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STRENGTHENING CHILD FRIENDLY
LOCAL GOVERNANCE IN KERALA



Child Welfare and Protection Committee (CWPC)

Module

KERALA INSTITUTE OF LOCAL ADMINISTRATION (KILA)
Mulamgunnathkavu P.O. Thrissur - 680581

Kerala Institute of Local Administration
Thrissur

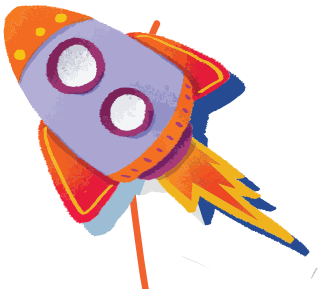


Strengthening Child Friendly Local Governance in Kerala

Child Welfare and Protection Committee (CWPC)

Training Module

Kerala Institute of Local Administration
Thrissur



Strengthening Child Friendly Local Governance in Kerala
Child Welfare and Protection Committee (CWPC)
Training Module

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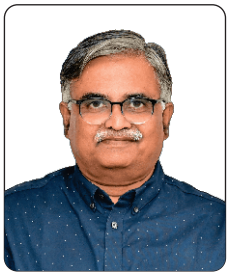
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FOREWORD



It is with great pleasure and a sense of commitment that I extend my warm greetings to all the readers and users of the handbooks and modules being released in April 2024. These resources have been meticulously prepared as part of the "Strengthening Child-Friendly Local Governance in Kerala" project, supported by UNICEF.

Children are not just the custodians of our society. They are a vital part of our present one and their well-being is a shared responsibility that extends beyond individual households to encompass the broader realms of government and society. The State of Kerala, known for its pioneering initiatives in local governance, has once again taken a significant stride in ensuring the protection and welfare of children by establishing the Child Welfare and Protection Committee (CWPC) at various levels of the local self-governments including at the ward level.

Apart from legal frameworks that safeguard children's rights, these handbooks and modules also address the various roles and responsibilities of entities such as the Child Advisory Board (CAB), Child Resource Center (CRC and allied mechanisms within the LSG, its constituent bodies, other departments, and institutions along with that of the diverse stakeholders. They also include frameworks for training sessions, plan of action, case studies, formats for data collection and vulnerability assessments, integration possibilities and child psychology.

As we release these resources, I urge all stakeholders, including elected representatives and local self-governments, to embrace the spirit of decentralization and collaborate effectively in making our local governance child-friendly. I express my gratitude to UNICEF for their valuable support and wholeheartedly commend the dedicated efforts of the team from different departments and agencies in Kerala in developing these essential tools to advance the cause of child-friendly local governance. Together, let us build a future where every child in Kerala grows up in a

safe, nurturing, and empowering environment.

Sincerely

Dr. Joy Elamon
Director General, KILA

PREFACE

The Training Module on Child Welfare and Protection Committee is a crucial initiative by the Kerala Institute of Local Administration (KILA) with the aim of "Strengthening Child-Friendly Local Governance in Kerala" a project supported by UNICEF. It is an integral part of the series of handbooks and training modules being released by KILA in April 2024 in this regard.

The establishment of Child Welfare and Protection Committees (CWPCs) at the local level is a pivotal step towards creating child-friendly local self-governments. This training module is designed to empower members of CWPCs with the knowledge and skills necessary to fulfill their roles effectively.

The sessions outlined in this module cover a spectrum of topics ranging from Child Rights, Gender, and Child-Friendliness to Child Psychology, Vulnerability Mapping, and Sustainable Development Goals. The comprehensive approach aims not only to educate participants on the legal frameworks and principles governing child welfare but also to sensitize them to the unique developmental needs of children.

The goals of this training program extend beyond mere awareness. It aims to foster a deep understanding of the objectives of the Child Welfare and Protection Committee, promote effective communication, and empower participants to proactively prevent issues related to child protection. By identifying challenges and formulating action plans, the module seeks to elevate the functionality of CWPCs to meet the desired standards.

This module caters to a diverse audience, including District, Block, Gram Panchayat CWPC Members, Municipality, and Municipal Corporation CWPC Members. It also extends to Gram Panchayat, Municipality, and Municipal Corporation ward level CWPC members, recognizing the multi-tiered structure of governance.

From state-level training to local self-government institutions, it is hoped that this initiative will reach all levels of CWPC members, ensuring that every participant receives the necessary knowledge and skills to contribute effectively to child-friendly local governance.

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Child Welfare and Protection Committee

Introduction

Context

To actualize the concept of a child-friendly state, it is imperative to integrate child-friendly in to local self-governments. Child Welfare and Protection Committees play a crucial role in realizing this concept. The resolution of violations of children's rights will only occur if the proposed Child Welfare and Protection Committees at the local level become functional. Protecting all children facing problems within institutions is impossible and runs counter to the principle of deinstitutionalization and the best interest of the child. The mission of the Child Welfare and Protection Committee and local governments is not merely to address and resolve violations of children's rights but to proactively prevent children from facing such issues. Currently, Child Welfare and Protection Committees have been instituted in all local government institutions, but their functionality has not yet reached the desired level. With the goal of bringing services closer to children and families, an organizational system, extending up to ward-level CWPCs is being implemented in Gram Panchayats, Municipalities, and Corporations. This training program is designed to enhance the efficiency of their activities.

Goals

- Educate on child rights, their history, and relevant laws.
- Raise awareness about the identity of children and their developmental needs.
- Sensitize individuals to the objectives of the Child Welfare and Protection Committee.
- Sensitize individuals regarding the activities, meetings, and follow-up actions of the Child Welfare and Protection Committee.
- Identify challenges related to child rights and strategies to combat issues, particularly protection related.
- Identify the progress of activities undertaken by the committee and enable them to formulate action plans and activities to improve performance
- Enable individuals to understand different aspects of child psychology and to deal with children accordingly.
- Promote the potential for teamwork.



Learners

- CWPC Members from District, Block, Gram Panchayat, Municipality and Municipal Corporation.
- Ward level CWPC members, Gram Panchayat, Municipality and Municipal Corporation.

Training Venues

ToTs will be given at the state level to 100 people from each district including representatives of various departments, People's Planning Campaign Resource Persons and subject experts. Under their leadership, comprehensive statewide trainings can be provided. For district, block, and corporation level CWPC members, training can be given at the district level. For gram panchayats, municipality level CWPC members and for selected ward level members (two members from each ward), training can be given at block. For the rest, the training will take place at the local self-government institution.

Registration

- Registration for training should commence at 9.30 am.
- Handbook, pad, pen and any other required materials will be provided along with registration.

Training evaluation

- Submit reports based on evaluation of daily performance and gather stakeholder feedback.
- Distribute the training evaluation form prepared by KILA among all participants for an overall assessment of training
- Seek feedback from participants at the end of the training to assess effectiveness.

Miscellaneous Activities

Attendance of trainees and resource persons should be accurately collected by the Coordinator. Attendance and other records should be signed by the Coordinator and the evaluation forms, program documents and chart paper used should be tagged and kept after each training session. The services of assigned office assistants can be utilized for the above purposes. The Coordinator should ensure that the sound



system, LCD, whiteboard, markers and chart paper in the classroom are available before the training. Basic information regarding the training and any changes required should be communicated to the Course Director.

- There should be a training coordinator in each district and block.
- Their details must be communicated to KILA once the decision is made.
- The Training Centre must have an adequate number of faculties.
- It would be ideal to limit each batch to a maximum of 60 participants.
- Ensure space for group discussions at the training center.



Kerala Institute of Local Administration (KILA)

Child Welfare and Protection Committee (CWPC)

Two-day Training

.....2023

Agenda

Venue –.....

DAY ONE		
09.00 - 10.00	Registration	
10.00 - 11.00	Inauguration, Camp Briefing, Participant Introduction	
11.00 - 11.15	Tea	
11.15 - 12.45	**Session - 1**: Child Rights	
12.45 - 01.30	Lunch	
01.30 - 03.00	**Session - 2:** Gender and Child-Friendliness	
03.00- 04:30	Session - 3: Child Rights and Legislation	
04:30 - 04.45	Tea	
04.45 - 05.45	**Session - 4** : Child Psychology	
05.45- 06.30	**Session - 5** : Vulnerability Mapping and Possible Interventions	
06.30- 06.45	Tea	
06.45 - 07.45	**Session - 6** : Local Self-Governments and Child-Friendliness	
07.45	Cultural Night	
DAY TWO		
09.30 – 10.30	**Session-7:** Sustainable Development Goals and Child-Friendly Villages	
10.30 – 12.45	**Session-8:** Child Welfare and Protection Committee	
12.45 – 01.30	Lunch	
01.30 – 03.00	**Session-9:** Documentation	



Session 1

CHILD RIGHTS

Objectives

- Understand the history of child rights.
- Grasp the definition and significance of child rights.
- Imbibe the concepts and themes outlined in the UNCRC.
- Develop awareness of children's identity and the factors influencing their holistic development.
- Evaluate the challenges faced by children through the lens of their experiences.

Duration - 90 Minutes

Venue – Public Venue

Content and methodology

No.	Content	Duration	Method	Resources
1.	Introduction	15	Brainstorming, Group Discussion , Presentation	PPT, White board, Marker
2.	Child Rights- History, Familiarization with UNCRC	25	Presentation	PPT, White board, Marker
3.	Rights, Issues and Responsibilities of Children	35	Group Discussion, Case Studies	PPT, White board, Marker
4	Discussion/Clarification	15	Discussion	



Presentation Notes:

- Begin the class with a discussion of child and adolescent rights, duties and issues.
- Note the information obtained on a chart/board.
- Consolidate various answers.
- Start the class based on the answers obtained.
- Introduce international agreements related to the concept.
- Collect input from participants and collaboratively identify local issues.
- Place additional emphasis on the topic of protection.
- Explain the concepts of Good Parenting, Equal Parenting, Social Responsibility, etc.









1924 - Geneva Declaration on the Rights of the Child - adopted by League of Nations.
1946 - UNICEF is formed.
1948 - Declaration of Human Rights
1959 - Declaration of Rights of Children
1966 - Member States declare that they'll ensure education & protection of children.
1968 - Declaration of Human Rights - Assessment of progress

1973 - Hazardous occupations - 18 years as minimum age - 138th Convention ILO
1974 - Protection of Children in Emergency Situations
1978 - The Commission on Human Rights submits the draft Convention on the Rights of the Child to the Working Group of Member States.
1985 - Guidelines for Strengthening the Juvenile Justice System
1989 – UN Convention on the Rights of the Child

INDIA

1850 - The Apprentices Act
1920 - The Madras Children's Act
1960 - The Children Act
1986 - The Juvenile Justice Act
1989 - The Convention on the Rights of the Child
1992 - The Indian Government ratified UN Conventions on the Rights of the Child

Convention on the Rights of the Child (UNCRC)

November 20, 1989 - Came into force
December 11, 1992 - Ratified by India




The Convention on the Rights of the Child, enacted by the United Nations in 1989, outlines the rights that each country must ensure for a secure childhood.
According to the Convention, all human beings under the age of 18 are defined as children.


The Agenda behind this agreement is the holistic development of each child in a loving, safe and happy environment.


CONVENTION ON THE RIGHTS OF THE CHILD


UN Convention on the Rights of the Child
These are the 4 Guiding Principles of the UN Convention on the Rights of the Child. Each of the articles in the Convention is informed by these principles.
1 Non-discrimination
treat everyone fairly and with respect
2 Right to life, survival, & development
children & youth have a right to the basic things to live, survive, & develop
3 Best interests of children & youth
always ask yourself:
"Is the decision I'm making good for kids?"
4 Respect the views of children & youth
children & youth need to participate and have their views considered when decisions are being made that affect them


Rights of the Children
Survival
Development
Protection
Participation

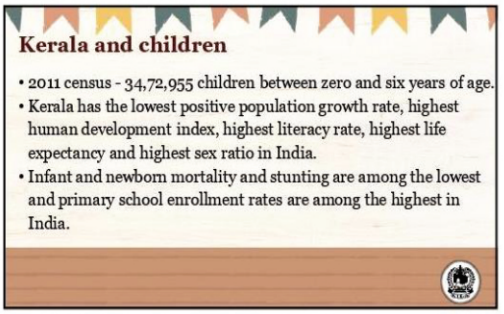

Survival
Right to life
Right to health
Right to better living conditions
Right to nutrition
Right to name and nationality




Development
Right to Education
Right to play
Right to entertainment
Right to cultural activities
Right to Religion and Culture


Protection
Protection of children from
Exploitation
Abuse and torture
bad behavior
emergency,
armed conflict,
A warlike situation


Participation
Right to appropriate information
Freedom to think and express
Freedom of speech
Respect for the views of children
Opportunity/forums to express opinions


Kerala and children
2011 census - 34,72,955 children between zero and six years of age.
Kerala has the lowest positive population growth rate, highest human development index, highest literacy rate, highest life expectancy and highest sex ratio in India.
Infant and newborn mortality and stunting are among the lowest and primary school enrollment rates are among the highest in India.


Problems faced by children
Survival issues
Problems related to nutrition
Security related issues
Study related problems
Adolescent related problems


Institutions for Child protection
Kerala State Commission for Protection of Child Rights
Child Welfare Committee (CWC)
District Child Protection Unit (DCPU)
Child Helpline 1098 / 112
Voluntary Organizations



Session – 2

GENDER AND CHILD-FRIENDLINESS

Objectives

- Empower CWPC and CRC members with a gender-sensitive approach in their work focused on child development, protection, and participation.
- Align child-friendly activities to promote gender equality.
- Advance gender equality through child-friendly activities.

Duration - 90 Minutes

Venue – Public Venue

Content and methodology

No.	Content	Dura tion	Method	Resources
1.	• Concepts of gender • Gender socialization	20	Presentation	PPT
2.	• Childhood – Gender • Socially and economically disadvantaged groups, diversity and intersectionality	10	Presentation	PPT
3.	Areas of intervention	20	Presentation Individual Action	PPT
4	• Jagratha Samiti • Gender Resource Center • Gender Desk	15	Presentation	PPT
5	Gender Considerations while developing a child-friendly comprehensive plan	10	Presentation	PPT
6	Gender Considerations in the Working of CRC and CWPC	10	Presentation	PPT
7	Doubt clarification	5	Presentation	PPT



Presentation Notes:

- Clarify the concept of gender and explain various gender characteristics.
- Explore gender socialization and the roles played by different social institutions, shedding light on issues related to gender roles and the gender division of labor.
- In the pursuit of safeguarding, developing, and upholding the rights of children, it is essential to comprehend how gender identity can lead to the disadvantage of individuals.

Approach:

- Conduct activities centered on the themes of child development, protection, and participation from a gender perspective.
- Recognize that the responsibility for the development and protection of children lies with society, the government, or the family. It is crucial to move away from gender stereotyping and adopt models of responsibility and actionable methods that promote the concept of equal parenting for both children and women.
- Acknowledge children as social agents actively contributing to social change, not passive recipients.
- Activities related to child development are associated primarily with women. Encourage men to play a role in activities related to the empowerment and development of children and women, breaking away from traditional notions.

Childhood - Gender

Childhood is diverse and multifaceted.

- What challenges do differently-abled children face? What are their specific needs, and how can we identify them? Since the issues faced by differently-abled girls are unique, shouldn't their needs be understood directly from them?
- Children's lifestyles change and needs vary with geographical differences. What are the current projects and programs catering to children in tribal areas? Why should such programs in the tribal sector be different from the rest?
- The living conditions and challenges faced by children, particularly girls, from fisherfolk community are distinct from the rest. Is it not essential to establish a comprehensive plan and policy to safeguard these distinct groups of girls from natural calamities such as floods, landslides, droughts, and epidemics?



- Individuals without secure social living conditions, including the extremely poor and migrant workers, require special attention to prevent violence and sexual harassment. What system can we use to address this?
- Socio-economic problems, epidemics, and natural disasters disproportionately impact children, with girls often experiencing increased vulnerability due to the restrictions imposed on them.

In what areas can interventions be made?

- Family, education, health, arts, disaster management, private and public spaces free from violence, participatory platforms.
- Gender Model Family, Equal Parenting
- Equal rights and opportunities for every family member fosters empowerment. One does not assert power over the other, decisions are made together and resources and benefits are shared among all the members.
- Each family member has access to resources and can participate in the decision-making process and develop the ability to play a leadership role.
- Every member of the family participates in cooking, cleaning, and financial decision-making.
- The domestic work and extra burden on women and girls get reduced.
- Since domestic and other responsibilities are shared equally by men and women, conflicts in the family are reduced and a peaceful atmosphere prevails.
- Self-esteem of women and children increases, enabling them to perform productive, social work and take on leadership roles.

Education

- Gender-sensitive curriculum and teaching methods are essential to challenge gender stereotypes and gender roles. Teachers who are conscious of gender considerations should adhere to gender-inclusive practices.
- Creating an environment where children can develop confidence in their abilities outside of gender binaries is vital. The establishment of a counseling system is imperative. Additionally, gender desks should be established.
- It is crucial to ensure special educational programs and scholarships for marginalized sections.



- It is also crucial to have adequate facilities for differently abled children, including ramps, special institutions (daycare center), etc.

Health

- Studies show that a high level of gender inequality adversely affects children's health.
- Ensure periodic health check-ups, ensure nutritious food and access to health care.
- Facilitate sex education programs to form the right understanding regarding children's bodies.

Violations in public and private spaces

- Violations are occurring even inside homes, which are typically considered to be a safe haven. This leaves children psychologically traumatized and affects their education and career prospects.
- Ensure that there is no violence and discrimination against children from marginalized groups

Participatory Platforms

- Representation of girls should be ensured in various committees, including Bala Balika sabha. Attention should be given to the participation of individuals from different social groups. Foster a diverse presence in the Bala Balika Sabha.
- Different needs of children should be reflected in the planning and development activities.
- The concept of inclusion can be made effective by recognizing and ensuring the needs of tribal girls, differently-abled girls, etc.
- Social responsibility, political awareness, leadership, and equality should be instilled in children, creating a generation that will safeguard the future of the country.

Disaster Management

Children can play a crucial role in disaster mitigation, communicating risks, reducing risks, and responding to disasters, and should not be seen merely as passive victims. They can serve as dynamic agents for change, acting as effective risk communicators in disaster risk reduction and climate change adaptation. Ignorance about disasters and prevention poses a significant threat. In the prevailing social



milieu (due to gendered socialisation), girls and transgender individuals may face increased vulnerability and limited opportunities to access preventive measures.

- Children can benefit from swimming training and other technical knowledge.
- Awareness classes on disasters and disaster preparedness should be conducted.

Local government systems

- Vigilance Committees
- Gender Resource Center
- Gender Desk
- Community Women Facilitator

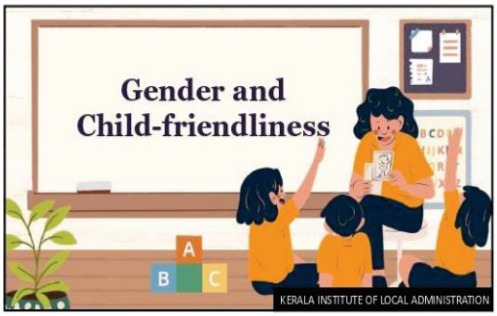
The Panchayat Vigilance Committee and Gender Resource Center should be introduced to every child. It is also essential to share how they can be integrated into the workings of CRC and CWPC.

- Gender considerations should be integral to the work of CRC and CWPC.
- Inclusion of children from all socio-economic backward areas is crucial
- They must be seen as agents for social transformation while ensuring their protection.
- Embracing a perspective beyond existing gender roles is essential.

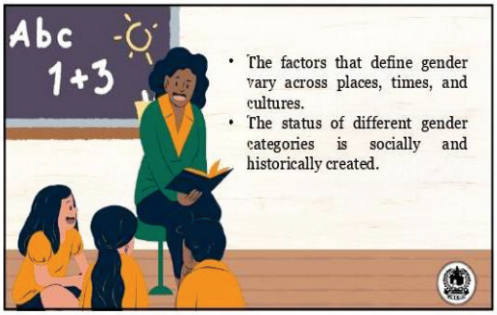
After elucidating how gender justice should be factored into the preparation of the child-friendly comprehensive plan by the CRC and CWPC, subsequent queries can be addressed.

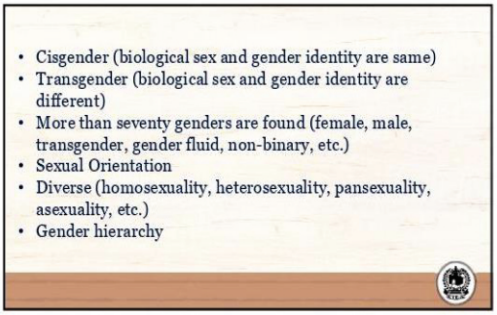




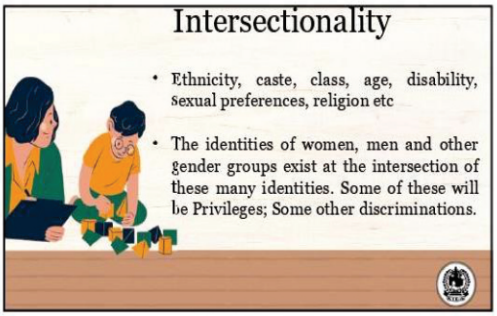

Gender and
Child-friendliness
KERALA INSTITUTE OF LOCAL ADMINISTRATION


Gender
Gender refers to the interpretations, values and responsibilities expected of a girl/woman, boy/man and transgenders by society. Gender deals with the relationships between them.

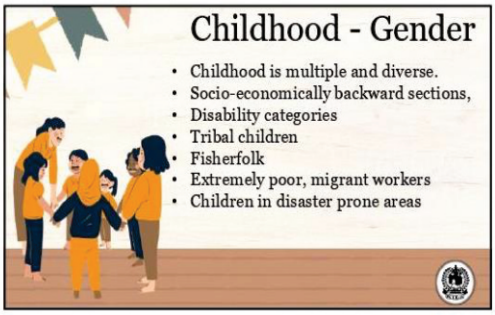

The factors that define gender vary across places, times, and cultures.
The status of different gender categories is socially and historically created.

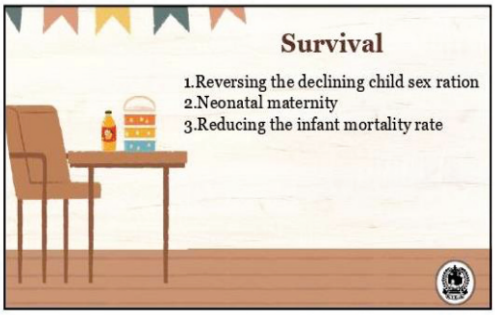

Cisgender (biological sex and gender identity are same)
Transgender (biological sex and gender identity are different)
More than seventy genders are found (female, male, transgender, gender fluid, non-binary, etc.)
Sexual Orientation
Diverse (homosexuality, heterosexuality, pansexuality, asexuality, etc.)
Gender hierarchy

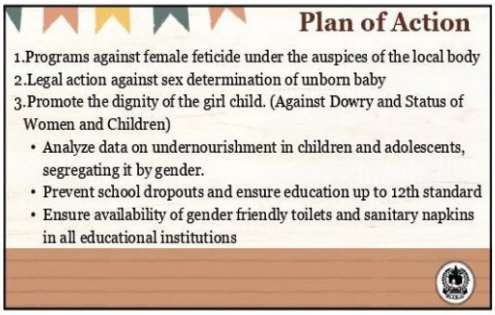

Levels of Gender
Body
Identity
Expression
Gender Socialization - Various social institutions
Gender division of labour
Gender roles

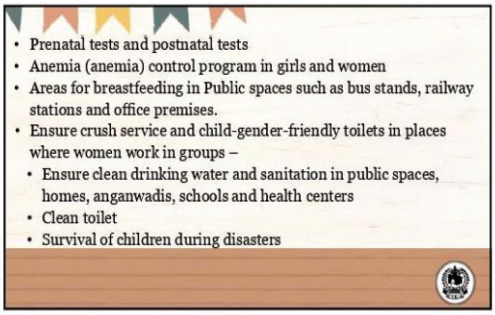

Intersectionality
Ethnicity, caste, class, age, disability, sexual preferences, religion etc
The identities of women, men and other gender groups exist at the intersection of these many identities. Some of these will be Privileges; Some other discriminations.



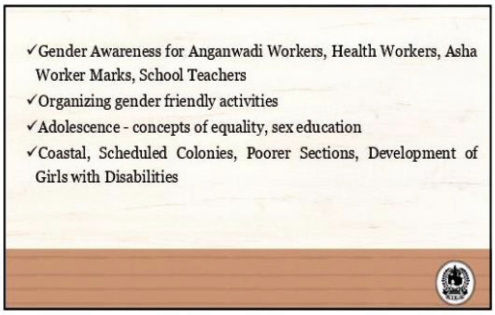

Childhood - Gender
Childhood is multiple and diverse.
Socio-economically backward sections,
Disability categories
Tribal children
Fisherfolk
Extremely poor, migrant workers
Children in disaster prone areas


Survival
1.Reversing the declining child sex ration
2.Neonatal maternity
3.Reducing the infant mortality rate

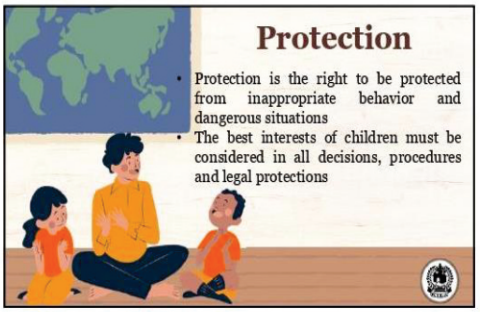

Plan of Action
1.Programs against female feticide under the auspices of the local body
2.Legal action against sex determination of unborn baby
3.Promote the dignity of the girl child. (Against Dowry and Status of Women and Children)
Analyze data on undernourishment in children and adolescents, segregating it by gender.
Prevent school dropouts and ensure education up to 12th standard
Ensure availability of gender friendly toilets and sanitary napkins in all educational institutions

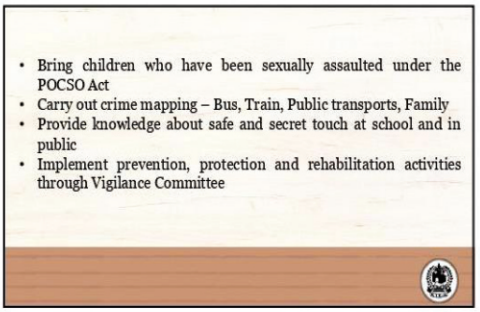

Prenatal tests and postnatal tests
Anemia (anemia) control program in girls and women
Areas for breastfeeding in Public spaces such as bus stands, railway stations and office premises.
Ensure crush service and child-gender-friendly toilets in places where women work in groups –
Ensure clean drinking water and sanitation in public spaces, homes, anganwadis, schools and health centers
Clean toilet
Survival of children during disasters

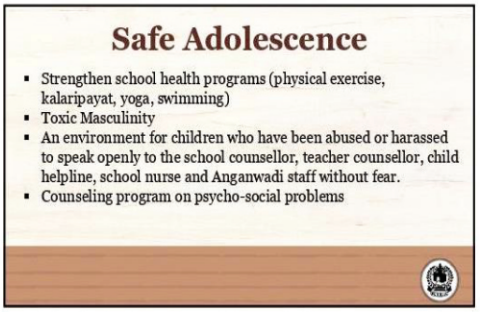

Abc
1+3
Development
Growth free from gender discrimination, gender classification and gender warping – integral development


✓Gender Awareness for Anganwadi Workers, Health Workers, Asha Worker Marks, School Teachers
✓Organizing gender friendly activities
✓Adolescence - concepts of equality, sex education
✓Coastal, Scheduled Colonies, Poorer Sections, Development of Girls with Disabilities



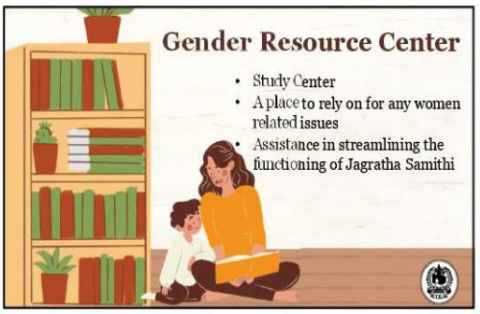

Protection
Protection is the right to be protected from inappropriate behavior and dangerous situations
The best interests of children must be considered in all decisions, procedures and legal protections


Bring children who have been sexually assaulted under the POCSO Act
Carry out crime mapping – Bus, Train, Public transports, Family
Provide knowledge about safe and secret touch at school and in public
Implement prevention, protection and rehabilitation activities through Vigilance Committee


Safe Adolescence
Strengthen school health programs (physical exercise, kalaripayat, yoga, swimming)
Toxic Masculinity
An environment for children who have been abused or harassed to speak openly to the school counsellor, teacher counsellor, child helpline, school nurse and Anganwadi staff without fear.
Counseling program on psycho-social problems


Areas of intervention
Family
Education
Health-Mental Health
Art & Sports
Disaster Management
Private and public spaces free of violence
Venues ensuring Participation of children


Local Government level Institutions
Jagratha Samithi
Gender Resource Center
Gender Desk
Community Women Facilitator
Anganwadi & ICDS
Differently Abled - Buds
Balsabha


Gender Resource Center
Study Center
A place to rely on for any women related issues
Assistance in streamlining the functioning of Jagratha Samithi

- Conduct trainings and formation of troupes/teams to enhance th artistic and sporting potential of women and girls.
- Skill Training/Capacity Development Centre
- Plan and implement programs to address violence against children
- Coordinate the activities of the Gender Desk in the school
- Counseling
- Library

Jagratha Samithis



- Strengthen Panchayat-Ward level Jagratha Samithis as per guidelines
- Legal Aid Clinics in collaboration with Kerala State Legal Services Authority (KELSA)
- Carry out crime mapping and violence risk mapping

- Counseling and legal aid
- DELSA-TLSC
- Self defense training
- Gender Sensitization
- Legal awareness

Gender Desks



- Gender Desk - High School/ Higher Secondary School level
- Student Safety, Grievance Redressal
- Counseling
- Sex education and gender education based on gender perspective for all children including boys

Gender considerations in the functioning of CRC and CWPC.



- Childhood is multiple and diverse.
- Inclusion of children from all socio-economic backward areas
- An agent for social transformation as well as ensuring protection

- A perspective beyond gender roles
- The transformation to the idea of equal parenting from the gender stereotyping model of child and woman's responsibility.
- Men need to have a role in activities related to the empowerment and development of children and women.



Session – 3

CHILD RIGHTS AND LEGISLATION

Objectives

- Understand the Constitution and its Articles related to children.
- Develop an understanding of laws pertaining to child protection.
- Foster an understanding of how these rules can be applied to the operations of the CWPC

Duration - 90 Minutes

Venue – Public venue

Content and methodology

No.	Content	Duration	Method	Resources
1.	Introduction (Provisions from the Indian Constitution)	20	Brainstorming, G D, Presentation	PPT, White board, Marker
2.	Children and the Constitution	30	Presentation, GD	PPT, White board, Marker
3.	Important Rules and Acts – Juvenile Justice Act, POCSO Act, Prohibition of Child Marriage Act, Child and Adolescent Labour (Prohibition and Regulation) Act, Right to Education Act, and Narcotic Drugs and Psychotropic Substances Act	30	GD, Case Studies	PPT, White board, Marker
4	Doubt Clarification	10		



Presentation note

- Begin the class with a discussion on the Articles of the Constitution concerning children
- Record the information obtained in the chart/board
- Introduce child-related Articles of the Constitution
- Facilitate a discussion to identify and introduce rules related to children.
- Introduce the main laws, outline offenses, and discuss associated punishments.







The Constitution of India

Article 14	Equality before the law.
Article 15	Prohibition of discrimination on the grounds of religion, race, caste, sex, or place of birth.
Article 15(3)	Special provisions for women and children
Article 19	Right to Freedom
Article 21	Right to life
Article 21A	Free and compulsory education from 6 to 14 years

Article 23	Prohibition of traffic in human beings and forced labour
Article 24	Prohibition of employment of children (Under the age of 14) in factories and mines.
Article 39 E	Protection from occupations unsuited to this age and ability
Article 39F	Good condition and protection from exploitation and destitution
Article 45	Provision for free and compulsory education for children.
Article 51 A (K)	Duty of the parent or guardian to provide opportunities for education to his child, as the case may be, between the age of six and fourteen years

Juvenile Justice Act 2015

Section 2(12) defines a child as any person between 0 and 18 years of age. The Act classifies children in two categories to ensure that the child receives the most appropriate service on a case-by-case basis.

1. **Child in Conflict**
2. **Child in Need of Care & Protection**



1. Juvenile Justice Board
2. Child Welfare Committee



Violations of Child Rights and Punishments under JJ Act

33	If any children are abandoned and lost and not reported	Imprisonment up to 6 months & fine
42	If Child care Institutions have not obtained government registration under the JJ Act	Imprisonment up to 1 year & fine of Rs.1 lakh
74	Release of information about children who have committed crimes	Imprisonment of up to 6 months & fine of Rs.1 lakh
75	A parent or custodian assaults, molests or neglects children thereby causing mental and physical stress to the children	Imprisonment of up to 3 years & fine of Rs.1 lakh
76	Using children for begging	Imprisonment of up to 5 years & fine of Rs.1 lakh
77	Giving children alcohol, tobacco and intoxicants	Imprisonment of up to 7 years & fine of Rs.1 lakh
78	If the child is used for counterfeiting to sell and distribute alcohol and drugs	Imprisonment of up to 7 years & fine of Rs.1 lakh
79	If children are used as slave labor or economically exploited	Imprisonment of up to 5 years & fine of Rs.1 lakh
81	Illegal adoption of children	Imprisonment of up to 3 years & fine of Rs.1 lakh
82	If children are sold or bought	Imprisonment of up to 5 years & fine of Rs.1 lakh
83	Corporal punishment in the institution	Imprisonment up to 3 months & fine



Other mechanisms prescribed by Juvenile Justice Act for protection and rehabilitation of children

- Adoption
- Foster care
- Sponsorship.



Child Care Institutions

- Children's Home
- Observation Home
- Special home
- Shelter home
- Open Shelter home

Protection of Children from Sexual Offences Act, 2012

The government has enacted this law to effectively prevent situations where a child is induced or forced into illegal sexual activities, exploited for prostitution or other unlawful sexual acts, and exploited for the production of pornographic materials. In short, this law was introduced to protect children from sexual abuse.

3,4	penetrative sexual assault	imprisonment for a term which may not be less than seven years and which may extend to life, and to both terms and to fine
5,6	Aggravated penetrative sexual assault	shall be liable to imprisonment for a term not less than ten years and which may extend to death sentence and to fine
7,9	sexual assault	shall be liable to imprisonment for a term not less than three years and to imprisonment for a term which may extend to five years and to both types of imprisonment and fine.
9,10	Aggravated sexual assault	shall be liable to imprisonment for a term of not less than five years and which may extend to seven years, in addition to a fine



11,12	sexual harassment	shall be liable to imprisonment for a term of not less than three years and to a term which may extend to five years and to fine
13,14	Using a child for obscene purposes	He is punishable with imprisonment for a term which may extend to 5 years & with fine
15	If obscene material involving a child is collected	shall be punishable with imprisonment for a term which may extend to three years and with fine
21	Failure to report or record the crime	shall be liable to imprisonment for a term which may extend to six months and shall be liable to fine

23	If the media reports disclose the child's name, address, photograph, family information, school, neighborhood or other information that would help identify the child.	shall be punishable with imprisonment for a term not less than six months and which may extend to one year, or with fine, or with both

Recording the statement of the child

- If anyone, including a child, is concerned that a crime may be taking place or knows that it has taken place, that information should be given to the Special Juvenile Police Unit or the local police.
- If the child is found to be in need of care and protection, they shall be given protection within 24 hours of reporting the case.
- There shall be no civil or criminal liability against a person who gives information in good faith about the above crime.
- A person who fails to report the crime can be jailed for up to six months

Recording the statement of the child

- He shall be punished with imprisonment for a term which may extend to six months, or with fine, or with both, if he makes a false complaint or false information with the intention of insulting another person.
- If a person who is not a child makes a false complaint or false statement against a child, he shall be punished with imprisonment for a term which may extend to one year or with fine or with both.
- No identifying details of the child, including photograph and name, shall be provided in any media.

Reporting crimes

- The statement of a child shall be recorded by a woman officer not below the rank of Sub-Inspector at the child's home or place of residence or at any place of interest to the child.
- The police officer should not wear official dress while making such record. Under no circumstances should the child come into contact with the accused while seeking information from the child.
- The child should not be detained in the police station at night. The statement should be recorded as well as what the child says

Reporting crimes

- A child convicted of an offense under this Act shall be medically examined. If the rape victim is a girl, the medical examination should be done by a female doctor.
- If the offense is committed by a child, the provisions of the Juvenile Justice (Care and Protection of Children) Act 2000 apply to that child.
- The trial by the Special Court shall be conducted in secret in the presence of the child's guardians or a person in whom the child has full confidence.



The Child Labour (Prohibition and Regulation) Amendment Act, 2016

Child labor is any form of physical, social, emotional, or mental harm to children under the age of 18 that robs them of their childhood and deprives them of their schooling.

- The Child Labor Prevention Act 2016 also protects adolescents between 14 and 18 years of age from child labour. Adolescents are also protected in 18 types of occupations under Schedule A and 65 industrial processes under Schedule B prescribed under the Act.
- There is also the Juvenile Justice Act, 2015 to protect children between the ages of 14 and 18. According to this, the violation of the rights of children under 18 years of age and forcing them to do work falls under the category of exploitation against children.



Problems faced by children relating to child labour

- Destruction of child rights.
- Children lose confidence.
- Losing education.
- Physical and mental torture.
- Chronic diseases
- Low wages.
- Hard work.
- sexual harassment.



If children are found working in industrial establishments, hotels, small scale industries or other places in any part, the information should be reported to the District Child Protection Unit, Child Welfare Committee, District Labor Officer, Child helpline workers or the nearest police station (112).

Laws to Combat Child Labour

- Under the Act, child labor is punishable by imprisonment for 6 months to 2 years. Also a fine ranging from 20000 (twenty thousand) to 50000 (fifty thousand) rupees can be levied.
- Under JJ Act, 2015, child abusers are punishable with imprisonment of up to 5 years & a fine of up to 100,000 (one lakh) rupees.
- The Bonded Labor System Abolition Act of 1976 is also in place. According to this, it is an offense punishable with a fine up to 2000 (two thousand) rupees and imprisonment for 3 years.

Provision of Child & Adolescent Labour Rehabilitation Fund

The Government has made a provision in the Act for constitution of Child & Adolescent Labour Rehabilitation Fund at district level to ensure that child and adolescent is not only rescued but his future is secured by the amount collected in fund for his welfare and education. The amount of fine realized from the employer of the child or adolescent shall be credited in the rehabilitation Fund and an amount of fifteen thousand will also be credited by the appropriate Government for each of the child and adolescents rescued from the work.



Child Marriage Prohibition Act, 2006

- "Boy" means a person who has not completed twenty-one years of age; A person who has not completed eighteen years of age if female
- "Child marriage" means at least one of the parties to the marriage is a child.
- 'Minor' means a person who is deemed to have not reached the age of majority (18).

- Before or after the enactment of this Act, any child marriage solemnized by judgment may be annulled at the will of one of the parties who was a child at the time of the marriage.
- A petition for annulment of child marriage should be filed in the district court.
- If the petitioner is a minor, the petition can be filed with the Marriage Prohibition Officer through the guardian or next of kin.

Crime and Punishment

- If a male above the age of 18 enters into a child marriage contract, he will be punished with imprisonment for a term which may extend to 2 years or with fine which may extend to one lakh rupees or with both.
- A person who commits or incites to commit child marriage under Vidhi (Achara) shall be punished with rigorous imprisonment for a term which may extend to two years and a fine which may extend to one lakh rupees.

- If the parents or guardians, members of any organization or any other person who is a party to a child marriage conducts or participates in the child marriage or fails to prevent it, the punishment shall be imprisonment up to two years and a fine which may extend to one lakh rupees. But the woman should not be given prison sentence.
- If a First Class Judicial Magistrate or a Metropolitan Magistrate receives information and is certain that a child marriage is about to take place in contravention of the provisions of this Act, the Magistrate may issue an injunction prohibiting such marriage.

- Any non-governmental organization who has knowledge or reasonable cause to believe that a child marriage may be taking place under the judgment may file a complaint with a First Class Judicial Magistrate or a Metropolitan Magistrate. The Magistrate may take action on his own initiative and on the basis of a credible report or knowledge.
- A person who violates the injunction order issued by the Magistrate shall be punished with simple imprisonment which may extend to one year or with rigorous imprisonment which may extend to one lakh rupees or with both. But women should not be given prison sentence.
- A child marriage performed in violation of an injunction order is void ab initio.

- An offense punishable under the provisions of this Act is cognizable and non-bailable
- Child Marriage Prohibition Officers will be public servants
- No prosecution or legal action shall lie against the Child Marriage Prohibition Officer in respect of anything done or intended to be done in good faith under this Act.



Right to Education Act (RTE) (2009)

A landmark legislation that made education a fundamental right for children aged 6-14 in India. It aims to bridge the educational gap and ensure quality elementary education for all.

Section 3	Guarantees free and compulsory education to children aged 6-14.
Section 11(1)	Prohibits schools from discriminating during admissions.
Section 12(1)(c)	Mandates private schools to reserve seats for disadvantaged groups.
Section 17	Makes it the government's responsibility to provide free and compulsory education.

Narcotic Drugs and Psychotropic Substances Act (NDPS) (1985)

This act strictly regulates narcotic drugs and psychotropic substances to prevent their illegal use and protect people, especially children, from the harmful effects of drug abuse.

Section 8	Prohibits various activities related to illegal drugs.
Section 20	Specifically addresses offenses related to cannabis, a drug particularly risky for young people.
Section 27	Criminalizes the consumption of any illegal narcotic drug or psychotropic substance.

Laws Related to Cyber Space

India has multiple laws that address online safety, particularly for children. These laws aim to combat online child sexual abuse and exploitation.

The Information Technology Act (2000): Deals with cybercrimes, including online child pornography and "grooming" for sexual purposes.

The Protection of Children from Sexual Offences Act (POCSO Act) (2012): Specifically addresses child sexual abuse, including online pornography and its distribution.

The Bharatiya Nyaya Sanhita, 2023

The Bharatiya Nyaya Sanhita (BNS), enacted in December 2023, is India's current criminal code, replacing the older Indian Penal Code (IPC). This new law addresses modern crimes like cybercrime and organized crime that weren't covered in the IPC.

It prioritizes protecting children by introducing harsher punishments for crimes against them.

The Bharatiya Nyaya Sanhita, 2023

While the BNS itself is in effect, full rollout will be from 1st July, 2023. Complementary laws like the Bharatiya Nagarik Suraksha Sanhita (BNSS) and the Bharatiya Sakshya Bill, which will define procedures for handling BNS cases, are also set to be in effect from July.

Section 93 – 99 of Chapter V of BNS deals with offences against children. These sections would be replacing 317,318,366A,369,372, 373 (IPC).

New offences introduced

Section 95 - Hiring, employing or engaging a child to commit an offence. - Whoever hires, employs or engages any child to commit an offence shall be punished with imprisonment of either description which shall not be less than three years but which may extend to ten years, and with fine; and if the offence be committed shall also be punished with the punishment provided for that offence as if the offence has been committed by such person himself.

Explanation - Hiring, employing, engaging or using a child for sexual exploitation or pornography is covered within the meaning of this section



Changes

IPC Offence	BNS Offence
S. 376 Punishment for Rape 376(3)	S. 65 Punishment for rape in certain cases. 65(1) Whoever, commits rape on a woman under sixteen years of age shall be punished with rigorous imprisonment for a term which shall not be less than twenty years, but which may extend to imprisonment for life, which shall mean imprisonment for the remainder of that person's natural life, and shall also be liable to fine: Provided that such fine shall be just and reasonable to meet the medical expenses and rehabilitation of the victim: Provided further that any fine imposed under this sub-section shall be paid to the victim

Changes

IPC Offence	BNS Offence
S. 376AB. Punishment for rape on woman under twelve years of age	65(2) Whoever, commits rape on a woman under twelve years of age shall be punished with rigorous imprisonment for a term which shall not be less than twenty years, but which may extend to imprisonment for life, which shall mean imprisonment for the remainder of that person's natural life, and with fine or with death: Provided that such fine shall be just and reasonable to meet the medical expenses and rehabilitation of the victim: Provided further that any fine imposed under this sub-section shall be paid to the victim

Minor Girl Replaced with Child

IPC Offence	BNS Offence
S. 366A. Procuration of minor girl. -Whoever, by any means whatsoever, induces any minor girl under the age of eighteen years to go from any place or to do any act with intent that such girl may be, or knowing that it is likely that she will be, forced or seduced to illicit intercourse with another person shall be punishable with imprisonment which may extend to ten years, and shall also be liable to fine.	**S. 96. Procuration of child** - Whoever, by any means whatsoever, induces any child to go from any place or to do any act with intent that such child may be, or knowing that it is likely that such child will be, forced or seduced to illicit intercourse with another person shall be punishable with imprisonment which may extend to ten years, and shall also be liable to fine

Punishment Enhanced

IPC Offence	BNS Offence
S. 373. Buying minor for purposes of prostitution, etc.-Whoever buys, hires or otherwise obtains possession of any person under the age of eighteen years with intent that such person shall at any age be employed or used for the purpose of prostitution or illicit intercourse with any person or for any unlawful and immoral purpose, or knowing it to be likely that such person will at any age be employed or used for any such purpose, shall be punished with imprisonment of either description for a term which may extend to ten years, and shall also be liable to fine.	**S. 99. Buying child for purposes of prostitution, etc.** - Whoever buys, hires or otherwise obtains possession of any child with intent that such child shall at any age be employed or used for the purpose of prostitution or illicit intercourse with any person or for any unlawful and immoral purpose, or knowing it to be likely that such child will at any age be employed or used for any such purpose, shall be punished with imprisonment of either description for a term which shall not be less than seven years but which may extend to fourteen years, and shall also be liable to fine.

Age Differential Removed

IPC Offence	BNS Offence
S. 361. Kidnapping from lawful guardianship.- Whoever takes or entices any minor under sixteen years of age if a male, or under eighteen years of age if a female, or any person of unsound mind, out of the keeping of the lawful guardian of such minor or person of unsound mind, without the consent of such guardian, is said to kidnap such minor or person from lawful guardianship.	**S. 137. Kidnapping.-** (1)(b) whoever takes or entices any child or any person of unsound mind, out of the keeping of the lawful guardian of such child or person of unsound mind, without the consent of such guardian, is said to kidnap such child or person from lawful guardianship.

Crime and Punishment

91	Whoever before the birth of any child does any act with the intention of thereby preventing that child from being born alive or causing it to die after its birth, and does by such act prevent that child from being born alive, or causes it to die after its birth, shall, if such act be not caused in good faith for the purpose of saving the life of the mother, be punished with imprisonment of either description for a term which may extend to ten years, or with fine, or with both.



Crime and Punishment

93	Whoever being the father or mother of a child under the age of twelve years, or having the care of such child, shall expose or leave such child in any place with the intention of wholly abandoning such child, shall be punished with imprisonment of either description for a term which may extend to seven years, or with fine, or with both. Explanation.—This section is not intended to prevent the trial of the offender for murder or culpable homicide, as the case may be, if the child die in consequence of the exposure.

Crime and Punishment

94	Whoever, by secretly burying or otherwise disposing of the dead body of a child whether such child die before or after or during its birth, intentionally conceals or endeavours to conceal the birth of such child, shall be punished with imprisonment of either description for a term which may extend to two years, or with fine, or with both.

Crime and Punishment

95	Whoever hires, employs or engages any child to commit an offence shall be punished with imprisonment of either description which shall not be less than three years but which may extend to ten years, and with fine; and if the offence be committed shall also be punished with the punishment provided for that offence as if the offence has been committed by such person himself. Explanation.—Hiring, employing, engaging or using a child for sexual exploitation or pornography is covered within the meaning of this section.

Crime and Punishment

97	Whoever kidnaps or abducts any child under the age of ten years with the intention of taking dishonestly any movable property from the person of such child, shall be punished with imprisonment of either description for a term which may extend to seven years, and shall also be liable to fine.
98	Selling child for purposes of prostitution, etc.
99	Buying child for purposes of prostitution, etc.

Thank You





Session – 4

CHILD PSYCHOLOGY

Objectives

- Develop an understanding of child development and the influencing factors.
- Equip yourself to communicate effectively with children.
- Build awareness of problems and support systems.
- Enable CWPC members to work effectively by understanding child psychology.

Duration - 60 Minutes

Venue – Public Venue

Content and methodology

No.	Content	Duration	Method	Resources
1.	Introduction - Child Development and Issues	5	Brainstorming, GD, Presentation	PPT, Whiteboard, Marker
2.	Importance of Psychology and Social Psychology	10	GD, Presentation	PPT, Whiteboard, Marker
3.	Factors influencing child development	20	GD, Presentation	PPT, Whiteboard, Marker
4	Institutions	20	GD, Presentation	PPT, Whiteboard, Marker
5	Doubt Clarification	5	GD, Presentation	PPT, Whiteboard, Marker

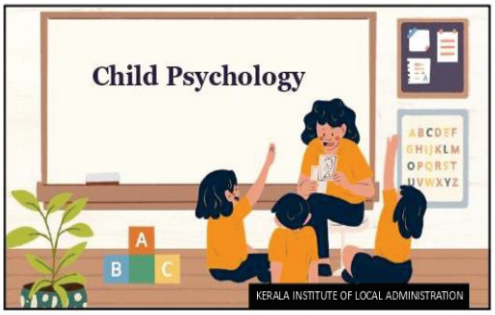


Presentation note

- Commence by discussing the problems that children experience or may encounter at different stages of life.
- After codifying these problems, explain the significance of adopting a psychological approach.
- Codify the various factors of growth through discussion.
- Lead a discussion about developmental stages and emotions.
- Introduce the support systems available at different stages.
- Mention various developmental disorders







The relevance of children's mental health

- 50% of mental health problems in adults begin before the age of 14
- 75% are under the age of 24
- Failure to do so can have serious socio-economic consequences
- Mental health problems, drug use, and suicide are among the leading causes of morbidity and premature mortality in this age group.
- Alcohol, drugs, road accidents and violence are all associated with this.



Maternal mental health around childbirth

Pregnancy

- "90 percent of the brain development that begins in pregnancy is completed before the age of 2.
- That is why the thousand days are so important.
- The mental stress, depression and anxiety experienced by the mother during pregnancy can seriously affect the development of the baby's brain



Prenatal time?

- Even after delivery, such problems may prevent the baby from caring and breastfeeding.
- Bonding between mother and baby is very important in the development of the baby's brain.
- These problems affect not only the physical and mental but also the intellectual development of the child.



ACE-Adverse Childhood Experience

- Social crises faced by children at an early age (ACE-Adverse Childhood Experience) e.g. Covid-19, Child abuse
- Leads to serious physical & mental problems as children grow up
- It can even lead to early death



Case Study

- In a study of 450 newly admitted inmates at Thiruvananthapuram Jail, one in three showed symptoms of Attention Deficit Hyperactivity Disorder (ADHD).
- One in two also has a drinking habit.
- 56% of them had symptoms of ADHD at a young age.
- If necessary interventions had been made at home and in schools, perhaps this situation of ending up in prison could have been avoided.







MANASA

- Mentally And Neurologically Ailing person's Self-help Association-1999
- "Healthy Mind ,Family and Society"

MANASA

CNCP-Child in Need of Care Protection

- One in three children in the state's Children's Homes have mental health issues.
- Thousands of children live in such institutions in our country.
- The longer one stays in institutions, the more problems arise
- Children in need of special protection can be prevented from becoming children in conflict with the law (CCL Child in Conflict with Law) if they are provided in time.



Children with disability

- National Trust Act 1999
- RPWD Act 2016
- Samagra Sikshakeralam
- Integrated Education for the Disabled (IED)
- Block Resource Centres -168 autism centres?
- 1484 special care centres
- Buds School
- Buds Rehabilitation Centres
- Aswasakiranam scheme

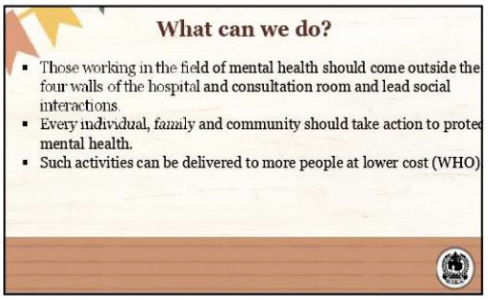
What can we do?

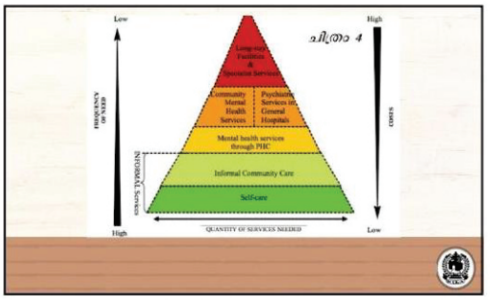
- Mental health should be given as much importance as we give to physical health
- Care should be taken to create suitable conditions for the growth of t baby right from the time of conception.
- The positive factors of child development should be increased and th negative factors should be minimized
- Constant assessments are needed at every stage of the baby's development.
- Each child should have a diary in which these are accurately recorde

What can we do?

- Emergency instructions are to be made available to guardians in cas any danger
- 'Positive parenting' should be ensured in every home.
- Every teacher should be able to intervene in schools and colleges to create favorable conditions for the physical, mental and intellectual growth of young children.
- Life skills should be a part of the curriculum.
- In this way, children can improve their studies, realize their own abilities and become successful, and live happily.




What can we do?
Those working in the field of mental health should come outside the four walls of the hospital and consultation room and lead social interactions.
Every individual, family and community should take action to protec mental health.
Such activities can be delivered to more people at lower cost (WHO)


ചിത്രം 4
Low
High
Informal Community Care
Self-care
QUANTITY OF SERVICES NEEDED


Thank You



Session – 5

VULNERABILITY MAPPING AND POSSIBLE INTERVENTIONS

Objectives

- Address the vulnerability scenarios.
- Introduce data collection methods for such children and areas with special protection needs.
- Present the vulnerability scenario analysis techniques.
- Clarify action plans.

Duration - 45 Minutes

Venue – Public venue

Content and methodology

No.	Content	Duration	Method	Resources
1.	Vulnerability – Explanation	5	Brainstorming, GD, Interactive Presentation	PPT
2.	Vulnerability – Data collection methods, situational analysis survey	20	Presentation	PPT
3.	Plan of Action	15	Presentation	PPT
4	Doubt Clarification	5		

Presentation Notes:

- Initiate the class with a discussion on vulnerability in rural areas.
- Organize common problems associated with vulnerability.
- Explain the conditions and factors leading to these problems, followed by presenting data collection methods.
- Introduce methods for evaluating situations based on available information.



- Highlight the importance of planning through different conceptualizations.
- Describe the possibilities and significance of local governments in addressing vulnerability.
- Include a vulnerability assessment format in the discussion.

Vulnerability mapping and intervention options

The Convention on the Rights of the Child and various laws envision the development of every child in a safe, loving, and happy environment. Despite the implementation of various activities by the country and the state towards this goal, children continue to face a variety of vulnerable situations on a daily basis. Vulnerability in this context refers to any situation that is weak, pitiful, or abject. Such vulnerabilities hinder the physical, mental, emotional, and social well-being and development of children. The proactive identification of vulnerable situations and the empowerment of children, families, and communities to cope with them are crucial steps. This represents the primary function of Child Welfare and Protection Committees.

Child Resource Centers at the Panchayat level should engage in studying and researching the status of such subject areas and provide the necessary technical assistance for further activities. The Child Advisory Board will play a pivotal role in guiding Panchayat-level activities and offering constructive guidelines for project planning and implementation. Through the collaborative efforts of these three systems, it is possible to reduce and prevent the number of children experiencing vulnerable situations through grassroots interventions from various departments.

By empowering local governments to formulate a range of interventions, support systems, policies, and programs through coordinated action, the risks faced by children can be mitigated. It is essential for voluntary organizations, the general society, families, and individuals to collaborate with government systems in preventing and avoiding vulnerable situations. Various types of vulnerabilities affecting children's well-being and development are described below.





Physical vulnerabilities	These include disabilities, chronic diseases, malnutrition and lack of access to health care. Children with physical vulnerabilities should receive special care, support and, if necessary, medical assistance.
Emotional and psychological vulnerabilities	Children may experience emotional or psychological vulnerabilities due to various factors such as abuse, neglect, various types of trauma, separation from loved ones, violence, bullying, or mental health problems. Such problems can seriously affect their mental well-being and ability to cope with stress.
Social Vulnerabilities	Social vulnerabilities can arise from poverty, orphanhood, homelessness, immigration threats, discrimination, or being marginalized or disadvantaged. These conditions can adversely affect the right to education, health, proper nutrition, and the right to growth and development.
Educational Vulnerabilities	Children may face educational vulnerabilities due to factors such as denial of access to quality education, learning disabilities, language barriers and dropping out of school. From affecting children's academic progress to future life, it has a negative impact.
Environmental Vulnerabilities	Unsafe or dangerous environments, natural disasters, ecologically sensitive areas, conflict zones and crime-ridden areas can create environmental vulnerabilities for children. These conditions may threaten their safety and well-being.
Economic Vulnerabilities	Children who live in financially unstable households or poor neighborhoods may be denied basic needs such as food, shelter, education, and health care. Economic disadvantages can significantly affect children's overall development.
Technical vulnerabilities	In this digital age, children are vulnerable to online risks, cyberbullying, exposure to inappropriate Internet content, and exploitation through social media and other digital platforms.

Intervention possibilities

All mechanisms under local governments have the potential to effectively intervene and mitigate children's vulnerabilities. The most effective approach is to anticipate and prevent vulnerable situations by understanding the general character, attitudes, and styles of the respective regions. Forming an understanding of general behavior can be achieved through case studies and research.



Proactive measures to understand, mitigate, and prevent vulnerabilities should be implemented. Some actions to prevent vulnerabilities include:

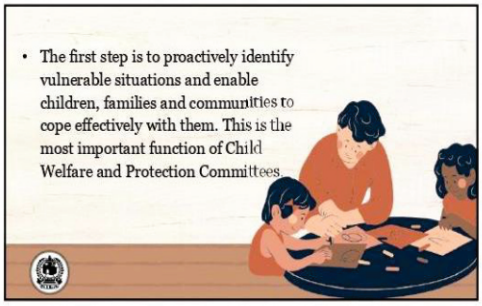
- Conducting teaching activities.
- Ensuring healthcare.
- Strengthening child protection activities.
- Securing the services of institutions.
- Establishing social security systems.
- Implementing skill development programs.
- Providing legal education and support.

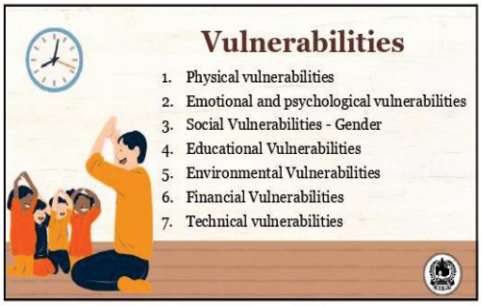
Different types of vulnerabilities may exist depending on the specificities of each region. Child Welfare and Protection Committees and Child Resource Centers can devise and implement appropriate activities. Integrating all possible interventions to protect children's rights is crucial for comprehensive and effective action.



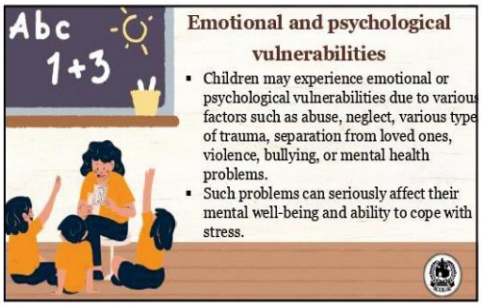

Vulnerability Identification and Intervention
KERALA INSTITUTE OF LOCAL ADMINISTRATION


Abc
1+3
• The Convention on the Rights of the Child and various laws envisage the development of every child in a safe, loving and happy environment
• Even today, children experience a variety of vulnerable situations on a daily basis. Vulnerable is any situation that is weak, pitiful, or abject.


• The first step is to proactively identify vulnerable situations and enable children, families and communities to cope effectively with them. This is the most important function of Child Welfare and Protection Committees


Vulnerabilities
1. Physical vulnerabilities
2. Emotional and psychological vulnerabilities
3. Social Vulnerabilities - Gender
4. Educational Vulnerabilities
5. Environmental Vulnerabilities
6. Financial Vulnerabilities
7. Technical vulnerabilities

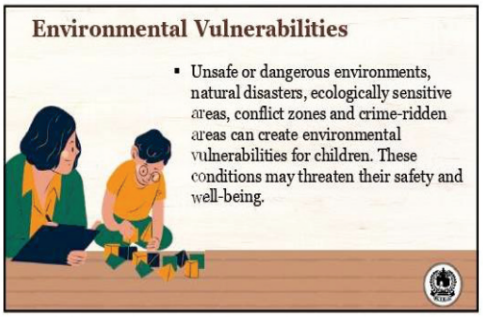

Physical vulnerabilities
▪ These include disabilities, chronic diseases, malnutrition and lack of access to health care.
▪ Children with physical vulnerabilities should receive special care, support and, if necessary, medical assistance.


Abc
1+3
Emotional and psychological vulnerabilities
▪ Children may experience emotional or psychological vulnerabilities due to various factors such as abuse, neglect, various type of trauma, separation from loved ones, violence, bullying, or mental health problems.
▪ Such problems can seriously affect their mental well-being and ability to cope with stress.

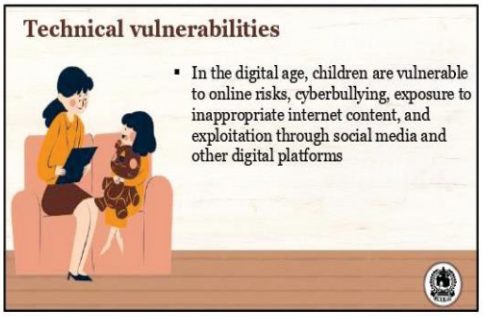



Social Vulnerabilities
Social vulnerabilities can arise from poverty, orphanhood, homelessness, immigration threats, discrimination, or being marginalized or disadvantaged.
These conditions can adversely affect the right to education, health, proper nutrition, and the right to growth and development.


Educational Vulnerabilities
Children may face educational vulnerabilities due to factors such as denial of access to quality education, learning disabilities, language barriers and dropping out of school.
From affecting children's academic progress to future life, it has a negative impact.


Environmental Vulnerabilities
Unsafe or dangerous environments, natural disasters, ecologically sensitive areas, conflict zones and crime-ridden areas can create environmental vulnerabilities for children. These conditions may threaten their safety and well-being.


Financial Vulnerabilities
Children who live in financially unstable households or poor neighborhoods may be denied basic needs such as food, shelter, education, and health care.
Economic disadvantages can significantly affect children's overall development.


Technical vulnerabilities
In the digital age, children are vulnerable to online risks, cyberbullying, exposure to inappropriate internet content, and exploitation through social media and other digital platforms


Interventions
Awareness activities
Ensuring health care
Strengthening child protection activities
Securing the services of institutions
Setting up social security systems
Skill development
Legal advice and support

Vulnerability Mapping

- Vulnerability mapping is the process of mapping out where childr are most likely to be neglected, such as family members and soc situations – to provide them with attention, care and education.
- This is similar to infant immunization
- An individual-family microplan or care plan can be formulated determining the possibility of intervention for children who a found to need special attention

Family mapping of child vulnerability



- Families of children in orphanages
- Missing children
- Children in conflict with Law
- Children under CWC surveillance
- Child victims in POSCO case
- Adopted children
- Child having a single parent

Family mapping of child vulnerability



- Children with Disabilities- Premature Children
- Children involved in drug abuse
- Children exposed to violence
- Children who are absent from school
- Children whose parents are in prison
- A family recovering from disaster

Children's Individual Rehabilitation Plan (Care Plan)

- An individualized care plan should be prepared for children who require individualized and family-based intervention
- In Ashraya model - a micro plan should be formulated to solve the problems affecting the children

1. Individual data of the child
2. Nutritional health needs (basic needs)
3. Safety – Maintenance

Children's Individual Rehabilitation Plan (Care Plan)

4. Psychosocial Needs – Education, emotional support, learning assistance
5. Creative activity games
6. Social supports
7. Comprehensive support for the child
8. Other possibilities

Thank You





Session – 6

LOCAL SELF-GOVERNMENTS AND CHILD-FRIENDLINESS

Objectives

- Convey the concept of child-friendliness effectively.
- Emphasize the significance of local self-government bodies in promoting child-friendliness.
- Develop an understanding of operational capabilities and sub-operations.
- Inform about other mechanisms for facilitating child-friendly activities.

Duration - 60 Minutes

Venue – Public Venue

Content and methodology

No.	Content	Duration	Method	Resources
1.	The Concept of Child-friendliness	15	Brainstorming, GD, Interactive Presentation	PPT
2.	Local Self-Government and Children	15	Presentation	PPT
3.	Functionality	10	Presentation	PPT
4	Introduction to CRC and CAB	15	Presentation	PPT
5	Doubt Clarification	5		

Presentation Notes:

- Introduce the concept of child-friendliness to the learners
- Generate ideas through discussions on how local self-government bodies can engage in child-friendly activities.
- Build mutual understanding and plan actions by sharing best practices.
- Share possible activities from learners and provide necessary guidelines.
- Explain the structure, and functions of CRC and CAB and their relationship with CWPC.

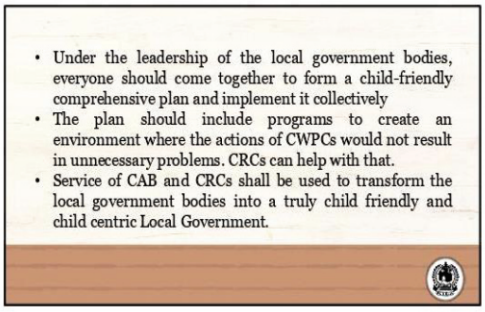



Local Self Government and Child Friendliness
KERALA INSTITUTE OF LOCAL ADMINISTRATION


Child Friendliness
Children's welfare and rights should be prioritized
Accordingly, it is made child-friendly when the environment, systems, institutions, family and society become child-centric.


Discrimination should be avoided
The best interests of children must be protected
Survival and development of children should be ensured
Children should be involved and their views shall be respected


Operational approach
There should be a child-centred approach
Transparency should be ensured
The possibility of integration should be ensured
All institutions, departments and children should be united
Under the leadership of the local government bodies, everyone should come together to form a child-friendly comprehensive plan and implement it collectively


Under the leadership of the local government bodies, everyone should come together to form a child-friendly comprehensive plan and implement it collectively
The plan should include programs to create an environment where the actions of CWPCs would not result in unnecessary problems. CRCs can help with that.
Service of CAB and CRCs shall be used to transform the local government bodies into a truly child friendly and child centric Local Government.


Child Advisory Board (CAB)
Chairperson
President of the LSG
Vice Chairperson
Chairperson of the Standing Committee on Education / Welfare
Convener
Secretary of the LSG
Joint Convener
Local Self-Government Implementing Officer, Education



Members

- Principals of all institutions including constituent institutions
- Political party representatives
- Social organization representatives
- Planning Committee Vice Chairman
- Each PTA representative
- Two people from CWPC
- 4 Children's representatives
- Kudumbashree Social Sub-Committee Convenor
- People's Planning Resource Person

Child Resource Center (CRC)

Chairperson	President of the LSG
Vice Chairperson	Vice President of the LSG
Convener	ICDS Supervisor /CDPO
Joint Convener	CWF, People's Planning Resource Person

Members



- Interested parties working in this field (including the constituent institutions)
- 5 volunteer resource persons
- Education Working Group Convenor
- 2 Children's representatives
- 2 persons with legal knowledge
- 2 persons with counseling experience
- Someone with expertise in the IT field
- Local Self-Government TA
- One member from CWPC

Thank You



Session – 7

SUSTAINABLE DEVELOPMENT GOALS AND CHILD-FRIENDLY VILLAGES

Objectives

- Familiarize participants with the Sustainable Development Goals
- Introduce the Local Indicator Framework and local targets
- Convey the importance of child-friendly villages and articulate their link to the Sustainable Development Goals
- Build understanding for creating child-friendly village.
- Clarify action plans.

Duration -60 Minutes

Venue – Public Venue

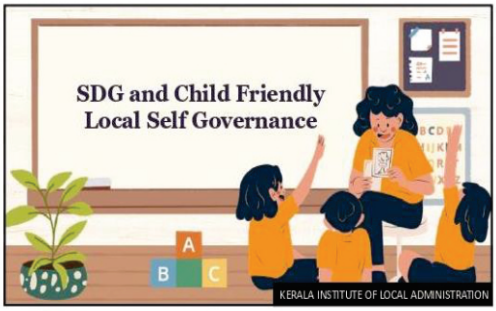
Content and methodology

No.	Content	Duration	Method	Resources
1.	Sustainable Development and Goals	15	Brainstorming, GD, Interactive Presentation	PPT
2.	Local Indicator Framework and Local Targets	20	Presentation	PPT
3.	Importance of Child-Friendly Villages	20	Presentation	PPT
4	Doubt Clarification	5		

Presentation Notes:

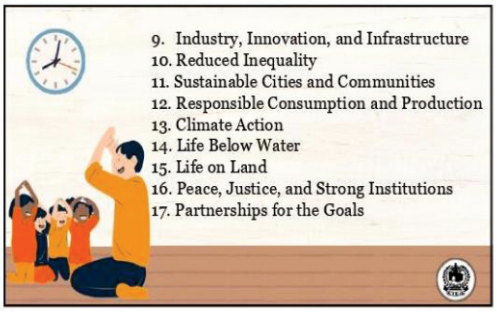
- Introduce the Sustainable Development Goals along with the 10 thematic goals implemented in the Kerala.
- Then, ask the learners to share ideas about the importance of child-friendly villages within the context of these goals.
- Convey the significance of child-friendly villages and panchayats, explaining how they can contribute to making child development a reality.



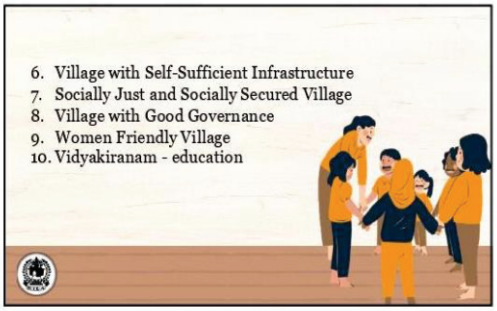

SDG and Child Friendly
Local Self Governance
A
B C
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SUSTAINABLE DEVELOPMENT GOALS
17 GOALS TO TRANSFORM OUR WORLD
SUSTAINABLE DEVELOPMENT GOALS

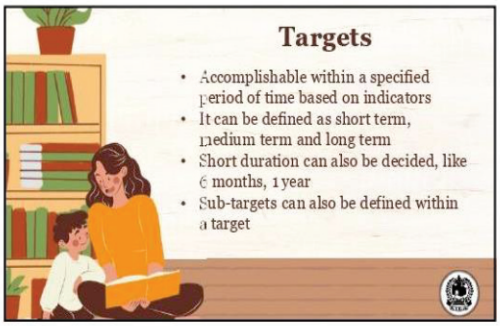

17 Sustainable Development Goals
1. No Poverty
2. Zero Hunger
3. Good Health and Well-being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth


9. Industry, Innovation, and Infrastructure
10. Reduced Inequality
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace, Justice, and Strong Institutions
17. Partnerships for the Goals


Ten Theme
1. Poverty Free and Enhanced Livelihoods in Village
2. Healthy Village
3. Child-Friendly Village
4. Water Sufficient Village
5. Clean and Green Village


6. Village with Self-Sufficient Infrastructure
7. Socially Just and Socially Secured Village
8. Village with Good Governance
9. Women Friendly Village
10. Vidyakiranam - education


What is the Vision?
A Holistic Development


Targets
Accomplishable within a specified period of time based on indicators
It can be defined as short term, medium term and long term
Short duration can also be decided, like 6 months, 1 year
Sub-targets can also be defined within a target

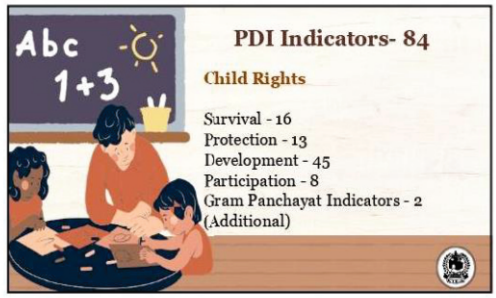

What are the indicators?
Indicator – A measure of situational awareness
Can be used for data analysis
Can be used to set targets
There are indicators at the national level
Regional indicators have also been developed
More indicators can be found


Sustainability
The goal should be fulfilled
Must be sustainable
There should be continuity
The change/result should be guaranteed
Must be completed on time
Must be measurable


Child friendliness & other Themes
A poverty-free village
A hunger-free village
Healthy Village
Water Sufficient village
Village with Self Sufficient infrastructure
Village with Good Governance
Clean and green village


Integrated Child Development Plan
On the basis of data and targets of specific indicators, a comprehensive and Integrated Child Development Plan will be formed at the local government level.


Local Indicators (LIF)- 127
Nutritional security
Child Health and Welfare
Quality education
Girl Children
Water and sanitation
Child care and social inclusion
Participation


Abc
1+3
PDI Indicators- 84
Child Rights
Survival - 16
Protection - 13
Development - 45
Participation - 8
Gram Panchayat Indicators - 2
(Additional)


Thank You

Session – 8

CHILD WELFARE AND PROTECTION COMMITTEE

Objectives

- To foster an understanding of the formation of CWPCs and their importance
- Describe and convince members of the code of conduct and responsibilities

Duration - 120 Minutes

Venue – Public Venue

Content and methodology

No.	Content	Duration	Method	Resources
1.	CWPC - Introduction	30	Brainstorming, GD, Interactive Presentation	PPT
2.	CWPC – Purpose and Importance	30	GD, Presentation	PPT
3.	CWPC- Structure and Functioning	30	GD, Presentation	PPT
4	Group presentation	30	GD, Presentation	
5	Clarification and codification	10	GD	

Presentation Notes:

- Regarding CWPC, allocate 10 minutes to present its relevance and how it should function within the goal of child-friendly local self-government. Subsequently, divide the trainees into five equally mixed groups. In these groups, instruct them to read and discuss the duties, structure, responsibilities, and functions of the CWPC. After reading, encourage them to discuss the following points within each group:



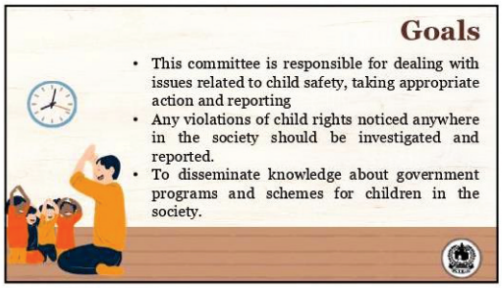
1. What should the activities of CWPC be?
2. What should be the relationship of CWPC with CRC and CAB?
3. What actions should be taken urgently?
4. What should be the operational approach?
5. What should be the frequency of the meetings and structure of the committee?

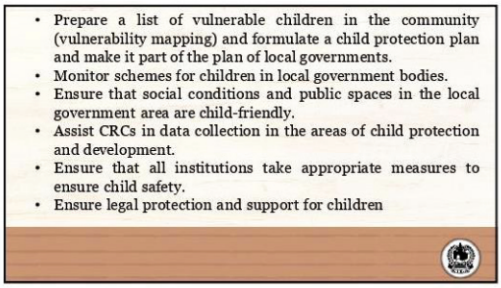
Each group should present the matters discussed in the plenary, while the other groups engage in active listening. The facilitator can then wrap up the session by summarizing key insights and conclusions.

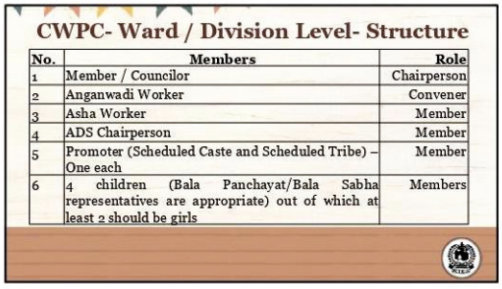






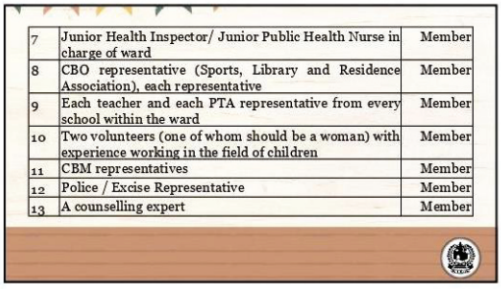






CWPC- Ward / Division Level- Structure

No.	Members	Role
1	Member / Councilor	Chairperson
2	Anganwadi Worker	Convener
3	Asha Worker	Member
4	ADS Chairperson	Member
5	Promoter (Scheduled Caste and Scheduled Tribe) – One each	Member
6	4 children (Bala Panchayat/Bala Sabha representatives are appropriate) out of which at least 2 should be girls	Members



7	Junior Health Inspector/ Junior Public Health Nurse in charge of ward	Member
8	CBO representative (Sports, Library and Residence Association), each representative	Member
9	Each teacher and each PTA representative from every school within the ward	Member
10	Two volunteers (one of whom should be a woman) with experience working in the field of children	Member
11	CBM representatives	Member
12	Police / Excise Representative	Member
13	A counselling expert	Member





Duties

- Prepare Child Rights (S,D,P,P) Status Study Report at ward level.
- Assist CRCs in preparation of Panchayat/Municipality/Corporation annual plan by preparing status study report on child safety.

- If problems and complaints like discrimination against children and inappropriate behavior are noticed, conduct preliminary investigation and assign the convener for further action.
- Children present their problems at ward level
- Refer children who need foster care services to the District Child Protection Unit.
- At each meeting, the follow-up of the decisions of the previous meeting should be evaluated.

- In areas where child marriages are more reported, in collaboration with the Legal Services Authority, implement awareness programs and art programs involving children.
- Establish complaint boxes with the cooperation of PTA in all schools and resolve the complaints received through child protection committees at various levels.
- Ensure that gender desks are formed in all schools. Help their activities.
- Availability of funds for ward level committee activities, Ensure this through CSR, sponsorship etc.

- Provide necessary assistance to collect details of children and maintain the data in panchayat level child register
- Decisions taken at the Gram Panchayat/ Municipality/Municipal Corporation level provide necessary leadership to implement the programs envisaged by the Local Self-Government level Child Advisory Board (CAB), Child Resource Center (CRC) and Child Welfare and Protection Committee (CWPC) at ward levels.

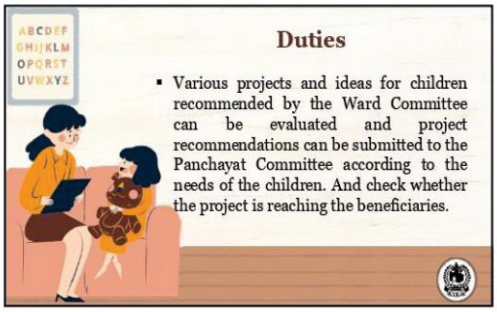
Gram Panchayat Level - Structure

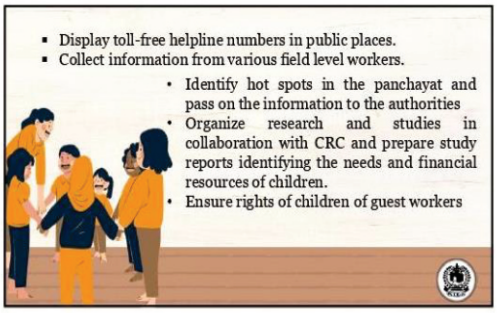
No	Members	Role
1	Panchayat President	Chairperson
2	Standing Committee Chairperson (Welfare)	Vice Chairperson
3	Standing Committee Chairperson (Health and Education)	Vice Chairperson
4	ICDS Supervisor	Convener
5	Panchayat Secretary	Member
6	A representative of the District Child Protection Unit	Member

7	2 social workers (one should be female)	Members
8	Representative of child related system/movement/NGO nominated by Gram Panchayat administration	Member
9	ST promoter	Member
10	SC promoter	Member
11	Excise Inspector	Member
12	Kudumbashree CDS Chairperson	Member
13	School counselor	Member



14	A teacher	Members
15	Child Welfare Police Officers (One Woman Officer) - 2	Members
16	Health Inspector	Members
17	PTA representatives from all schools covered by the panchayat (including BUDS school, special school)-2	Members
18	Child Panchayat representative 2 persons (at least one should be a girl child)	Member







Session – 9

DOCUMENTATION

Objectives

- Convince participants of the importance of documentation.
- Introduce the process and methodology of documentation.
- Enable learners to understand how to perform documentation in various ways.

Duration - 45Minutes

Venue – PublicVenue

Content and methodology

No.	Content	Duration	Method	Resources
1.	Documentation - Introduction	10	Brainstorming, GD, Interactive Presentation	PPT
2.	Significance and Potential	10	Presentation	PPT
3.	Documentation – Types	10	Presentation	PPT
4	Methodology	10	Presentation	PPT
5	Doubt Clarification	5		

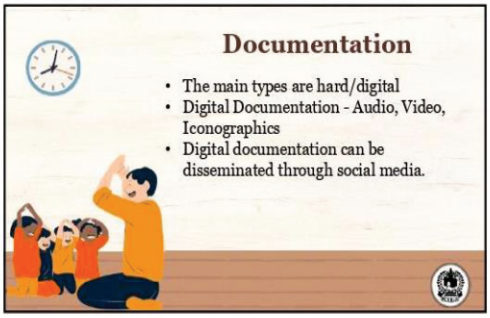
Presentation Notes:

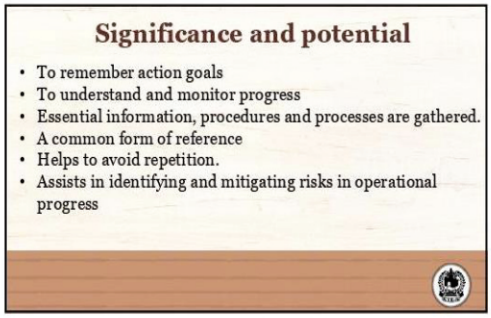
- Commence the class by introducing various documentation models.
- Illustrate with examples the importance of documentation and how it contributes to project management.
- Explain when data should be collected and the methods for documenting it.
- Introduce models for different types of documentation.

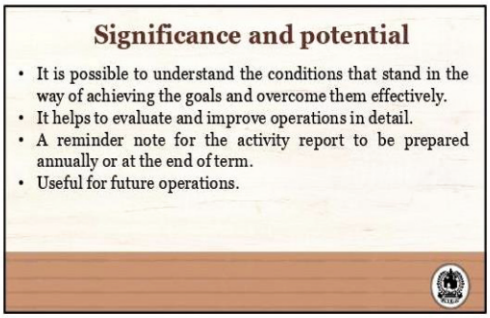


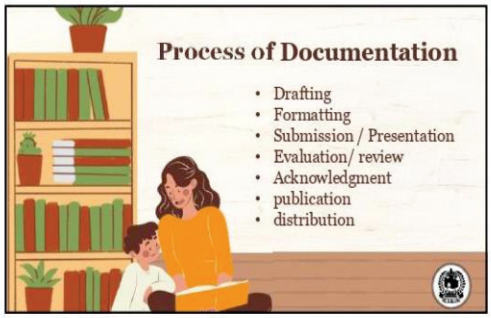

Documentation
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Documentation
Documentation is the step-by-step process of describing activities/plans/procedures or other processes.
Accurate and organized documentation is an indispensable function of any project implementation.

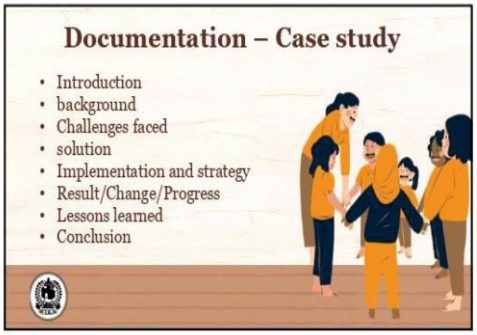

Documentation
The main types are hard/digital
Digital Documentation - Audio, Video, Iconographics
Digital documentation can be disseminated through social media.


Significance and potential
To remember action goals
To understand and monitor progress
Essential information, procedures and processes are gathered.
A common form of reference
Helps to avoid repetition.
Assists in identifying and mitigating risks in operational progress


Significance and potential
It is possible to understand the conditions that stand in the way of achieving the goals and overcome them effectively.
It helps to evaluate and improve operations in detail.
A reminder note for the activity report to be prepared annually or at the end of term.
Useful for future operations.


Process of Documentation
Drafting
Formatting
Submission / Presentation
Evaluation/ review
Acknowledgment
publication
distribution




Documentation – Case study
Introduction
background
Challenges faced
solution
Implementation and strategy
Result/Change/Progress
Lessons learned
Conclusion


Thank You