, drama, yoga & meditation, computers, indoor and outdoor games, etc. in a safe environment and located within their own community.

- The State Government may establish and maintain, by itself or through voluntary or non-governmental organisations, as many open shelters as may be required, and such open shelters shall be registered as such, in the manner as may be prescribed.
- The open shelters shall function as a community based facility for children in need of residential support, on short term basis, with the objective of protecting them from abuse or weaning them, or keeping them, away from a life on the streets.
- The open shelters shall send information every month, in the manner as may be prescribed, regarding children availing the services of the shelter, to the District Child Protection Unit and the Committee.

Target Group

Open Shelters will cater to all children in need of care and protection particularly beggars, child substance abusers, street and working children, rag pickers, small vendors, street performers, orphaned, deserted, trafficked and run-away children, children of migrant population, children living in unauthorized areas/slums, children of socially marginalized groups and any other vulnerable group of children.

Objectives

These Open Shelters, run by both NGOs and State Governments/UTs, are not meant to provide permanent residential facilities for children but will complement the existing institutional care facilities.

To enhance life-skills and reduce their vulnerabilities to exploitation

To attract above-mentioned target group of children from their present vulnerable life situation to a safe environment

To provide opportunities for education and develop their potential and talent

OBJECTIVES OF OPEN SHELTER

To reintegrate these children into families, alternative care and community

To carryout out regular follow up to ensure that children do not return to vulnerable situations

To guide these children away from high risk and socially deviant behaviours

To wean these children away from the vulnerable situations by sustained interventions

Services provided in Open Shelter

- Identify such children within the geographical area/location of the Open Shelters;
- Use child friendly approaches and outreach activities to make contact with them;
- Open Shelters could form Contact Locations that could be established on railway platforms, crowded market areas, tourist destinations, bus stands, etc.;
- Use techniques like music, drama, storytelling, outings and other child friendly methodologies to attract the interest of the children;
- Once children start participating, these Open Shelters should introduce education based on their age, access to vocational training, recreation, bridge education, linkages to the National Open School Program (NOSP), health care, counselling, etc.;
- Every Open Shelter should tie up with NGOs and ITIs to either provide vocational training facilities by sending the children to such NGOs or ITIs or provide such facilities within the Open Shelter;
- Cater to individual specific needs like substance abuse, behavioural problems and socially deviant behaviours among others;
- Encourage involvement of social workers, community volunteers, peer educators, students

and others. This will provide opportunity to people with skills and time to guide and improve the quality of life of these children;

- Provide life skills to children leading to personality enhancement, raising self-esteem, developing a positive approach to life, improving communication skills, ability to deal with trauma, reducing risk, etc.;
- Provide temporary stay facilities for children; and children requiring long term care shall be referred to the nearest Shelter/Children's home;
- Function as 24- hour Crisis Management Centres to receive and provide necessary assistance to children;
- Separate Open Shelters should be established for boys and girls;
- One NGO can run one or more Open Shelters in a city, based on requirements;
- Provide accessibility to children round the clock;
- Provide accessibility to children of all age groups up to 18 years of age;
- Provide quality toilets, lockers for children to keep their belongings, washing facilities, recreational facilities both indoor and outdoor, etc.
- Provide health care facilities and refer children for specialized services for prevention of drug and substance abuse, HIV/AIDS/STIs and other chronic health disorders;
- Maintain standards of care and children should be encouraged to participate in the activities of Open Shelters;
- Prepare Individual Care Plan for each child which will be monitored by the DCPU from time to time;
- Maintain electronic data of each child and furnish the details to the DCPU as a part of the child tracking system and provide list of names of children accessing services to the Child Welfare Committee whenever directed to do so.

Accommodation required:

- A Unit for 25 children shall have minimum carpet area of 2000 sq. ft. including a kitchen, two bathrooms and two toilets.
- NGOs running these Open Shelters may contact Municipal Corporations, Zila Parishads, Slum Boards, Railway and Transport authorities for suitable accommodation for Open shelters or contact points.
- NGOs may seek help of DCPU for making arrangement for accommodation.

Session 10: Role of Bridge Course Educators, Outreach Workers and Community Volunteers

Learning Objective:

- To sensitize the Bridge Course Educators and Outreach Workers working in Open Shelters about their role and responsibilities;
- to orient the Outreach Workers and Community Volunteers working in District Child Protection Units about their job responsibilities under Child Protection Services Scheme.

Methodology: Presentation, Lecture-cum-discussion

Material Required: Projector, computer, flip chart, White Board, marker

Duration: 1 hour 15 minutes

Instructions:

- Initiate the session by discussing the job responsibility of Bridge Course Educators and Outreach Workers working in Open Shelter.
- Explain the participants about the role and responsibility of Outreach Workers and Community Volunteers working in DCPUs.
- Read the slides carefully

Tips for the Resource Persons:

- Appreciate and acknowledge the participant's knowledge as and when required.
- Keep a track of the time as it is an extensive session.

Reference Material

Contents

- Role of Outreach Workers and Community Volunteers working in DCPUs
- Role of Outreach Workers and Bridge Course Educators working in Open Shelters

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Role of Outreach Workers and Community Volunteers working in DCPUs

1. Outreach Workers: Each Child Protection Unit at district level shall have three Outreach Workers reporting to Protection Officers and Legal cum Probation Officer. Each Outreach Worker shall assist their respective Officer in carrying out their roles and responsibilities. They shall work as a link between the community and the District Child Protection Unit and shall be

responsible for identifying families and children at risk and offer necessary support services. The Outreach Workers shall also be responsible for developing good networking and linkages with the Anganwadi workers and members of panchayat/local bodies at community/block levels. They should also encourage volunteerism amongst the local youth and involve them in to the child protection program at block and community levels.

2. **Community Volunteers:** Community Volunteers have a crucial role to play under the Child Protection Services Scheme in creating awareness's in the community on issues pertaining to Child Protection; identify families at risk and children in need of care and protection through effective networking and linkages with the Village Level Child Protection Committees; assess the number of children in difficult circumstances in the community; to educate the community about services available for children under the scheme; support credible voluntary organizations to implement program components of the CPS; and, support implementation of family based non-institutional services including sponsorship, foster care, adoption and after care.

Role of Bridge Course Educators and Outreach Workers working in Open Shelters

The Bridge Course Educators and Outreach Workers have an important role to play under the Child Protection Services Scheme to deal with all the children in need of care and protection particularly beggars, child substance abusers, street and working children, rag pickers, small vendors, street performers, orphaned, deserted, trafficked and run-away children, children of migrant population, children living in unauthorized areas/slums, children of socially marginalized groups and any other vulnerable group of children.

Bridge Course Educators identify the children in need of care and protection and use innovative child friendly approaches and outreach activities to make contact with them; wean these children away from the vulnerable situations by sustained interventions; guide these children away from high risk and socially deviant behaviours; provide opportunities for education and develop their potential and talent; enhance life-skills and reduce their vulnerabilities to exploitation; reintegrate these children into families, alternative care and community; and, carryout out regular follow up to ensure that children do not return to vulnerable situations. **Outreach workers** in Open Shelters have the responsibility to bring the children from Contact Points such as Railway Station, Sabzi Mandi, Rickshaw Stand, Bus Stand etc. If any child require long term rehabilitation, to produce him/her before the Child Welfare Committee functioning in the concerned district. Besides this, Outreach Workers have the responsibility to create awareness's in the slum areas about the facilities provided and functioning of Open Shelters in the district. Outreach Workers mostly visit the community and carry out follow-up of children availing facilities under Open Shelters, so that they do not return to vulnerable situations and indulge in offences. These workers may educate the parents to guide their children and inform the Shelter Home if the child is consuming drugs or involved in substance abuse.

Session 11: How to communicate with Children

Learning Objective:

- To make the participants understand the concept of Communication;
- to make the participants aware of the Communication Process;
- to orient the participants about effective communication skills for communicating with children;
- to sensitize them about the effective decision making and problem solving skills.

Methodology: Presentation, Lecture-cum-discussion, Role-play and games

Material Required: Projector, computer, flip chart, White Board, marker

Duration: 1 hour 15 minutes

Instructions:

- Initiate the session by asking the following question: What do they understand by effective communication?
- Explain them about the Communication Process.
- Show slides regarding effective communication skills for communicating with children.
- Make them aware about effective decision making and problem solving skills.

Tips for the Resource Persons:

- Appreciate and acknowledge the participant's knowledge as and when required.
- Make the session interactive by indulging participants in role-play and games.
- Keep a track of the time as it is an extensive session.

Reference Material

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Contents

- What is Communication?
- Communication Process
- Effective Communication Skills
- Effective decision making and problem solving skills
- Importance of right communication skills

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What is Communication?

Communication is the process by which we exchange information between individuals or groups of people. It is a process where we try as clearly and accurately as we can, to convey our thoughts, intentions and objectives. We communicate for various reasons: inform, to express our feelings, to discuss, to argue, to share we care and to express our hopes. Communication comprises of Spoken or Verbal Communication and Non-Verbal Communication such as body language, gestures, how we dress or act. It is a basis of all relationships. The quality of a relationship is determined largely by the quality of communication within that. That is why good communication is a skill that needs to be learned.

Communication Process

A message or communication is sent by the sender through a communication channel to a receiver or to multiple receivers. The sender must encode the message (the information being conveyed) into a form that is appropriate to the communication channel, and the receiver(s) then decodes the message to understand its meaning and significance. Communication is successful only when both the sender and the receiver understand the same information.**Misunderstanding can occur at any stage of the communication process.**

Message	Encode		Decode	
SENDER	Barriers →	Channel	← Barriers	RECIPIENT
	Decode		Encode	Feedback
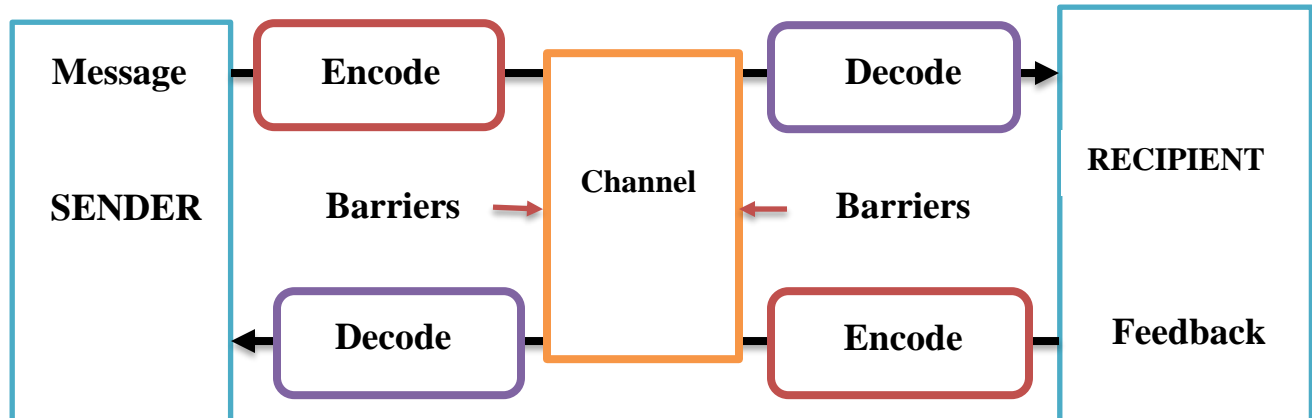
Effective Communication Skills

Effective communication involves minimizing potential misunderstanding and overcoming any barriers to communication at each stage in the communication process. An effective communicator understands their audience, chooses an appropriate communication channel, hones their message to this channel and encodes the message to reduce misunderstanding by the receiver. They will also seek out feedback from the receiver(s) as to how the message is understood and attempt to correct any misunderstanding or confusion as soon as possible. Receiver can use techniques such

as Clarification and Reflection as effective ways to ensure that the message sent has been understood correctly.

Good communication requires verbal and non-verbal messages to match; we should not be giving "mixed messages"; say one thing and the non-verbal behaviour convey a different message. This will lead to confusion and for a listener to exploit the situation to his/her advantage.

Types of Communication

Verbal Communication

Non-Verbal Communication
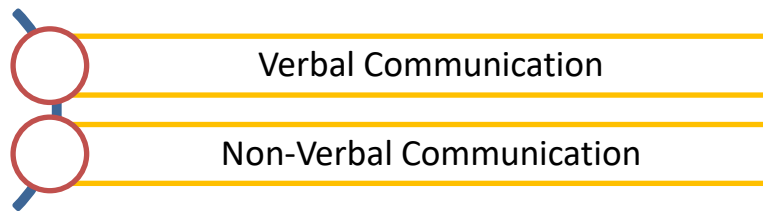
Effective decision making and problem solving skills

Decision-making skills and techniques underpin most aspects of management. To decide something means making a choice or coming to a conclusion. This involves a wide range of personal and interpersonal skills, including fact finding, logical thinking, creativity, analytical ability, sensitivity to others and assertiveness. **The key steps in making a decision are -**

Setting Objectives

Collecting Information

Identifying alternative solutions

Evaluating Options

Selecting the best option
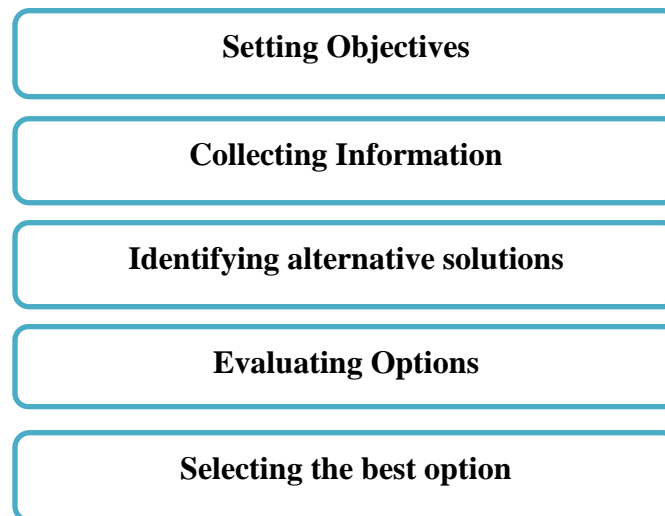
Visit by parents to CCI and Communication with children

Every child in the child care institution may be permitted to have one meeting with his/her relatives provided that in special cases, where parents and guardians have travelled a long distance from another state or district, the person in charge may allow the parent and guardians entry into the premises and a meeting with their children on other days on confirmation of their identity and they

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being reported not to have being involved in subjecting the child to abuse and exploitation. No meeting shall be permitted with the parent or guardian or relative where such visitor have been found to be involved in subjecting the child to violence, abuse and exploitation or carry any prohibited article. Also every child shall be allowed to write two letters in a week to his parents or guardian or to his relatives. A child may speak to his parents on telephone once a week under supervision of the Child Welfare Officer or Case Worker or Probation Officer and record shall be duly maintained of such calls. Every person desiring to meet the child shall, before the meeting, disclose his name and address with proof, which shall be noted in the visitor's register and signed by the visitor. Copy of photo, identity card containing the address and the photograph of the visitor to be taken before the meeting, shall be retain by the institution.

Why are right communication skills important?

- Evidence shows that health and psychosocial stakeholders can impact a child's healing based on their responses to a child's disclosure of abuse—in other words, what stakeholders say and how they say it. For example, if a child discloses sexual abuse and perceives he/she is being blamed for the abuse by the stakeholder, the child may experience deeper levels of shame, anxiety and sadness.
- This may result in the child refusing to share further information or even deny the abuse altogether in subsequent interviews because he/she does not feel safe.
- However, if a stakeholder communicates immediate belief, care and empathy, the child survivor may be willing to engage further, thus helping the provider to offer appropriate care and treatment.

Things to be kept in mind for communicating with children

- All children should be approached with extreme sensitivity and their vulnerability recognized and understood.
- Try to establish a neutral environment and rapport with the child before beginning the Communication. For example, if the Communication must be conducted in the child's home, select a private location that appears to be the most neutral spot
- Try to select locations that are away from traffic, noise, or other disruptions. Items such as telephones, cell phones, televisions, and other potential distractions should be temporarily turned off.
- The Communication location should be as simple and uncluttered as possible, containing a table and chairs. Avoid playrooms or other locations with visible toys and books that will distract children
- Always identify yourself as a helping person and try to build a rapport with the child. Make the child comfortable with the Communication setting. Gather information about the child's verbal skills and cognitive maturity. Convey that the goal of the Communication is for the child to talk and ask questions that invite the child to talk (e.g., "tell me about yourself").

- Ask the child if he/she knows why they have come to see you. Children are often confused about the purpose of the Communication or worried that they are in trouble.
- Convey and maintain a relaxed, friendly atmosphere. Do not express surprise, disgust, disbelief, or other emotional reactions to descriptions of the abuse. Avoid touching the child and respect the child's personal space. Do not stare at the child or sit uncomfortably close. Do not make false promises. For example, do not say, "Everything will be okay" or "You will never have to talk about this again." Establish ground rules for the Communication, including permission for the child to say he/she doesn't know and permission to correct the Communicator.
- Ask the child to describe what happened, or is happening, to them in their own words. The Communicator should, as far as possible, follow the child's lead; however, he may have to delicately introduce the topics of the abuse. Always begin with open-ended questions. Avoid asking the child a direct question, such as "Did somebody touch your privates last week?" Instead, try "I understand something has been bothering you. Tell me about it."
- After initially starting like this, move on to allow the child to use free narrative. For example, you can say, "I want to understand everything about [refer back to child's statement]. Start with the first thing that happened and tells me everything you can, even things you don't think is very important."
- Avoid the use of leading questions that imply an answer or assume facts that might be in dispute and use direct questioning only when open-ended questioning/free narrative has been exhausted.
- Avoid correcting the child's behaviour unnecessarily during the Communication. It can be helpful to direct the child's attention with meaningful explanations (e.g., "I have a little trouble hearing, so it helps me a lot if you look at me when you are talking so that I can hear you") but avoid correcting nervous behaviour that may be slowing the pace of the Communication or even preventing it from proceeding
- Communicator should not discuss the case in front of the child. Individuals who might be accused of influencing children to discuss abuse. Custody disputes or therapists, should not be allowed to sit with children during Communications
- A variety of non-verbal tools may be used to assist young children in communication, including drawings, toys, dollhouses, dolls, puppets, etc. Since such materials have the potential to be distracting or misleading they should be used with care. They are discretionary for older children.
- In certain situations, the Communicator may consider it appropriate to Communication the child victim together with his/her parent or guardian or other person in whom the child has trust and confidence. In such cases, the following guidance may be useful.

Skills of a Child Care Expert

Nurturing, Comforting and Supportive	A positive, supportive response will help abused children feel better, while a negative response (such as not believing the child or getting angry with the child) could cause them further harm.
Reassure the Child	Children rarely lie about being sexually abused. Healing statements such as "I believe you" and "It's not your fault" are essential to communicate at the outset of disclosure. Complementing the child on how brave he/she is for sharing the experience greatly supports the child.
Do No Harm	Be Careful Not to traumatize the child. Do not become angry with a child, force a child to answer a question that he or she is not ready to answer, force a child to speak about the sexual abuse before he/she is ready, or have the child repeat her/his story of abuse multiple times to different people.
Speak in a simple way so children can understand	Every effort should be made to communicate appropriately with children; information must be presented to them in ways and language that they understand, based on their age and developmental stage
Help Children and make them feel safe	Find a safe space, one that is private, quiet and away from any potential danger. Offer children the choice to have a trusted adult present, or not while you talk with them. Do not include the person suspected of abusing the child in the interview. Tell the child the truth—even when it is emotionally difficult. If you don't know the answer to a question, tell the child, "I don't know." Honesty and openness develop trust and help children feel safe.
Use Appropriate People	In principle, only female stakeholders and interpreters should speak with girls about sexual abuse. Male child survivors should be offered the choice (if possible) to talk with a female or male stakeholder, as some boys will feel more comfortable with a female stakeholder. The best practice is to ask the child if he or she would prefer to have male or female trained staff on hand.
Pay Attention to Non-Verbal Communication	It is important to pay attention to both the child's and your own non-verbal communication during any interaction. Children may demonstrate that they are distressed by crying, shaking or hiding their face, or changing their body posture. Curling into a ball, for example, is an indication to the adult working with the child to take a break or stop the interview altogether. Conversely, adults communicate non-verbally as well. If your body becomes tense or if you appear to be uninterested in the child's story, he or she may interpret your non-verbal behaviour in negative ways, thus affecting his or her trust and willingness to talk.
Respect Children's Opinions,	Children have a right to express their opinions, beliefs and thoughts about what has happened to them as well as any decisions made on their behalf. Service providers are responsible for communicating to children that they have the right

Beliefs and Thoughts	to share (or not to share) their thoughts and opinions. The child's right to participation includes the right to choose not to participate.

Session 12: Rescue, Restoration and Rehabilitation of the children

Learning Objectives:

- To make the participants understand the concept of Rescue, Restoration and Rehabilitation;
- to make the participants know about the process of rescuing the children from the community;
- to discuss about the restoration of the children;
- to make the participants understand about the importance of restoration of children.

Methodology: Presentation, Lecture-cum-discussion

Material Required: Projector, computer, flip chart, White Board, marker

Duration: 1 hour 15 minutes

Instructions:

- Initiate the session by defining the 3 R i.e. Rescue, Restoration and Rehabilitation.
- Ask the participants if they are aware of the process of rescuing children from the community.
- Explain them about the restoration of the children.
- Show them slides and discuss regarding the importance of restoration of children.
- Read the slides carefully

Tips for the Resource Persons:

- Ask the participants to share their experiences regarding rescue and restoration of children from the community.
- Appreciate and acknowledge the participant's knowledge as and when required.
- Keep a track of the time as it is an extensive session.

Reference Material

Contents

- Definition of Rescue, Restoration and Rehabilitation
- Procedures adopted in these processes

Definition of Rescue, Restoration and Rehabilitation

Rescue operations: It would involve activities associated with all children in need of care and protection and provides protection to victims of trafficking for bonded or forced labour and slavery, by rescuing them from exploitation and enabling their access to services under the rule of law. The process of victim's assistance starts with the identification of cases or the receipt of complains and includes the detailed preparation of conducting raid and rescue operations, the

prosecution of traffickers/ employers and the rehabilitation of survivors. It aims of securing the rehabilitation and social reintegration of the rescued child. The term rescue operation shall include both the rescue of an individual child or of several children.

Under Child Protection Services Scheme, at present ChildLine India Foundation (CIF) has been given the status of a ''Mother NGO'' for running *ChildLine Service* in the country.This is a 24/7 emergency phone outreach service for children in crisis which links them to emergency and long-term care and rehabilitation services. The service can be accessed by any child in crisis or an adult on their behalf by dialing **a four digit toll free number (1098).**

- Responding to calls on the national toll free number 1098 and provision of rescue and emergency outreach services for children in need of care and protection;
- Coordinating rescue and other outreach services with the help of relevant local departments like police, administration, labour, health, railways and others;
- Ensuring proper documentation of all children rescued to facilitate their rehabilitation and restoration;
- Functioning under overall supervision of the DCPU;
- Producing children before the Child Welfare Committee (CWC) for ensuring care and protection;
- Supporting the CWC in the long term rehabilitation of children, where required;
- Supporting a national network for the tracking of missing children;
- Providing data related to children rescued and rehabilitated to DCPU/SCPS for compilation of a national comprehensive database of child protection;
- Creating awareness and ensuring access to the 1098 Child helpline number;
- Research, documentation, awareness and advocacy on issues related to Child helpline;
- Establishing linkages with other child protection services, community and local bodies for meeting the immediate needs of children rescued;
- Producing children before the Child Welfare Committee (CWC) for ensuring care and protection;
- Supporting the CWC in the long term rehabilitation of children, where required;
- Supporting a national network for the tracking of missing children;
- Providing data related to children rescued and rehabilitated to DCPU/SCPS for compilation of a national comprehensive database of child protection;
- Creating awareness and ensuring access to the 1098 Child helpline number;
- Research, documentation, awareness and advocacy on issues related to Child helpline;
- Establishing linkages with other child protection services, community and local bodies for meeting the immediate needs of children rescued;

Restoration of the children

The restoration and protection of a child is the prime objective of any Children's Home, Specialised Adoption Agency or open shelter. The Children's Home, Specialised Adoption Agency or open shelter should take steps that are considered necessary for the restoration and protection of a child deprived of his family environment temporarily or permanently where such child is under their care and protection. The Committee should have the power to restore any child in need of care and protection to his parents, guardian or fit person after determining the sustainability of the parents to take care of the child.

Rehabilitation of children

Rehabilitation is the act of restoring something to its original state, family, community etc. Children seek rehabilitation when they are in difficult circumstances. DCPU, CWCs, Childline, JJBs and CCIs help these children in rehabilitation process.

Reintegration of children

It is the process of a separated child making what is anticipated to be a permanent transition back to his or her family and community (usually of origin), in order to receive protection and care and to find a sense of belonging and purpose in all spheres of life. The children are strengthened with skills, making their self-esteem high to adjust in the community.

Repatriation of children

The child is repatriated to his own country, state, or district as per the provisions prescribed under various laws implemented time to time and the Standard Operating Procedures (SOPs) developed by various departments, agencies and institutions.

Session 13: Counselling of children in vulnerable situations

Learning Objectives:

- To develop an insight into the situation of abuse, trauma and other emotional problems consequently faced by children;
- to make participants understand the significance of counselling as well as alternative and supportive approaches to counselling;
- to develop practical understanding among participants regarding the use of specific techniques and approaches in counselling the child victims.

Methodology: Presentation, lecture and discussion and Role-play

Material Required: Projector, computer, presentation on 'Understanding Counselling and its different approaches', board marker

Duration: 1 hour 30 minutes

Instructions:

- Explain the participants about stages and techniques of counselling, elements of counselling
- Make the sitting arrangements of participants for practical counselling session.
- Tell them about the importance of self-awareness in counselling process.
- Inform them how to develop rapport adopting role-play method.

Tips for Facilitator:

- This session is very important to make the participants understand the trauma and distress the child goes through after sexual abuse, helping them understand the impact of it.
- The facilitator must address the pressing issues/questions that comes up during the session
- Make the session as interactive as possible by inviting the participants to share their own observations and experiences on child's abuse and trauma.

Reference Material

Contents

- What is Counselling?
- Counselling process for the victims of Sexual Abuse
- Types of Counselling - Play Therapy, Family Counselling, Group Counselling, Community Based Counselling

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What is Counselling?

Counselling is a learning-oriented process, which occurs usually in an interactive relationship, with the aim of helping a person learn more about the self, and to use such understanding to enable the person to become an effective member of society. Counselling is a process by means of which the helper expresses care and concern towards the person with a problem, and facilitates that person's personal growth and brings about change through self-knowledge.

- **Self-awareness in Counselling Process**

Self-awareness is an understanding of oneself including one's own knowledge, attitudes, and opinions. SOLER theory is created to understand how to put the clients at ease through the body language.

S	O	L	E	R
Sitting at a comfortable angle and distance.	Open posture. Arms and legs uncrossed.	Leaning forward from time to time. Looking genuinely interested. Listening attentively.	Effective eye contact without staring	Remaining relatively relaxed.
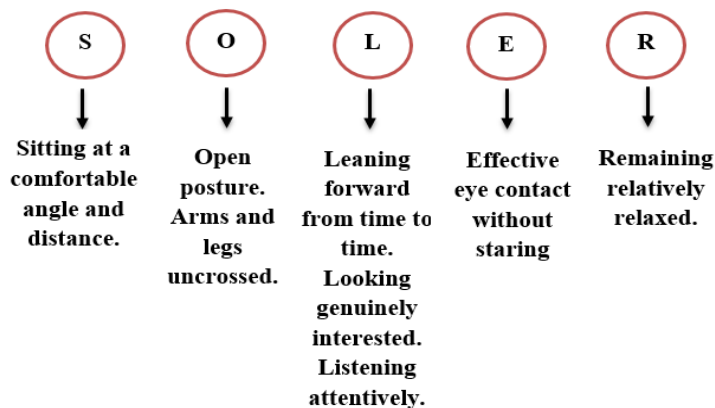
Counselling process for the victims of Sexual Abuse

Children with sexual abuse undergo adverse physical, behavioural and mental health consequences which profoundly affect their overall development. Factors such as developmental age of the child, severity of abuse, closeness to the perpetrator, availability of medico-legal-social support network and family care, gender stereotypes in the community complicate the psychological trauma and hence need to be addressed.

The key components in counselling process should start with rapport building, perhaps establishing rapport with the child has maximum importance, in the absence of which the child will not open up to the counselor. The counselor needs to be prepared to deal with silence and accept it rather than fight with it. Often the child may not say anything for many sessions together. The Counsellors work is to ask questions relating to the abuse, unless the child himself wants to talk about it. The counselor needs to be available for the child if the child wants to talk about his trauma but at the same time be watchful not to scrape old wounds when the child does not want to talk about the abuse. Key components would be to teach the child the basics of touch to prevent further abuse. This is also part of basic sex and safety education programmes which the counselor may conduct as part of a preventive programme. The child needs to be told about 'Good' touch, such

as a pat on the head or the back which may be gentle and has a positive influence on the child in the form of motivation or giving the child a sense of security. 'Bad' touch is what is uncomfortable or inappropriate, such as touching on the private parts. During the therapy process the child may experience post abuse distress symptoms, dealing with self-blame/stigmatization, betrayal feelings, and powerlessness. The child can be taught simple deep breathing exercises to relax himself. Enhancing coping skills to boost the moral and self-esteem goes immensely into working with such children and helping them deal with their feelings. The ultimate goal of the therapy process is for the child to overcome the pain and trauma that he/she has gone through, to develop the child's personality and make him capable of dealing with the vicissitudes of life.

Effects of Child Abuse and Neglect

Physical, the emotional scarring has long lasting effects throughout life, damaging a child's sense of self, ability to have healthy relationships, and ability to function at home, at work and at school. These may include: lack of trust and relationship difficulties where the victims stops relying physically and emotionally on their caregivers, Core feelings of being "worthless" or "damaged" and Trouble regulating emotions which means the victims cannot express emotions safely. As a Result, the emotions get stuffed down, coming out in unexpected ways.

Types of Counselling

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Play Therapy

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Play forms a central aspect of child's life, that enables the child to explore both her outer world and inner experiences. Children use play as less stressful way of sharing their thoughts and emotions and to cope with the world. Observing and understanding child's play gives the counsellor some information on her personality, interactions, behaviour and level of social and cognitive development. The following are some of the advantages of play techniques in both assessment and therapy with children experiencing various kinds of psychological problems

Family Counselling

Family counselling or therapy is a major form of psychosocial intervention that attempts to deal with the problems of the individual within the context of the family. In this approach, it is assumed that the child's problems do not occur in isolation, but in fact reflect a dysfunction in the family structure and functioning, which are observed through faulty interaction and communication patterns. The counselling thus involves all or some significant (e.g. mother, father) family members who are seen together in the counselling sessions along with the 'problem child', who is only manifesting a 'family pathology'.

Group Counselling

In this approach the counsellor places the person in a group context, usually consisting of persons with similar issues and concerns, to bring about changes in attitudes, behaviour and situations, for the individual and to the group as a whole.
Advantages of Group Counselling:-
• It provides an opportunity to understand that other people also have similar problems.
• It offers a caring and supporting environment to be open, honest, and frank in sharing.
• It gives opportunity to test ideas and solutions to problems, as a feedback evaluation from the group can be obtained.

Community Based Counselling

A logical extension of individual, group and family counselling approaches is the community based counselling, through which the child survivors of sexual abuse can achieve successful community integration. Here counselling is provided by sensitized and trained community members who are in a position to influence others in the community as well as the child and her family. Such people could be village panchayat leaders, teachers, social activists, lawyers, faith healers, religious headset. These people can be provided basic knowledge about the nature and ramification of sexual abuse in general and its impact on the child, family, and the entire community. Along with awareness building they can also be given minimal training in counselling skills, so that they become 'lay counselors' and agents of change for the community they serve. It is an informal process.

Session 14: How to conduct a survey?

Learning Objectives:

- To discuss with the participants about need and importance of conducting survey in the community in the context of Child Protection;
- to explain steps for conducting survey in the community on Child Protection issues.

Methodology: Lecture cum discussion and group exercise

Material Required: LCD Projector, charts, sketch pen, white Board, marker

Duration: 1 hour 15 minutes

Instructions:

- Tell the participants about the need of conducting survey in the community.
- Explain them the importance and steps of conducting survey on child protection issues.

Tips for Facilitator:

- This session is very important to make the participants understand the steps for conducting survey in the community.
- The facilitator must address the pressing issues/questions that comes up during the session
- Makes the session as interactive as possible by inviting the participants to share their own observations and experiences while conducting survey in the community.

Reference Material

> **Contents**
>
> - What is survey?
> - Types of surveys
> - Why survey?
> - When survey?
> - How to conduct a survey on Child Protection Issues

What is survey?

A survey is a way of collecting information that you hope represents the views of the whole community or group in which you are interested.

Types of surveys

- **Case survey-** These surveys are those which collects information from a part of a group or community, without trying to choose them for overall representation of the larger population.Case surveys only provide specific information about the community studied.
- **Sample survey -** A sample survey is a method for collecting data from or about the members of a population so that inferences about the entire population can be obtained from a subset, or sample, of the population members.
- **Census survey -** in which we give your survey questionnaire to every member of the population you want to learn about. This will give us the most accurate information about the group, but it may not be very practical for large groups. A census is best done with smaller groups -- all of the clients of a particular agency.

Why survey?

- To collect information about the behaviors, needs and opinion using surveys.
- Surveys can be used to find out attitudes and reactions, to measure client satisfaction, to gauge opinions about various issues, and to add credibility to your research.
- Surveys are a primary source of information -- that is, you directly ask someone for a response to a question, rather than using any secondary sources like written records.

When survey?

- Need a quick and efficient way of getting information
- Need to reach a large number of people
- Need statistically valid information about a large number of people
- The information needed isn't readily available through other means

RRA Format for conducting survey will be developed by State Child Protection Society which may be handed over to District Child Protection Unit. The Social Workers, Community Volunteers and Out Reach Workers may be instructed to conduct survey on child protection issues. The DCPU may take help of AWWs and Primary School Teachers and student volunteers of Colleges/Universities for conducting survey in the community. The Content of the Format shall include:

- Total number of children in the community
  a. Number of Boys
  b. Number of Girls
  c. Number of children needs Care & Protection
- How many children are in Institutional Care?

- How many are availing Sponsorship Support?
- How many children is Orphan?
- How many children require Foster Care Facility?
- How many children are not attending schools?

How to conduct a survey on Child Protection Issues:

Survey is a technique used for collecting information about the community and its members. Community volunteer outreach workers of DCPU'S should conduct a survey in the village so as to find out who are the children vulnerable in the community. During the survey, Information should be collected on a prescribed 'Proforma'. It is to be updated every month (Enclosed). The information collecting during then survey includes:

> Total child population of the village.

> Number of children found to be in difficult circumstances.

> Number of children received sponsorship support or availing other services under ICPS.

> Who are the children getting married before 18?

> How many children have been transferred to other states?

> How many children require poster care facilities?

> Who are not attending schools, street children or suffering from child labour, leprosy.

Session 15: How to ensure community Participation?

Learning Objectives:

- To make the participants understand about the meaning of community participation;
- to inform them about the need and importance of community participation;
- to discuss on how to ensure community participation among the community members.

Methodology: Discussion and Interaction, Field visit, mock session, group exercises

Material Required: Board markers, chart papers, sketch pens,

Duration: 1 hour 15 minutes

Instructions:

- Initiate discussion by asking the participants about their community.
- Discuss the importance of community
- Show slides on community participation.
- Discuss the importance of community participation in child protection.
- Wind up the session by addressing questions if any.

Tips for the Resource Persons:

- Appreciate and acknowledge the participants' knowledge as and when required.
- Keep a track of the time as it is an extensive session

Reference Material

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Contents

- Community Mobilization
- Community mobilization allows people in the community to:
- Steps to mobilize the community:
- Who can help us mobilize the community?
- How to Identify and Mobilise Local Resources?
- Community Participation
- Objectives of Community Participation
- Who can be involved in eliciting community participation?
- Methods and Techniques of Eliciting Community Participation

</div>

Community Mobilization

It is a capacity building process through which a community, individuals, groups and organizations plan, carry out and evaluate activities on a participatory and sustained basis to achieve an agreed-upon goal, either on their own initiative or stimulated by others. It uses deliberate, participatory processes to involve local institutions, local leaders, community groups and members of the community to organize for collective action towards a common purpose. Community mobilization is characterized by respect for the community and its needs.

Community mobilization allows people in the community to -

Identify needs and promote community interests.	Promote good leadership and democratic decision making.	Identify specific groups for undertaking specific problems.
Plan the best use of the available resources.	Identify all the available resources in the community.	Enable the community to better govern itself.
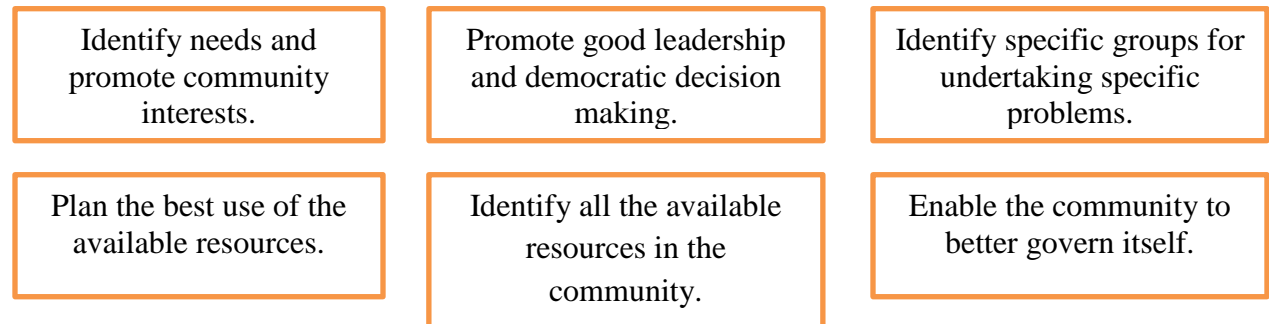
Steps to mobilize the community -

When working with the community, it is advised to apply the Community Mobilization Cycle. This cycle is composed of 8 steps and can regularly be used when enabling the community to solve their own problems and initiate their own projects.

How to Identify and Mobilise Local Resources?

A variety of formal and informal activities to understand and analyse the community situation and the issues that are important to community members can be employed –

- Community walks
- Community Meetings
- Gathering People at ONE Platform
- Electronic & Print Media
- Pamphlets & Hand-outs
- Informal discussions
- Interviews
- Role-plays, skits, puppet shows
- Use of PLA techniques
- Advocacy campaign

The Importance of Community Mobilization to Child Protection:

- Community involvement in a wide range of child protection activities is vital, including: prevention of family separations; or establishing or re-establishing educational activities.
- Identifying and addressing issues related to child abuse or exploitation.
- Engaging particularly adolescents in meaningful and constructive activities.
- Ensuring that children and adolescents have an opportunity to express their own opinions and objectives.
- Monitoring of the situation of children and adolescents in general, including for example, in relation to risk factors such as under-age recruitment.

Community Participation

The success of any community based programme depends on active community participation. It is voluntary and democratic involvement of elder, local and religious leaders, institutions and organizations. It includes community action and decision making in planning, implementation and monitoring of the programme which lead to self-reliance, ownership and sustainability of the programme. Community participation is not just utilization of services and being passive users.

Objectives of Community Participation

- Assist in smooth functioning of any government programme
- Accountability for success or failure of the programme
- Promote ownership of the programme
- Increases the sustainability of the programme
- Reaches the community as a whole and enhance its participation in utilization of programmes & services
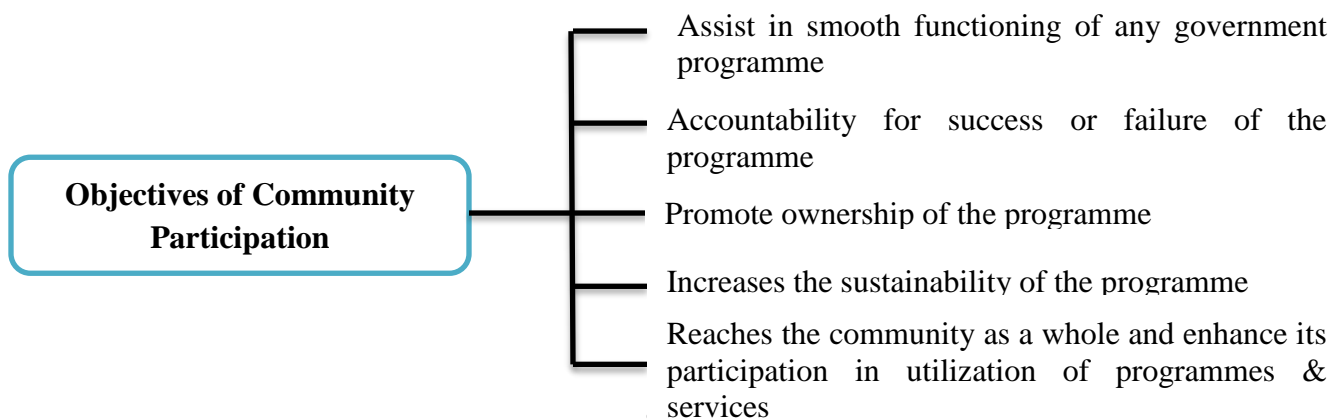
Who can be involved in eliciting community participation?

- Panchayati Raj Members
- Gram Sabha
- Sarpanch
- Religious & Local Leaders
- Mahila Mandal
- Youth Club Member
- Self Help Groups
- School Teacher
- Ahimsa Messenger

Methods and Techniques of Eliciting Community Participation

It is very important to know the community and their knowledge, skills and attitude (KSA) towards the government programmes. There are varieties of method to know the KSA of the community member such as group meetings, community meetings, meetings with individual, elderly, influential persons, local leaders, school teachers, panchayat members, non-governmental organizations.

- During the process of knowing the community, efforts may be made to know their custom, tradition and practice (CTP) through informal discussions among the community member
- During the process of knowing the CTP, some precaution have to be adopted so that their sentiments should not be affected

Techniques to Elicit Community Participation

Advocacy Campaign

Use of folk media & folk

Street play, skit or drama

Use of PLA techniques

Session 16: Importance of IEC and advocacy in Child Protection Services Scheme

Learning Objectives:

- To help the participants to understand the importance of IEC and social marketing in child protection.
- To enable the participants to understand the need of advocacy and planning the advocacy campaign

Methodology: Simulation exercise, discussion and presentation

Material Required: Projector, computer, slides on 'Importance of IEC & Advocacy for Child Protection'

Duration: 1 hour 15 minutes

Instructions:

1. Initiate the session by asking the following question:
   a. What is IEC and Advocacy?
   b. Importance of IEC and Advocacy in child protection
   c. What is behavioural change communication
2. Explain the participants about IEC and Social and Behavioural Change Communication (SBCC) for Child Protection with slides.
   a. Ask the participants following question on 'communication'
   b. What do you understand by the term communication o How is communication important
   c. What are the techniques of communication
3. Quickly write the important points on flip chart and precede the discussion with the help of slides on communication.
4. Ask the participants about social marketing and its importance in child protection
5. Clarify the concept of social marketing with the help slides.
6. Ask the participants how advocacy can be used as a tool for creating awareness about child protection.

Tips for the Resource Persons:

- This session is important to inculcate the practical skills among participants about creating awareness on child protection in their respective districts.
- As this is a practical session, keep a track of time during discussion.
- Read the slides carefully before conducting the session.
- Appreciate and acknowledge the participant's knowledge as and when required.

Reference Material

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Contents

- Importance of IEC and advocacy for Child Protection; designing an advocacy campaign
- IEC Messages
- Behaviour Change Communication (BCC)
- What is Social Marketing?
- 7 Steps of Social Marketing Approach
- Steps/ Stage in Planning an Advocacy Campaign
- Various Platforms to Promote IEC Campaign

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Importance of IEC and advocacy for Child Protection; designing an advocacy campaign

- Information, education and communication (IEC) combines strategies, approaches and methods that enable individuals, families, groups, organizations and communities to play active roles in achieving, protecting and sustaining their own health.
- IEC is the process of learning that empowers people to make decisions, modify behaviours and change social conditions. Activities are developed based upon needs assessments, sound educational principles, and periodic evaluation using a clear set of goals and objectives.
- IEC activities should never be developed or implemented independently from a broader reproductive that is being designed and executed in the country. IEC activities not only need to have an appropriate context in which they are shaped, but it is crucial that services providers be prepared to respond to any demand that may be created as a result of effective IEC activities.
- The influence of underlying social, cultural, economic and environmental conditions on health are also taken into consideration in the IEC processes. Identifying and promoting specific behaviours that are desirable are usually the objectives of IEC efforts. Behaviours are usually affected by many factors including the most urgent needs of the target population and the risks people perceive in continuing their current behaviours or in changing to different behaviours.

IEC Messages

Develop IEC messages - A good message is short, accurate and relevant.

Behaviour Change Communication (BCC) is a process of any intervention with individuals, communities and/or societies to develop communication strategies to promote positive behaviours which are appropriate to their settings. This in turn provides a supportive environment which will enable people to initiate and sustain positive and desirable behaviour outcomes. Behaviour change communication is a process of working with individuals, communities, and societies to develop communication strategies that use specific, targeted messages and a variety of approaches to

enable people to initiate and sustain healthy behaviours.

What is Social Marketing?

Social marketing is the planning and implementation of programs designed to bring about social change using concepts from commercial marketing. The seven steps of social marketing approach are knowledge, desire, skills, optimism, facilitation, stimulation and reinforcement.

Steps/ Stage in Planning an Advocacy Campaign
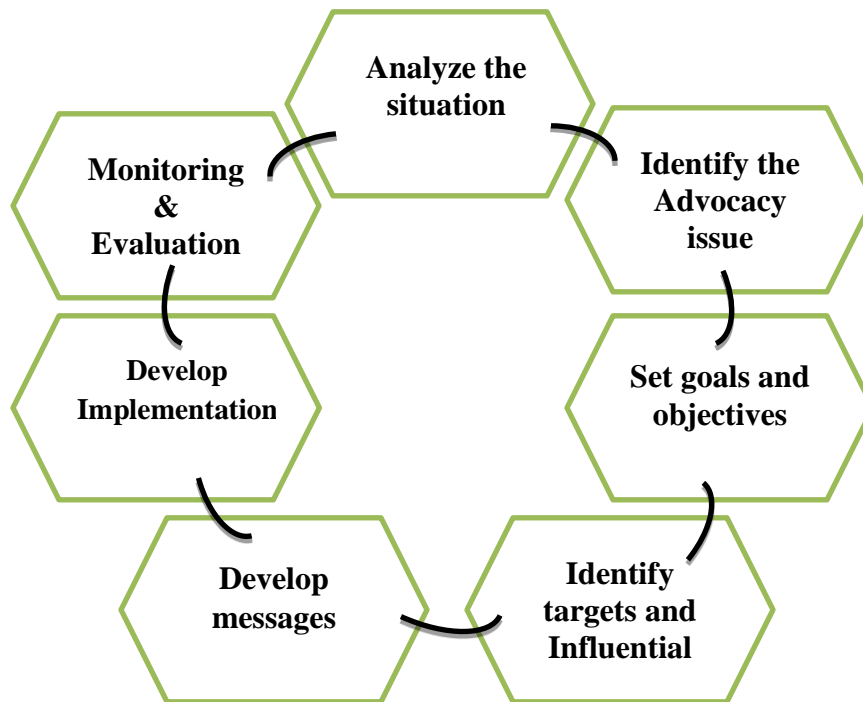
Various Platforms to Promote IEC Campaign

- **Electronic Media:** Films, short movies, documentary, video tapes, radio, audio tapes, TV programme, mobile messages, SMS, TV advertisements, slides etc.
- **Print Media:** Books, booklets, folders and leaflets, handouts, flip book, flannel graph, flash cards, charts, bulletin board, letters, newspapers, advertisements, press release, posters, kiosks, photographs, hoardings, magazines, newsletter, journals etc.
- **Folk & Traditional Media:** Song, dance, drama, kirtan/bhajan, puppet show, nagada, wall writing etc.
- **Alternate Media:** Street play, nukkad natak, nautanki, etc.
- **Multi- Media Campaign:** Publicity campaigns, awareness campaigns, exhibitions etc.

Session 17: How to conduct Resource Mapping Exercises (Identification of families and children at risk in the community)

Learning Objectives:

- To make the participants understand about how to conduct resource mapping exercises in identification of families and children at risk in the community
- To discuss with them about the need for conducting resource mapping exercises

Methodology: Presentation, Lecture-cum-discussion

Material Required: Projector, computer, slides on 'Resource Mapping Exercises'

Duration: 1 hour 15 minutes

Tips for the Resource Persons:

- Appreciate and acknowledge the participants' knowledge as and when required.
- Keep a track of the time as it is an extensive session

Reference Material

Contents

- What is Resource Mapping?
- How resource mapping can help transform the Community
- Areas of Child Protection Considered in the Mapping Process

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What is Resource Mapping?

Community resource mapping is sometimes referred to as asset mapping or environmental scanning. Community resource mapping is best noted as a system-building process used by many different groups at many different stages in order to align resources and policies in relation to specific system goals, strategies, and expected outcomes.

How resource mapping can help transform the Community

Community resource mapping can help communities to accomplish a number of goals, including:
- Identifying new resources;
- Insuring that all children have access to the resources they need;
- Avoiding duplication of services and resources;
- Cultivating new relationships;
- Providing information across agencies that work with children; and
- Encouraging collaboration

Areas of Child Protection considered in the Mapping Process

- Physical/verbal/psychological/sexual violence against children in all contexts (e.g., family, school, community)
- Children without family care
- Children affected by armed conflict
- Justice for children (includes children in conflict with the law as well as child victims and witnesses of crime)
- Child trafficking
- Harmful traditional practices
- Migration and "children on the move"
- Birth registration
- Child injuries
- Psychosocial support
- Children with disabilities
- Child labour

Session 18: Facilitating the functioning of Village Level Committees (Anganwadi Workers, members of panchayat/ local bodies) & role of Outreach Workers, Bridge Course Educators and Community Volunteers

Learning Objectives:

- To orient the participants about the functioning of Village Level Committee;
- to help the participants to strengthen the Committee in identifying vulnerable children and tie up them for services with existing mechanisms;

Methodology: Discussion and Interaction, Field visit, mock session

Material Required: Chart papers, sketch pens, paper and pencil

Duration: 1 hour 30 minutes

Instructions:

- Explain the participants regarding the functioning of Village Level Committee.
- Tell the participants the importance of strengthening the Committee at the village level.
- Help them understand the existing mechanism and how to tie up vulnerable children with those mechanisms.
- Explain them their role in facilitating the functioning of Committee at the village level.

Tips for the Resource Persons:

- Appreciate and acknowledge the participants' knowledge as and when required.
- Ask the participants if they have come across any such case and ask them to share their experiences with the other participants.
- Keep a track of the time as it is an extensive session

Reference Material

Contents

- Village Level Child Protection Committee
- Functioning of Village Level Child Protection Committee
- Role of Outreach Workers, Bridge Course Educators and Community Volunteers

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Village Level Child Protection Committee

Every village shall have a Child Protection Committee under the Chairpersonship of the village level elected representative (Head of the Gram Panchayat) to recommend and monitor the implementation of child protection services at the village level. The committee shall include two child representatives, a member of the DCPU, Anganwadi workers, school teachers, auxiliary nurse midwives, as well as respected village members and civil society representatives.

Functioning of Village Level Child Protection Committee
- To prepare a village need assessment report on the status of children in the area broadly under two categories viz., 'Children in conflict/contact with law' and 'Children in need of care and protection' that should include disaggregated data/information. Mapping of villages to identify most vulnerable children and encouraging parents for protection of children in the villages.
- Orientation of community and children on raising voices against any form of violence on children
- Awareness rising in community to combat child trafficking, to prevent child marriages, child labour practices and migration of children for labour purposes.
- Awareness and sensitization of parents to send their children regularly to school.
- Time to time campaign to raise awareness on child protection issues in villages.
- Submitting periodic report to the BLCPC to appraise them about the key challenges, achievements and opportunities for child protection.
- Drafting annual child protection plan of villages and appraising BLCPC about the need to implement the plan and seek inputs.
- Maintaining record of children in the villages, who are not attending schools, migrated out of village for work, missing children etc.
- Forwarding application to the BLCPC of specific cases for referral services.
- Discouraging harmful practices that are against child protection for example sex selective abortion, child marriages, corporal punishment etc.
- Promoting good practices, like birth registration, Aadhar card registration, and school enrolment, migrant register maintenance.
- The VLCPC should liaison with the BLCPC and DCPU for restoration and rehabilitation of rescued trafficked victims, orphan child and unaccompanied children. BLCPC to provide support on case to case basis in consultation with the DCPC.
- Community level Foster care services as mentioned in ICPS shall be promoted by the VLCPC on case to case basis, if any child in need of care and protection for foster care is present in the villages. The BLCPC will guide the VLCPC in consultation with DCPC in such cases.
- Any other activities in the best interest of children and child protection.
- Any such activities instructed by DCPC, BLCPC or SCPS for the child protection.

- VLCPC may engage with the civil society organisation for raising awareness on child protection issues in villages.
- To promote and encourage children participation and formation of 'children group' at villages level.

Role of Outreach Workers, Bridge Course Educators and Community Volunteers

- Enhance knowledge of Members of the Committee on child protection issues and legal frameworks.
- Identify vulnerable children from the community.
- They need to rescue the children who are at risk and provide rehabilitation services.
- Keeping an eye on trafficker prevailing child marriages, child labours etc.
- Ensure lodging of FIR against trafficker, employer for engaging child labourers, abettors and family members performing child marriages, etc.
- Identify orphan, abandoned and surrendered children and tie up with adoption agency for legal adoption.
- Help them to find out drop-out children and tie up them with sponsorship facility to continue their education.
- Carry out home visits and educate parents to guide and take care of their children who are the substance abusers.
- Help the Committee to report child sexual offence cases to police.
- Identify the children who require Institutionalised Care.
- They are responsible for organizing awareness generation camps among the village member and children. The themes such as child rights, Child helpline number, violence against children, child related issues, policies and legislations should be discussed with the villagers. Cases (if any) should be discussed and solved on the spot only.

Session 19: Preparation of IEC materials

Learning Objectives:

- To make the participants understand the concept of IEC;
- to orient the participants regarding the importance of IEC materials;
- to discuss with them the steps involved in developing IEC Activities.

Methodology: Presentation, Lecture-cum-discussion

Material Required: Projector, computer, slides on '**Preparation of IEC materials**', chart paper, sketch pens, board and board markers etc.

Duration: 1 hour 15 minutes

Instructions:

- Explain the participants the concept and importance of IEC.
- To write slogans on issues of child protection for organizing campaigns
- To prepare placards on prevention of child marriage, child labour etc.
- Write street play/drama on child protection issues.
- Prepare posters and leaflets on child protection issues.
- Organize puppet show on a theme containing child protection.
- Tell them the steps involved in developing IEC Activities.

Tips for the Resource Persons:

- Appreciate and acknowledge the participants' knowledge as and when required.
- Keep a track of the time as it is an extensive session

Reference Material

<div style="border:1px solid">

Contents

- Steps in developing IEC Activities

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Steps in Developing IEC Activities

The information gathered through the needs assessment provides the framework for the development of suitable IEC activities. Any activities and materials must always be culturally sensitive and appropriate. These are the major steps you should follow when designing an IEC activity:

❖ Conduct a needs assessment.
❖ Set the goal. This is a broad statement of what you would like to see accomplished with the target audience in the end.
❖ Establish behavioural objectives that will contribute to achieving the goal.
❖ Develop the IEC activities and involve as many other partners as possible. After their successful implementation, you should be able to have a significant impact on achieving the behavioural objectives.
❖ Identify potential barriers and ways of overcoming them.
❖ Identify potential partners, resources, and other forms of support for your activities and gain their sustained commitment.
❖ Establish an evaluation plan.

The indicators should determine the level of achievement of the behavioural objectives. Having such specific indicators makes evaluating and monitoring the progress and impact of the activities much easier. Additionally, process indicators could be established to track to what extent and how well the planned activities have been carried out.

An objective must be **SMART**:

S	M	A	R	T
Specific (What and who)	Measurable (something you can see, hear or touch usually expressed with an action verb)	Area specific (where)	Realistic (achievable)	Time-bound (when)
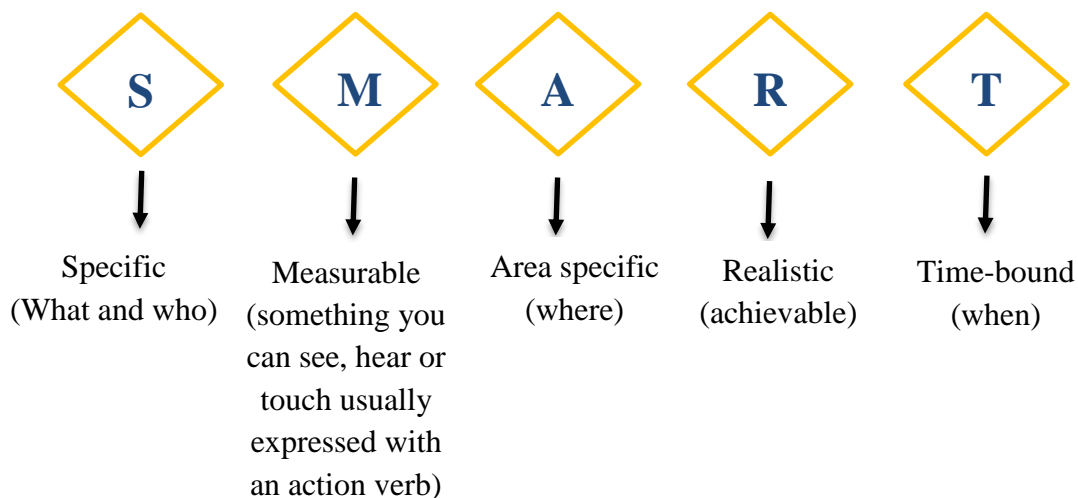
Session 20: Film on Child Protection Issues

Film on issues pertaining to child protection such as child labour, child sexual abuse, juvenile justice, child trafficking, or adoption procedure will be shown to participants.

Materials Required: LCD Projector, Computer, DVD player

Duration: 1 hour

Session 21: Convergence and Coordination at District Level

Learning Objective:

- To orient the participants about the Convergence and coordination for effective implementation of the Child Protection Services Scheme;
- to enable the participants about the steps to improve convergence in the context of Child Protection

Methodology: Presentation, Lecture-cum-discussion

Material Required: Projector, computer, slides on '**Convergence and coordination**',

Duration: 1 hour 15 minutes

Instructions:

- Explain the participants about the concept of Convergence, need and importance of Convergence for Child Protection.
- Ask the participants to identify the stakeholders/agencies/departments/institutions with whom the convergence can take place for better child protection services.
- Suggest the participants about the steps to improve convergence.
- Tell the participants to list out the outcomes of convergence with specific stakeholders/agencies/departments/institutions

Tips for the Resource Persons:

- Appreciate and acknowledge the participants' knowledge as and when required.
- Keep a track of the time as it is an extensive session

Reference Material

> ### Contents
>
> - What is Convergence?
> - Convergence for Child Protection
> - Why Convergence?
> - Steps to improve Convergence

What is Convergence?

Convergence is the process by which things coming from different directions come together to meet. It requires collective efforts, sharing of resources/knowledge and common interest.

Convergence for Child Protection

With reference to the protection of children it is related to convergence between the various stakeholders connected to the children

Why Convergence?

- Due to various gaps in coordination between various departments – convergence doesn't take place properly and the objective of providing proper care and protection to the children becomes difficult to achieve.
- Less resources
- Social problems (Cause and effect relationship)
- Need of Expertise
- Various stakeholders
- Working in isolation is time consuming

Effect

| Crime | | Substance Abuse |

School dropout

Child Labour

Focal Problem

| Lack of Education | | Cultural practices |

Behavioral Mindset

Cause

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Steps to improve Convergence

- Identification of all direct and indirect stakeholders
- Multi stakeholder work force. Development of Task Force
- Regular meeting among the various stakeholders need to be conducted on regular basis.
- Distribution of roles and responsibilities
- Platforms for recognitions
- Documentation of best practices

Session 22: Conclusion and Valedictory Session

Learning Objectives:

- To discuss issues and challenges face by stakeholders.
- To develop strategies for providing better care & protection services to children

Methodology: Group exercise, brainstorming, etc.

Material Required: Projector, computer, chart papers, sketch pen

Duration: 2 hour 45 minutes

Instructions:

- Explain what to be done by participants.
- Divide them into groups.
- Give them an issue of child protection to each group to work on and develop strategy.
- Give them one hour
- Ask them for presentation of group work.

Tips for the Resource Persons:

- This session is important as the participants will go back to their respective places with work in hand
- Appreciate and acknowledge the participants knowledge based on presentation.

Reference Material:

Discussions would be held among the participants as what they have understood and relevant questions would be asked and discussed. Feedback would be taken from the participants at the end. Participants may be distributed certificates for completing training successfully

Valedictory:

- Discussion on overall understanding of training sessions
- Feedback by Participants
- Summing up
- Distribution of Certificates to participants

Note:

Effective feedback has benefits for the giver, the receiver, and for all associated agencies and authorities involved in child protection. Feedback can improve performance and it is a tool for continued learning.