



Department of  
Woman & Child Development and Social Welfare  
Government of West Bengal

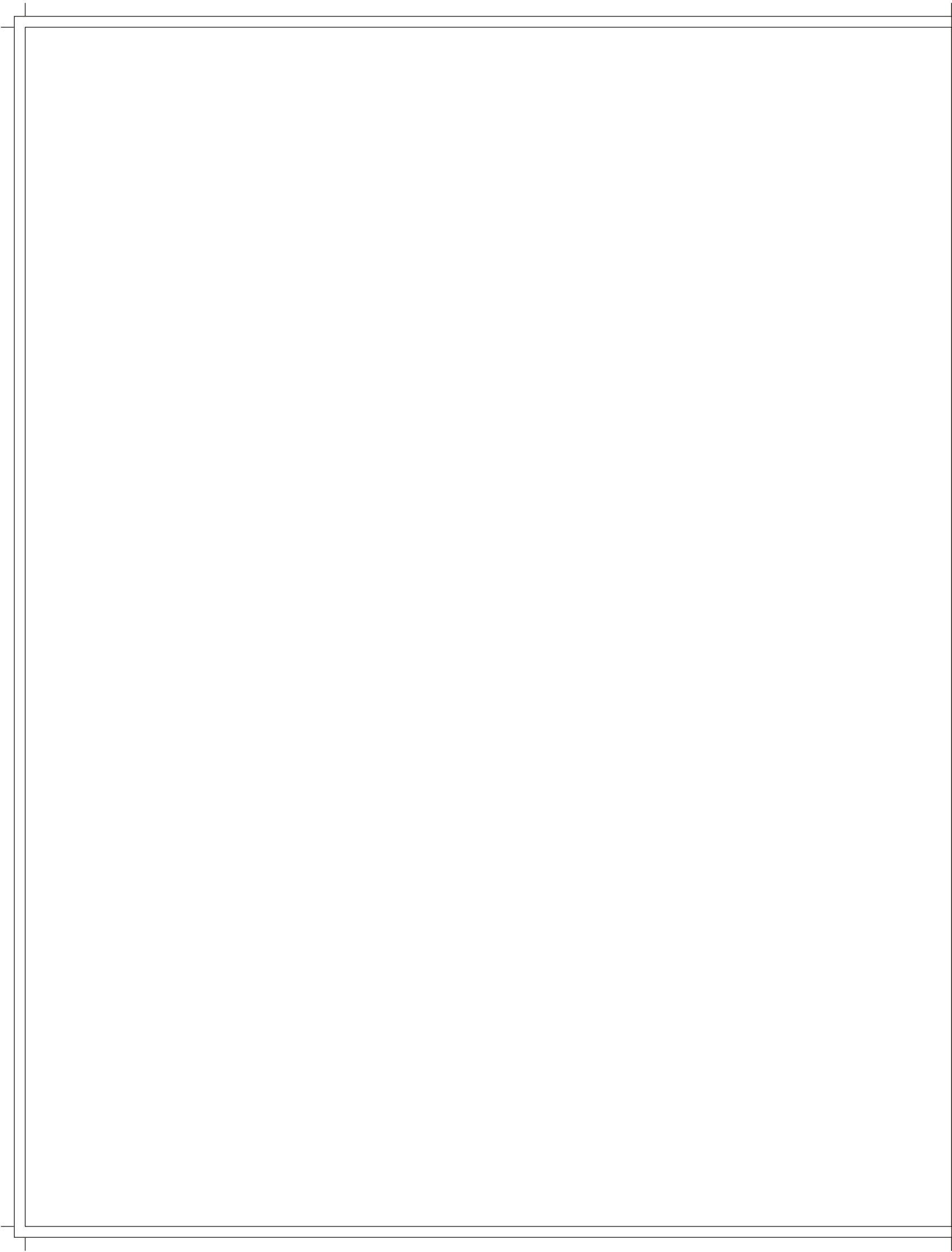
unicef   
unite for children



# INDUCTION TRAINING MANUAL CHILD PROTECTION COMMITTEE

(Including Equipping their  
Master Trainers)  
West Bengal, India

**VOLUME 2: REFERENCE HANDBOOK**

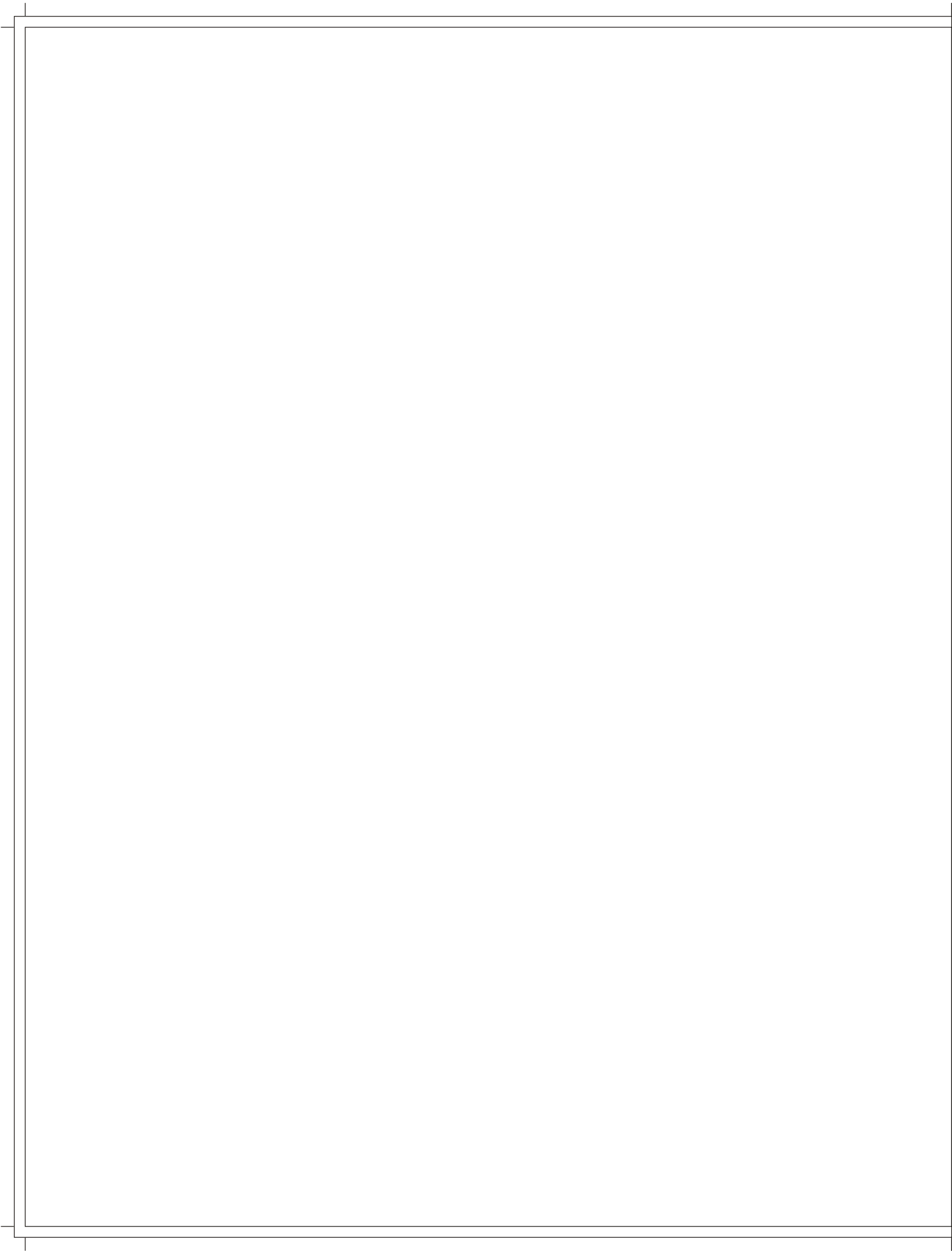


# **INDUCTION TRAINING MANUAL**

## **CHILD PROTECTION COMMITTEE**

(Including Equipping their  
Master Trainers) West Bengal, India

**VOLUME 2: REFERENCE HANDBOOK**



## List of Acronyms

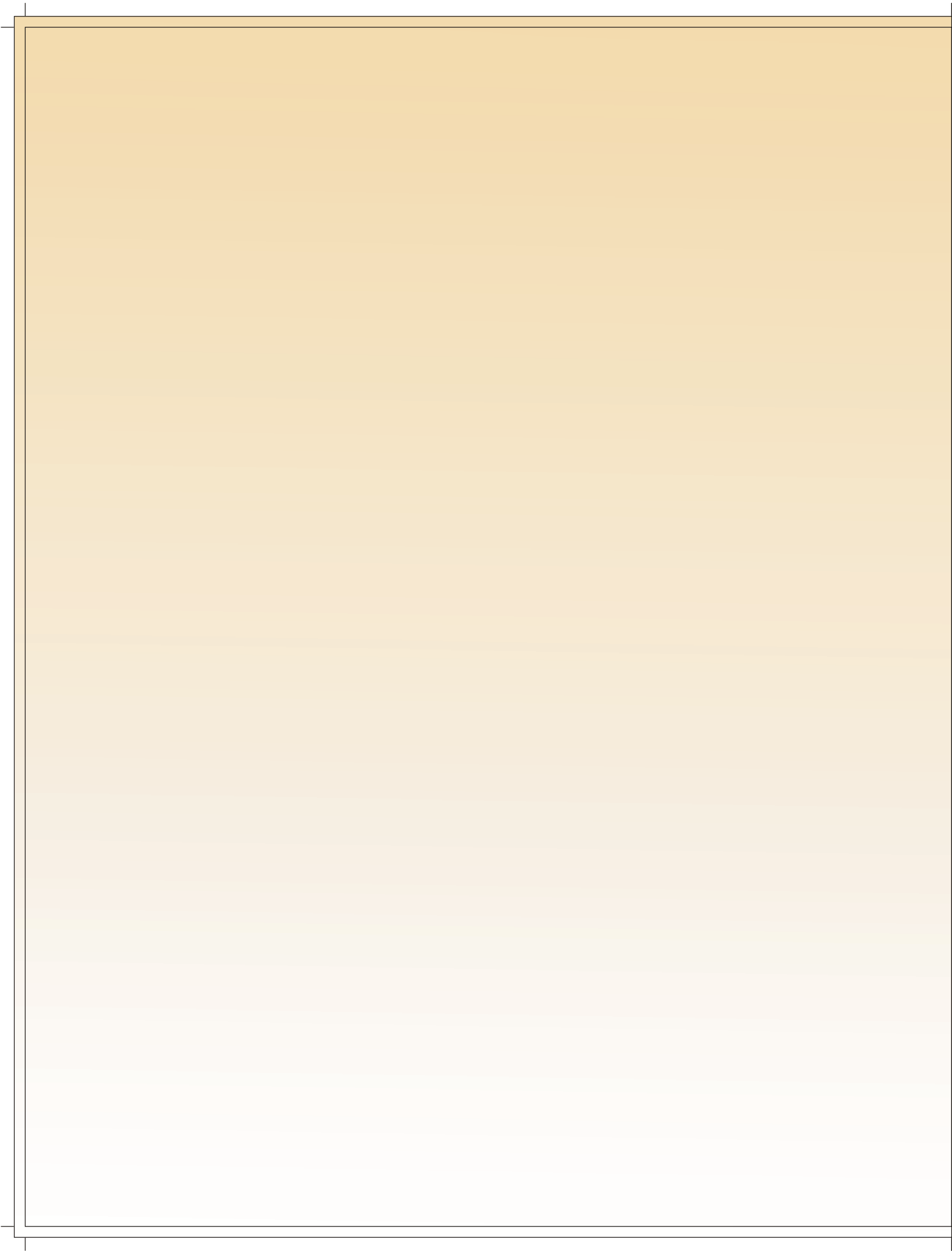
AIDS	Acquired Immune Deficiency Syndrome
BLPCPC	Block Level Child Protection Committee
BWO	Block Welfare Officer
CBO	Community Based Organisation
CCI	Child Care Institution
CCL	Child in Conflict with Law
CDPO	Child Development Project Officer
CMOH	Chief Medical Officer of Health
CNCP	Child in Need of Care and Protection
CLPRA	The Child Labour (Prohibition and Regulation) Act 1986
CPC	Child Protection Committee
CSO	Civil Society Organisation
CWC	Child Welfare Committee
DCPO	District Child Protection Officer
DCPU	District Child Protection Unit
DLSA	District Legal Services Authority
DPO	District Programme Officer
DM	District Magistrate
DSWO	District Social Welfare Officer
FIR	First Information Report
GoI	Government of India
GoWB	Government of West Bengal
GP	Gram Panchayat
GS	Gram Sansad
HIV	Human Immunodeficiency Virus
ICDS	Integrated Child Development Services
ICPS	Integrated Child Protection Scheme
IPC	Indian Penal Code 1860

## List of Acronyms

ITPA	The Immoral Traffic (Prevention) Act 1956
JJ Act	The Juvenile Justice (Care and Protection of Children) Act 2000
JJB	Juvenile Justice Board
MO	Medical Officer
MT	Master Trainer
NGO	Non Government Organisation
PLV	Para Legal Volunteer
POCSO	The Protection of Children from Sexual Offences Act 2012
POWC	Protection and Women and Children Cell
PRI	Panchayati Raj Institution
PS	Police Station
RTE	Right to Education (The Right to Compulsory and Free Education Act 2009)
RTO	Regional Transport Office
SARA	State Adoption Resource Agency
SC	Scheduled Caste
SCPCR	State Commission for Protection of Child Rights
SCPS	State Child Protection Society
SHG	Self Help Group
SHO	Station House Officer
SJPU	Special Juvenile Police Unit
SMC	School Management Committee
ST	Scheduled Tribe
TOT	Training of Trainer
ULB	Urban Local Body
UNCRC	United Nations Convention on the Rights of the Child
VAC	Violence Against Children
VLCP	Village Level Child Protection Committee
WLCPC	Ward Level Child Protection Committee

# CONTENTS

<b>Introduction</b>	0
<b>[Section A] Core Content for Phase I of the Induction Training</b>	
Children as Right Holders	00
Understanding Vulnerable Children	00
Safeguarding Children: Child Protection Framework in India	00
CPCs in Action: Understanding their Role	00
Allies for CPCs: Support Structures and Pathways for Action	00
CPCs' First Responsibility: Understanding Status of Children	00
<b>[Section B] Core Content for Phase II of the Induction Training</b>	
Thematic: Child Labour and What CPCs Can Do	00
Thematic: Child Marriage and What CPCs Can Do	00
Thematic: Child Trafficking and What CPCs Can Do	00
Thematic: Other Key Issues and What CPCs Can Do	00
<b>[Section C] Content on Facilitation for Use in Phase I &amp; II of the Induction Training</b>	
Role of Master Trainers	00
General Guidelines as Facilitators	00
Participatory Methodologies	00
Effective Communication and Handling Group Dynamics	00
Qualities of Good Facilitators	00
References	00





## INTRODUCTION

### Prioritising Communities as Key Actors in Child Protection

Building capacities of communities for strengthening care and protection of children remains one of the prominent focus areas of the **Integrated Child Protection Scheme (ICPS)**. The flagship protection initiative of the Government of India (GoI), operationalised in 2009, recognises the pivotal role of families and communities in both preventive measures as well as facilitating swift responses for child protection violations. This emphasis draws from the understanding that the family remains the best place for children and essential for their development. Thus, families and - by extension communities - become the first key set of actors who can contribute in providing a secure childhood to their children. Of course, this also calls for supportive actions from a range of other stakeholders from government and non-government domains who inhabit that immediate space.

Local collectives of such multistakeholder representatives are best suited for ensuring that children access their rights and that potential child protection violations are minimised. Thus, the preventive approach gets prioritised. Child protection violations that do occur also receive immediate attention with necessary actions as needed. Moreover, they can act as key supports in promoting alternative care options<sup>1</sup> and providing other inputs to facilitate reintegration of children as needed. They can also monitor local child protection services and offer valuable inputs for strengthening the same. Clearly, then, they help establish a local safety net for children that prevents and responds to situations of vulnerabilities and abuse.

This local safety net is embodied in the concept of **Child Protection Committees** envisaged at the village and block (for rural) and ward (for urban) areas under the ICPS. Further, these Committees represent a key component of a comprehensive child protection system that connects communities with subsequent block, district, state and national levels. Partnership between government structures, civil society organisations and communities constitute the necessary foundation of this system. Understandably, establishing CPCs and enhancing their capacities becomes a key area of work for systemic structures and civil society collaborators.

In **West Bengal**, a range of civil society organisations (CSOs) have been working with community level committees as a part of child protection initiatives. These experiences helped in shaping the guidelines for the CPCs in the state. This partnership continued into the finalisation of the Induction Training Manual.

A CPC is a community based group including duty bearers who are primarily responsible for creating and promoting a child friendly and safe community environment wherein all children's wellbeing, safety and rights are protected.

Department of Women and Child Development and Social Welfare, Government of West Bengal and Unicef (2014). Guidelines for the Formation and Strengthening of Child Protection Committees in West Bengal to be Constituted at Village and Block/Ward levels under the Integrated Child Protection Scheme

<sup>1</sup>Such as sponsorship, foster care, kinship care

### **Induction Training Design: Firming the Foundation**

Undoubtedly, CPCs would require extensive inputs through structured trainings as well as handholding support to function as mandated under the ICPS. Standardised induction training would prove immensely valuable in providing essential and incremental inputs so that the CPCs can initiate functioning in a more effective manner. The **Induction for CPCs has been conceptualised as two phases of two days each**. This was done in keeping with the need to cover prioritised content areas without overwhelming participants with too many inputs at once. Balancing between delivering content and factoring time availability (including time needed for comfortable engagement and internalisation) became even more crucial for CPCs because of their multistakeholder membership with varying levels of exposure to child protection concepts. Significantly, the design also provided an interim period wherein the CPCs would undertake a specific task and then return for the second phase training. This would aid experiential learning and reflection.

It was also agreed that the CPCs' capacity building efforts would need to be facilitated by a pool of **Master Trainers (MTs)**. The MTs could be drawn from Secretary (Government Officer) of the Zilla Parishad, District Child Protection Officers (DCPOs) and other personnel in the District Child Protection Unit (DCPU), Child Development Project Officers (CDPOs), Medical Officers (MO), Block Welfare Officers (BWOs), Secretary of Nari O Sishu O Tran Sthayee Samity and from Non-Government Organisations (NGOs). Essentially, a Training of Trainers (TOT) model would be followed. The **MTs** would also undergo **two phases of Induction Training** so that they could undertake the modules for the CPCs. However, these would be of a slightly longer duration (**3 days each**) to accommodate time for clarifications and receiving inputs on facilitation skills. These trainings would be held at a cluster level bringing in representatives from about four districts together (maximum 40 participants). Identified **resource persons at the state level** would undertake their training.

**Additional planning and follow up meetings** were envisaged for MTs to enhance their preparation for the CPC trainings. These meetings would be held at the district level. Scope for such meetings was also incorporated for the BLCPCs who would undertake VLCPC trainings. The **overall process would be guided** by the State Child Protection Society (SCPS) with a key anchoring role for the DCPUs. Nodal NGOs (and associate NGOs as available) in the districts would provide additional support. Periodic review of the process was also envisaged. (See Pg 3 for Training Design Flowchart)

# Training Design for CPCs and Related Master Trainers

**STEP 1**  
**Identify and Orient State Level Resource Persons**

- Share Training Manual with identified Resource Persons
- **One day orientation** on the training (Also: collective planning, clarifying doubts)



**STEP 2**  
**State Level Resource Persons Undertake Phase I Induction Training of MTs**

- **3 day Phase I Induction Training of MTs** at cluster level (10 MTs/district brought together for four districts)



**STEP 3**  
**Mts undertake Phase I Induction Training of BLCPCs and WLCPCs**

- **1 day Planning meeting** at district level to finalise CPC training arrangements and provide other inputs as necessary (DCPU and Nodal NGO to coordinate)
- **2 day Phase I Induction Training** of BLCPCs and WLCPCs on core content in the districts

*[Review for stocktaking of process undertaken so far and finalising next steps including refining / modifying proposed future steps]*



**STEP 4**  
**BLCPCs Undertake Phase I Induction Training of VLCPCs**

- **1 day follow up meeting** for planning and facilitation inputs for **BLCPCs** to undertake VLCPC training
- **2 day Phase I Induction Training of VLCPCs** in the districts



**STEP 7**  
**BLCPCs Undertake Phase II Induction Training of VLCPCs**

- **1 day follow up meeting** for planning and facilitation inputs for **BLCPCs** to undertake VLCPC training
- **2 day Phase II Induction Training** in the districts
- MTs to provide support as needed



**STEP 6**  
**MTs Undertake Phase II Induction Training of BLCPCs and WLCPCs**

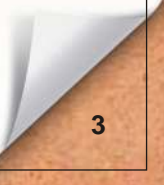
- **1 day Planning meeting** at district level to finalise CPC training arrangements and provide other inputs as necessary (DCPU and Nodal NGO to coordinate)
- **2 day Phase II Induction Training** of BLCPCs and WLCPCs in the districts



**STEP 5**  
**State Level Resource Persons Undertake Phase II Induction Training of MTs**

- **3 day Phase II Induction Training of MTs** at cluster level (10 MTs/district brought together for four districts)

*One month duration between the two phases*



## About the Training Manual

The **Induction Training Manual for Child Protection Committees and their Master Trainers** has been developed as a ready reference to facilitate the trainings. It incorporates two volumes.

**Volume I (Facilitators' Guide)** contains the training modules for Phases I and II for MTs and the CPCs. These have been consolidated within separate sections as per the stakeholder category in the document. In both cases, a uniform structure of detailed session plans with relevant instructions has been followed. Session aids (case study/situations for discussion, questions for quizzes etc) have also been provided as required. Facilitators may need to adapt these further for local contexts. Also, the final selection of methods would be based on local availability of relevant materials. Possible options have been mentioned in several cases. Broad suggestions for the planning and follow up meetings for the MTs and the BLPCs have been included too. Handouts for CPCs have been presented in the concluding section of the document. The Pre and Post Training Assessment formats have also been provided.

**Volume II (Reference Handbook)** provides the key content for the trainings. This has been presented in a simple and lucid manner. Facilitators are encouraged to adopt and utilise this as per the local contexts. This adaptation becomes particularly important in terms of the differential extent of detailing needed for MTs and the CPCs. Overall, the focus has been on providing the key content that is directly relevant for the CPCs. Also, a section within the document provides information on facilitation skills. This is to be used for the related sessions for MTs and can also be shared with the BLPCs who will have to guide the VLCPCs. References for the both the volumes have also been listed here.

# SECTION A

---

CONTENT FOR  
PHASE I OF THE  
INDUCTION TRAINING



## [SECTION A] CONTENT FOR PHASE I OF THE INDUCTION TRAINING

The following pages contain content for the topics to be covered in the Phase I Induction Training Module for CPCs as well as the MTs. Facilitators are encouraged to modify and use as per their requirements.

### Children as Rights Holders

#### Defining Child

An individual upto the age of 18 years is considered a child. This definition was provided under Article 1 of the United Nations Convention on the Rights of the Child (UNCRC, 1989). However, it also recognised that the age at which an individual is considered to have attained majority may even be lower and be decided as per the laws of the land.

In India, The Juvenile Justice (Care and Protection of Children) Act 2000 (known as JJ Act) recognises children as individuals upto 18 years of age. This important legislation, influenced by the UNCRC, is usually considered as the key reference point for matters related to child protection in the country. The National Policy for Children 2013 also uses the same age definition for children.

#### **Ages of Child Mentioned in Various Indian Legislations**

- *The Protection of Children from Sexual Offences Act 2012*: defines child as a person below 18 years of age
- *The Child Labour (Prohibition and Regulation) Act 1986*: defines child as a person who has not completed 14 years and prohibits employment of children in certain specified hazardous occupations and processes (due to be amended)
- *The Immoral Traffic (Prevention) Act 1956*: defines child as a person who has not completed 18 years of age
- *The Mines Act 1952*: defines adult as a person who has completed 18 years
- *The Prohibition of Child Marriage Act 2006*: defines child as a person who has not completed 21 years of age if boy and 18 years if girl
- *The Indian Contract Act 1872*: individual is not capable of entering into contract until he/she attains majority at 18 years of age

(While various laws may define the age differently, there is a growing consensus on considering all individual up to 18 years as children. Further, provisions from the JJ Act can be utilised in addition to specific legislative measures for ensuring protective cover for children.)

#### Child Rights

**Child rights form a subset of the broader concept of human rights. It is important to note that:**

- *Rights are universal*: They apply to all irrespective of their gender, race, socio-economic or ethnic background and where they live.
- *Rights are inalienable*: They cannot be taken away (unless under very specific and exceptional conditions that are clearly outlined.)

- *Rights are interdependent:* The rights are interconnected. Each of these contributes to ensuring that an individual lives with dignity and his/her developmental needs are met. The fulfillment of one right is often dependent on another.

A rights based approach ensures that children and communities are aware of their rights. They (as rights holders) engage with those mandated to provide these (i.e. government systems as duty bearers) on an equal footing. Both work collectively for local development.

### **Key Child Rights**

The Convention on the Rights of the Child adopted by the United Nations in 1989 (UNCRC) outlines the essential rights for children. It came into force in 1990. India ratified the Convention in 1992. Significantly, it recognises children as holders of rights. It also highlights the role of parental responsibilities. Governments are given the responsibility of protecting and assisting families.

The rights listed in the Convention can be clubbed together into four broad sets.

- **Right to Survival** (the right to life and having basic needs met including adequate standard of living, shelter, nutrition and medical treatment)
- **Right to Development** (enabling children to develop to their full potential including access to education, leisure, information, cultural activities and freedom of thought, conscience and religion)
- **Right to Participation** (allowing children to express their opinions, have a say in all matters that affect them, join associations)
- **Right to Protection** (safeguarding children from all forms of abuse and exploitation)
- It is important to remember that the broad categories are closely interconnected and cannot be seen in isolation.

## **BASICS**

### **Child Protection Is About:**

- Protecting children from danger / risk to their life and childhood
- Reducing their vulnerability to any kind of harm and protecting them in harmful situations.
- Ensuring that no child falls out of the social safety net, and those who do, receive necessary care, protection and support to be brought back into the safety net<sup>3</sup>

Child protection involves not only responding to incidents, but more importantly, stepping in when any danger or risk is suspected. Preventive actions must be prioritised. For children who still fall prey to abuse and exploitation of any kind, necessary responsive actions must be undertaken including helping them to overcome the difficult circumstances and their effects. They should be supported in returning to their lives or to improved circumstances (with reduced risks) and grow as self-sufficient and balanced individuals.

### **Child Participation Is About:**

- Encouraging children to share their views and providing a supportive environment for the same
- Ensuring dialogue between children and adults that is based on mutual respect
- Promoting involvement of children in planning, implementing, monitoring and reflection processes for any key initiative

<sup>3</sup>These points collectively form the definition of child protection as outlined in the ICPS.



Child participation should be encouraged within homes, in schools and communities and other platforms. Children should be encouraged to come together as groups, discuss and debate their issues and interact with adults. Children know their issues best and must be involved in any efforts aimed at addressing the same. Also, this participation should be meaningful where children are also involved in the planning and decision making. It should not just be 'decorative' or manipulated by adults. Also, while children's abilities may be evolving, these should not be underestimated. Adults need to play an important supportive role for promoting child participation.

### **Child Rights and the Indian Constitution**

These are drawn from the Fundamental Rights (which lists legally enforceable rights) and Directive Principles of State Policy (which provides guidelines to the government for recommended actions) sections of the Constitution.

- Article 15 (3) : state can make special provisions for children
- Article 21 A: free and compulsory education for children from six to 14 years of age
- Article 23: prohibits trafficking of humans and forced labour in all its forms
- Article 24: prohibits employment of children below 14 years in hazardous jobs
- Article 37 (e) : duty of the state to prevent children from entering into jobs unsuited for their age
- Article 39 (f) : recommends protection of child from exploitation and moral and material abandonment
- Article 45: directs state to provide free and compulsory education to all children up to 14 years of age within time limit of 10 years; 8 years of education to all children in the age group of 6 to 14 years

Moreover, children like adults enjoy rights to equality (Article 14), to not be discriminated against (Article 15), to personal liberty and due process of law (Article 21) as well as to nutrition, standard of living and improved public health (Article 47). Provisions regarding protection of weaker sections also apply to them (i.e. Right of weaker sections of the society to be protected from social injustice and all forms of exploitation - Article 46; right of minorities to protect their interests - Article 29).

## **Understanding Vulnerable Children**

### **Identifying Vulnerable Children**

All children can be vulnerable to abuse and exploitation.

The child protection framework in the country has sought to concretise these vulnerabilities so that it is better prepared to protect children from situations of abuse and exploitation and also step in with responsive measures as needed. Three key categories have been established through the JJ Act and the flagship child protection initiative in the country - Integrated Child Protection Scheme (ICPS).

### **Child in Need of Care and Protection (CNCP)**

Children who are vulnerable because of a range of adverse situations/circumstances are categorised as CNCP. These are:

- Homeless
- Runaway
- Abandoned or surrendered
- With no means of support and subsistence
- Found begging, street child or working child (including those engaged in domestic work, dhabas, hotels, motels, tea shops, resorts, spas and other recreational centres)

- Living with parents/guardians/any other person who
  - May harm the child or have harmed the child or known to have harmed other children
  - Are unfit to take care of the child for various reasons
  - Are involved in criminal activities
- Being forced to join drug abuse or any illegal act
- Children of socially excluded groups (migrants, belonging to scheduled castes, scheduled tribes, other backward classes, minorities, facing any other form of discrimination)
- Differently abled (physically challenged, mentally challenged, visually challenged, speech impaired, with hearing loss, with learning disability, with cerebral palsy, among others)
- Chronically ill
- Infected/affected by HIV & AIDS
- Victims of conflicts or disasters (natural/manmade)
- Abused/At risk of being abused (physical/sexual/other forms) and exploited
- Trafficked/At risk of being trafficked
- Families living in extreme poverty
- Children of substance abusers
- Children of prisoners

This listing draws on the definition given in the JJ Act and other categories of vulnerable children mentioned in the ICPS. The working child category has been elaborated here keeping in mind the Notification dated Oct 10, 2006 to The Child Labour (Prohibition and Regulation) Act 1986.

Significantly, both JJ Act and ICPS provide scope for supporting any child who may require care and protection. This assumes importance in the Indian context where children may have to face the consequences of the identities they are born with. Thus, girls often have to live with more restrictions on their mobility and choices. They face discrimination in direct and subtle ways. They are expected to follow certain notions such as being respectful, restrained before adults and be primarily involved within the family sphere. Boys are often granted greater freedom. However, there are societal expectations and norms for them too - they have to be the breadwinners, they should be strong, cannot show emotions or cry in public etc. These notions restrict children including in terms of following their dreams. Thus, while girls are more vulnerable, gendered notions<sup>4</sup> affect boys as well.

Moreover, children's vulnerabilities are sometimes increased in situations where multiple factors combine. Thus, a girl from a poor, low caste family would be more vulnerable than a boy her age from a rich, upper caste background. Caste, class, religion, location (particularly those living in remote areas) and other such factors play an important role. Children with special needs (i.e. children with disabilities) remain particularly vulnerable. Also, living in a restrictive environment with fewer opportunities and lack of supportive adults makes children more likely to fall into the trap of traffickers who promise a better future. Or the children may themselves choose to move away but find themselves alone and struggling to survive.

### **Child in Conflict with Law (CCL)**

A child who has allegedly committed an offence is considered as a child in conflict with law. This category is also known as Juvenile in Conflict with Law (JCL). This includes children suspected of involvement in a range of crimes from petty theft to more serious offences like murder.

---

<sup>4</sup>Gender is different from sex. As mentioned earlier, gender refers to societal expectations and norms that individuals are expected to follow. Sex is biological.

### **(Brief Note) JJ Act**

Influenced by the UNCRC, The Juvenile Justice (Care and Protection of Children) Act became operational in 2000. Some changes (amendments) were made in 2006 and 2011. The Act highlights the concepts of CCL/JCL and CNCP and related processes. This includes describing key related structures and their functioning such as Child Welfare Committees for dealing with all matters related to CNCP and Juvenile Justice Boards for CCL. A specialised police unit to deal with children/juveniles (Special Juvenile Police Unit) is also covered. Various types of homes (Child Care Institutions, CCIs) for short term and long term stay of CNCP and CCL are also mentioned. The Act covers penalties and punishments for offences against children including cruelty and exploitation. Significantly, rehabilitation of affected children and their integration in society is emphasised as well.

The JJ Act is an important legislation because it is comprehensive and child friendly. It upholds the child's right to dignity and be heard, irrespective of his/her background and other circumstances. It recognises that institutionalisation (placing children in CCIs) should be considered only when no other options are available and it should be for the minimum duration possible. It also prioritises providing a fresh start to CCL so that they do not have to carry the burden of their past. Moreover, all decisions - whether for CNCP or CCL - must be taken keeping the best interest of the child in mind. In other words, the decisions must consider specific needs and situations of each child and ensure his/her care, protection and well being. It must contribute in helping a child grow and reach his/her potential. These key aspects hold great meaning for any child protection initiative and actor.

(Further information on the structures and CCIs are provided later in this document.)

### **Child in Contact with Law**

The ICPS recognises a third category - i.e. child in contact with law. These are essentially children who are victims of or witnesses to crimes or have come in contact with the law in any other form. They have not been involved in the alleged criminal activity themselves.

### **Understanding Violence Against Children**

“All forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse” is considered as violence against children. This is taken from Article 19 of the UNCRC. Thus, the concept of VAC is a broad umbrella term which includes all the dimensions of abuse (this is explained further later) and ill treatment of children.

The United Nation's Secretary General's Study on Violence Against Children published in 2006 drew international attention to VAC. It highlighted that violence against children was a worldwide phenomenon. It stressed that violence not only affected the health of the children (it could even lead to death), but also placed at risk their 'ability to learn and grow into adults who can create sound families and communities'. Above all, it clearly stated that violence against children cannot be justified and it is a grave violation of their rights.

## Key Effects of Violence on Children

<b><i>Physical Health</i></b>	<b><i>Sexual and Reproductive Health</i></b>	<b><i>Psychological Health</i></b>
<ul style="list-style-type: none"> <li>• Injuries on different parts of the body</li> <li>• Fractures</li> <li>• Damage to organs</li> <li>• Disability</li> </ul>	<ul style="list-style-type: none"> <li>• Reproductive health problems</li> <li>• Sexually transmitted infections</li> <li>• Unwanted pregnancy</li> <li>• Unsafe abortion and its consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Depression and anxiety</li> <li>• Feelings of shame and guilt</li> <li>• Low self esteem</li> <li>• Eating and sleep disorders</li> <li>• Developmental delay</li> <li>• Poor performance in school</li> <li>• Violent and other risk taking behaviours</li> <li>• Alcohol and drug abuse</li> <li>• Inability to form stable and trusting relationships</li> <li>• Suicidal behaviour</li> <li>• Various disorders</li> </ul>

### **Violence against children can occur**

- At home (this includes being subjected to violence as well as witnessing domestic violence which also affects children)
- In school or other educational settings (children can suffer violence from adults such as teachers as well as peers and older children; also children may be subjected to violence while travelling to schools)
- In institutions such as orphanages, children's homes; in prisons
- In the workplace (caused by employers or clients; children may be forced to work under exploitative conditions in various trades including those that are hazardous and ill-suited to children)
- In the community (by persons known and unknown to the child; children without adequate family presence/support may be vulnerable for exploitation)

It is also important to note that children may suffer at the hands of older children or peers as well. Such violence can also occur at any of the locations listed above.

### **Understanding Abuse**

To aid understanding, the concept of child abuse (an important subset of VAC) is presented in terms of its key forms. Child abuse leads to actual or potential harm to the child's survival, health, development and dignity. Unfortunately, it is often committed by a person in a position of responsibility, trust or power.

#### **• Physical Abuse**

Physical Abuse is usually easier to notice. It is often a result of physical aggression. Even when the injury is unintentional, the act is considered as physical abuse. It includes:

- Beating, slapping, or hitting
- Pushing, shaking, kicking, or throwing
- Pinching, biting, choking, or hair-pulling

- Burning with cigarettes, scalding water, or other hot objects
- Severe physical punishment

- **Emotional Abuse**

When a person's attitudes, behaviour or failure to act affects a child's mental health or social development, then it can be considered as emotional abuse. It includes

- Shaming and name calling
- Ridiculing and belittling (i.e. telling the child that he or she is worthless)
- Constant blaming
- Scaring
- Threatening
- Restricting of movement
- Confining a child in a dark room for a long time or keeping him/her tied

- **Neglect and Negligent Treatment**

Failing to provide for a child's basic needs can be considered neglect. This includes denial of provision of shelter, food, clothing, timely medical support with affectionate care. Allowing excessive absence of a child from school and not sufficiently supporting his/her education can also be considered neglect. Failure to properly supervise and protect children from harm as much as possible is also neglect.

Of course, the socio - economic background of the family/care giver must also be factored in so that one can have reasonable expectations of what can be provided to a child. Also, while a single act by itself may not need to be addressed, repeated instances must definitely be seen as abuse. Also, the potential impact of the act should be considered. In fact, neglect is a common form of abuse but is often not identified till it is too late.

- **Sexual Abuse**

Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully understand and violates the laws or social taboos of society. This includes

- **Passing sexually explicit or related remarks on a child**
- **Fondling:** touching or kissing a child's genitals; or making a child fondle adult's genitals
- **Violations of privacy:** forcing the child to undress, spying on a child in the bathroom or bedroom
- Using a child in the production of pornography, such as a film or magazine or for posting on the internet or mobiles
- **Exposing children to pornography** (movies, magazines, or websites)

**(Brief Note) Study on Child Abuse: India 2007**

Study done in 13 states in the country including West Bengal through government and NGO partnership

**Findings**

- 2 out of every 3 children **physically abused**
- 2 out of every 3 children **faced corporal punishment in school**
- Slightly more than half of the children **faced some form of sexual abuse...**In half of these cases, the abuse was **committed by a person known** to the child... Most children **did not report** the matter to anyone
- Every second child spoke of **emotional abuse**
- Almost half of the **girls wished they were boys**

- **Luring a child for sexual liaisons**, through the phone/internet or by any other means
- **Exposing children to adult sexuality** in any form (showing sex organs to a child, forced observation of sexual acts, telling “dirty” stories)
- **Child prostitution or sexual exploitation**
- **Sexual acts with a child**

## **Safeguarding Children**

### **Child Protection Framework in India**

#### **Major Challenges and Gaps in Child Protection Policies and Services**

A range of legislations and programmes focusing on children, including child protection, have existed in the country for decades. Yet, several key challenges and gaps remained. These include:

- Lack of prevention policies to strengthen poor and vulnerable families so that they can cope with their hardships and provide a secure environment for children
- Poor planning and coordination where legislations not fully implemented and insufficient linkages between key actors across sectors (education, health, protection)
- Services less than the needs causing inadequate coverage of all, also limited resources and their use
- Poor infrastructure
- Inadequate human resources and capacity issues
- Serious service gaps such as lack of services for families at risk, too much emphasis on institutional care (care for children placed in CCIs) and limited emphasis on community involvement
- Weak accountability, monitoring and evaluation

#### **ICPS: Strengthening Protection Framework**

In early 2006, the Department of Women and Child Development at the central level became a full-fledged Ministry of Women and Child Development. Now, there was a central ministry for implementing and tracking actions on child protection. It was also realised that greater convergence between various ministries that implemented initiatives for children - i.e. education, health, labour (to work with them for combating child labour) etc. Building on this realisation and understanding of the challenges and gaps, the Integrated Child Protection Scheme was developed and initiated in early 2009. ICPS aims to contribute to improved wellbeing of children in difficult circumstances and to reduce vulnerabilities and risks that can lead to violence against children. It is based on child rights and on ensuring best interests of children.

The ICPS aims to bring together the multiple schemes for a comprehensive approach in protecting children. It also promotes partnership between government and non-government actors such as NGOs, community groups, corporates, media and others.

The specific **objectives** of ICPS are:

- To institutionalise essential services and strengthen structures
- To enhance capacities at all levels
- To create database and knowledge base for child protection services
- To strengthen child protection at family and community level
- To ensure appropriate intersectoral response
- To raise public awareness

## Broad Focus under ICPS

Focus	Highlights
<b>Prevention</b>	<ul style="list-style-type: none"> <li>• Identify and support vulnerable children and their families</li> <li>• Build and strengthen structures at village, block, ward and district level (i.e. Child Protection Committees) for improved coverage and timely actions to reduce situations of abuse</li> <li>• Focus on building linkages between actors through collective membership in structures (particularly CPCs)</li> <li>• Involvement of children in the CPCs for increased sharing of their concerns leading to actions</li> <li>• Strengthen capacities for identifying issues, taking actions and monitoring of key services at community level</li> </ul>
<b>Family and community based care</b>	<ul style="list-style-type: none"> <li>• Family considered to be the best place for children; families and communities as primary responsibility holders for children</li> <li>• Promote sponsorship, kinship care, foster care and adoption</li> <li>• Promote speedy family restoration of children in institutions</li> <li>• Bring relevant services closer to children with greater involvement of local self-government and service providers together</li> <li>• Role of CPCs in supporting access to services and raising related issues before relevant personnel/platforms</li> </ul>
<b>Integration and continuum of services</b>	<ul style="list-style-type: none"> <li>• Support linkage between service providers across sectors including health, education, judiciary, police, labour and others</li> <li>• Appropriate plan for each child who falls through the safety net that enables prompt identification and rescue (if needed), comprehensive support and inputs with follow up</li> </ul>
<b>Quality care &amp; related capacity building</b>	<ul style="list-style-type: none"> <li>• Ensure quality care for child protection services provided by government and non-government actors</li> <li>• Use guidelines and standards for infrastructure, personnel and their capacities and other aspects</li> <li>• Conduct training for improving knowledge and skills of service providers and others on child rights, quality care etc.</li> </ul>
<b>Monitoring and evaluation</b>	<ul style="list-style-type: none"> <li>• Collect and use data from local levels to inform local planning</li> <li>• Set up comprehensive child protection data management system that brings data from village to the district and then the state level</li> <li>• Use data for tracking activities and the results</li> <li>• Regular evaluation of structures and schemes and undertake improvements as needed</li> </ul>

Focus	Highlights
Others	<ul style="list-style-type: none"> <li>• Flexibility to focus on local needs</li> <li>• Financing: Central government will provide predetermined percentage of the budget to the State. The state government will then utilise as planned.</li> <li>• Partnership Building: For raising awareness and interventions between government structures, NGOs, communities, corporates and others</li> </ul>

### **Care, Support and Rehabilitation Services under ICPS**

A quick overview of the key services is provided below.

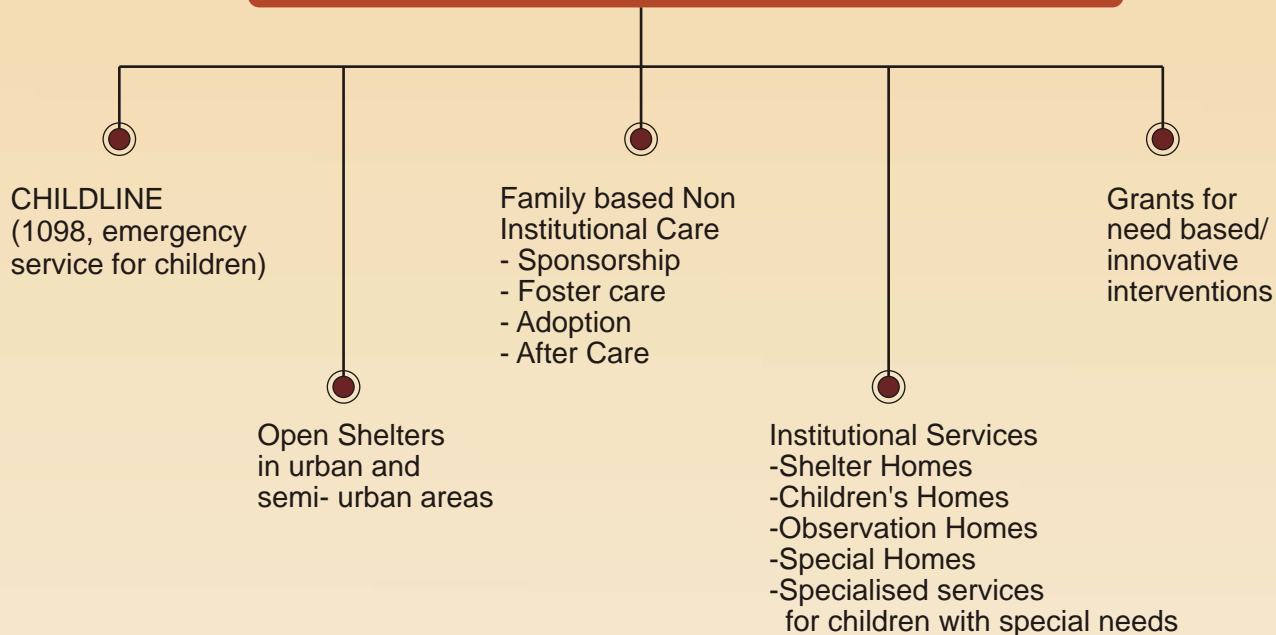
- Emergency Outreach through CHILDLINE (service for children in distress; covered in a subsequent section)
- Open shelter for children in urban and semi urban areas (to operate like drop in centres where children can take shelter and also receive other services like food, recreational facilities etc)
- Family based non institutional care
  - Sponsorship (Vulnerable families receive Rs 1000 per child per month<sup>5</sup> which improves their ability to take care of the child; a specific committee to select children and families eligible for sponsorship which is for limited duration and with certain specified conditions; current focus - to consider families of children who are institutionalised to improve speedy restoration)
  - Foster care (Families selected wherein children can stay for a temporary period till they can be restored to their own families; purpose is to provide a family like environment for children who are not yet legally free for adoption or cannot be restored to their families currently)
  - Adoption
  - After care (providing special accommodation facility for short time for children in institutions who are about to turn 18 years but have nowhere to go i.e. no family support; after care to help them in eventual returning to society and leading independent lives)
- Institutional Services<sup>6</sup>
  - Shelter homes (day and night shelter facilities for children in need of temporary support services including short term placement and care for children categorised as CNCP while related inquiry/case is being undertaken)
  - Children's homes ( i-for short term residential care and protection of children categorised as CNCP while related inquiry/case is being undertaken; ii- for long term stay and rehabilitation of CNCP who cannot be restored to families or benefit from other non-institutional care options)
  - Observation homes (for short term stay of children categorised as CCL while related inquiry is being undertaken)
  - Special homes (for long term stay and rehabilitation of CCL who cannot be restored to families or benefit from other non-institutional care options)
  - Services for children with special needs (either provided within existing institutions or through separate institutions)
- Grants for other need based/innovative interventions

<sup>5</sup>For maximum two children,

<sup>6</sup>The detailing of the institutional services should be shared with the MTs and possibly BLCPCs and WLCPCs. In case of VLCPCs, it may be preferable to provide a broad overview in terms of availability of CCIs/homes for children categorised as CNCP and CCL and for children with special needs.



## Care, Support and Rehabilitation Services under ICPS



### **Prioritising Community Based Safety Net**

Significantly, the ICPS recognises that the family is the best place for children. In fact, families and by extension - communities also become the first and immediate set of actors who must aim to provide a protective environment for the children. In light of this, the ICPS lays stress on creating and promoting preventive measures at the community level that protect children from situations of vulnerability, risk and abuse.

In other words, communities need to have a mechanism that covers all children and tracks their wellbeing. This mechanism would help in identifying children who are vulnerable and ensure timely response before the situation worsens. It would provide means of addressing the issues within the family or community as far as possible. Relevant actors would come together to support the child and families on their own or facilitate access to services that are needed. The term 'community based safety net' refers to such a mechanism. Thus, a safety net simply means local people coming together to act in order to protect their children.

Understandably, the involvement of people from different backgrounds would add to the effectiveness of the safety net. So, when community members, local service providers and people's representatives come together - they will also bring in their knowledge and resources. This mechanism would become even more vibrant and responsive when it includes children's representatives so that their concerns can be shared directly. Children should also participate in the dialogue and become actors in the processes of change.

For instance, a twelve year old child from a poor family is possibly about to drop out of school. There are chances of him leaving the village for work. Here, an operational community based safety net would mean that the child's vulnerability is recognised. Involved members collectively find a solution - i.e. encouraging child's parents to prioritise education or exploring possibility of a scholarship or some aid so that the child can stay in school. Or a suspicious woman is seen. She has been striking up friendships with girls and telling them about jobs in a big city. Some girls have expressed interest and may even leave with her shortly. This could be a situation of trafficking. Here, members should step in to talk to the woman and verify her background and what she is saying. The girls would need to be warned about trusting promises for jobs blindly. They should be encouraged to always ask questions and seek proof. Moreover, they should be encouraged to continue studies as far as possible.

A community based safety net ensures that communities are mobilised to act for their children. It promotes ownership. The experiences promote real learning and also ensure that these learnings are never completely

lost. Of course, this safety net needs to be concretised in the form of some structure. The ICPS aims to put such structures, known as Child Protection Committees (CPCs), in place at village, block and ward levels.

### **Child Protection Committees: A Critical Stakeholder**

CPCs are community based groups who are primarily responsible for creating a child friendly and safe environment for children. In such an environment, the rights and wellbeing of all children are ensured. The membership of the CPCs ensures involvement of representatives of service providers, local self-government, other sections of the community including parents and children. Children’s representatives are seen as valued members. In fact, adult members have the responsibility of developing a supportive environment within the CPC so that the children can speak freely and participate in the discussions as well as the decision making processes. The CPCs have several key roles - obtaining data on the local status of children, using the same to prioritise issues for actions, develop a child protection plan and implement it. They are expected to undertake activities for raising awareness on child rights and child protection. They would support vulnerable children facing risks of abuse or exploitation by facilitating access to services and opportunities as needed. They would also support initiatives aimed at rehabilitation and reintegration of children when needed. This includes elements of non-institutional care such as sponsorship and foster care. Further, linkages between CPCs (i.e. BLCPCs supporting VLCPCs) and also close coordination with DCPU ensures that a framework of supportive structures are in place from the village (specifically: Gram Sansads) and ward to the district and state level working collectively for the safety and wellbeing of children.

The CPC Guidelines issued by the state should be referred to for further information. Some key aspects from the Guidelines are presented here and in the next few chapters.

## **Membership of CPCs**

### **VLCPCs**

<b>SI No</b>	<b>Suggested Member Category</b>	<b>Number</b>	<b>Designation</b>
1	Children’s representatives (12-18 years) (Nominated by children’s group if existing otherwise by School Teacher)	2	Member
2	Anganwadi worker	1	Treasurer
3	School teacher from local school to be nominated by School Inspector	1	Member
4	Auxiliary Nurse cum Midwife	1 or more	Member
5	Community based organisation/NGO/VHSC/Women Self Help Group (Chairperson to decide with Secretary)	2	Member
6	Reputed and respected person from the community (Chairperson to decide with Secretary - BWO/FCWO/Social Workers or Out Reach Workers of DCPU may be considered)	2	Member

SI No	Suggested Member Category	Number	Designation
7	Elected representative of village (Chairperson to decide with Secretary)	1	Member
8	Head of local Panchayati Raj Institution (Pradhan)/ His or her nominee	1	Chairperson
9	Parent from School Management Committee(Chairperson of SMC to decide with Secretary)	1	Member
10	Anganwadi Supervisor (CDPO to nominate)/Block Welfare Officer/Social Worker/Outreach Worker (Contractual)	1	Convenor/ Member Secretary
11	Representative from weaker section (SC, ST, Minorities, Physically challenged) (Chairperson to decide with Secretary)	1	Member

At least six seats will be reserved for female members including for one girl as children's representative. The tenure of the committee will be 3 years and will be reconstituted thereafter with due notification from DCPU.

#### **BLCPCs**

SI No	Suggested Member Category	Number	Designation
1	Block Development Officer	1	Member Secretary
2	Child Development Project Officer	1	Member
3	Block Welfare Officer	1	Treasurer
4	Sabhapati, Panchayat Samiti	1	Chairperson
5	Representative of DCPU (Nominated by District Magistrate)	1	Member
6	Chairpersons of VLCPCs	All	Member
7	Children's representatives (12-18 years) (2 children from VLCPCs on revolving basis to attend each meeting; Decided by Member Secretary)	2	Member
8	NGO/CSO representative (Nominated by Member Secretary with Chairperson; priority for NGO working on children's issues in the block)	2	Member
9	Representative of CHILDLINE (nominated by CHILDLINE)	1	Member
10	Block Education Officer (as decided by BDO)	1	Member

SI No	Suggested Member Category	Number	Designation
11	Block Medical Officer of Health	1	Member
12	CWO of local Police Station	1	Member
13	Parents representative (2 parents from VLPCs on revolving basis to attend each meeting; Decided by Member Secretary)	2-4	Member
14	Para Legal Volunteer (Nominated by District Legal Services Authority)	1	Member
15	Guest invitee - decided by Member Secretary (Nari o Shishu Kalyan Karmadhyaksha/ Secretary of Karmadhyaksha /BWO may be considered)	1	Revolving Member
16	Labour Inspector of Block (Nominated by Member Secretary)	1	
17	Guest advisor/member (Block Extension Officer, Industrial Development Officer to be considered)	1	Revolving Member

At least three seats will be reserved for female members including for one girl as children's representative. The tenure of the committee will be 3 years and will be reconstituted thereafter with due notification from DCPU.

#### WLCPCs

SI No	Suggested Member Category	Number	Designation
1	Corporation Borough Chairman/Municipality Chairman	1	Special Invitee
2	CDPO/Assistant CDPO (to be nominated by District Programme Officer)	1	Member Secretary
3	Anganwadi Supervisor (Nominated by DSWO; and by CDPO for Kolkata)	1	Treasurer
4	Elected Ward Councilor	1	Chairperson
5	Representative of DCPU (nominated by DCPU)	1	Member
6	Children's representatives (12-18 years) (Nominated by children's group if existing otherwise by School Teacher; revolving in case of more schools in the ward)	2	Member

SI No	Suggested Member Category	Number	Designation
7	NGO/CSO/Club/Youth committee/Women leader/urban local body representative if available (Chairperson to decide)	2	Member
8	Member of Resident Welfare Association if available (Nominated by Chairperson)	1	Member
9	CHILDLINE representative (Nominated by CHILDLINE)	1	Member
10	Head master of local school (Nominated by Chairperson)	1	Member
11	Medical Officer in Charge (Nominated by CMOH)	1	Member
12	CWO of local PS (Nominated by Commissioner of Police)	1	Member
13	Parent representatives(SMC member of school, nominated by Chairperson) Revolving in case of more schools in ward	2	Member
14	Labour Inspector (Nominated by District Labour Superintendent)	1	Member
15	DLSA nominee	1	Member
16	Guest Invitee (Invited by Chairperson)	1	Revolving

At least four (4) seats will be reserved for female members including one for a girl as children's representative. The tenure of the committee will be 3 years and will be reconstituted thereafter with due notification from DCPU.

## CPCs in Action

### Understanding their Roles

#### Key Roles

CPCs are community based groups who are primarily responsible for creating a child friendly and safe environment for children where the rights and wellbeing of all children are ensured. They will be responsible for monitoring, reporting and responding to issues of child protection in the community. They will work with various stakeholders to raise awareness about the key local issues. They will work in close coordination with the DCPU. Significantly, the CPCs will develop Annual Action Plans which will also help them in directing their efforts in a more effective manner. The CPCs at the village, block and ward levels will function as per the ICPS. The Block Level CPCs (BLCPCs) will play an important role in supporting the VLCPCs. The SCPS will provide necessary guidance to the CPCs.

(NOTE: The list of names of CPC members should be displayed at a prominent place within the village, block and ward as relevant.)

#### VLCPCs

Role Areas					
1	<p><b>Understanding Local Status of Children</b></p> <ul style="list-style-type: none"> <li>• Prepare a village need assessment report on status of children as per format provided by BLCPC</li> <li>• Identify vulnerable children and their families in the village</li> <li>• Ensure reflection of children’s voices by providing supportive space to child representatives in the CPC</li> </ul>				
2	<p><b>Planning and Implementation</b></p> <ul style="list-style-type: none"> <li>• Develop a child protection plan for the village with support from BLCPC</li> <li>• Implement the plan with guidance from BLCPC</li> <li>• <b>Focus on</b></li> </ul> <table border="1"> <thead> <tr> <th>Creating Awareness on Child Rights and Child Protection</th> <th>Supporting Vulnerable Children</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>➤ Share information on child rights</li> <li>➤ Build awareness on what constitutes as violence against children</li> <li>➤ Conduct periodic campaigns on key local child protection issues including trafficking, child labour, early marriages involving other stakeholders including NGOs, CBOs etc.</li> <li>➤ Encourage parents to send children to school</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>➤ Discuss and plan supportive actions for identified vulnerable children</li> <li>➤ Use linkages (i.e. PRI, school, health functionaries and others) as appropriate to facilitate access to services and other actions as needed</li> <li>➤ Forward application to BLCPC for referrals as needed</li> <li>➤ Maintain record of children who are not attending school, have gone out of the village for work, are missing and other</li> </ul> </td> </tr> </tbody> </table>	Creating Awareness on Child Rights and Child Protection	Supporting Vulnerable Children	<ul style="list-style-type: none"> <li>➤ Share information on child rights</li> <li>➤ Build awareness on what constitutes as violence against children</li> <li>➤ Conduct periodic campaigns on key local child protection issues including trafficking, child labour, early marriages involving other stakeholders including NGOs, CBOs etc.</li> <li>➤ Encourage parents to send children to school</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss and plan supportive actions for identified vulnerable children</li> <li>➤ Use linkages (i.e. PRI, school, health functionaries and others) as appropriate to facilitate access to services and other actions as needed</li> <li>➤ Forward application to BLCPC for referrals as needed</li> <li>➤ Maintain record of children who are not attending school, have gone out of the village for work, are missing and other</li> </ul>
Creating Awareness on Child Rights and Child Protection	Supporting Vulnerable Children				
<ul style="list-style-type: none"> <li>➤ Share information on child rights</li> <li>➤ Build awareness on what constitutes as violence against children</li> <li>➤ Conduct periodic campaigns on key local child protection issues including trafficking, child labour, early marriages involving other stakeholders including NGOs, CBOs etc.</li> <li>➤ Encourage parents to send children to school</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss and plan supportive actions for identified vulnerable children</li> <li>➤ Use linkages (i.e. PRI, school, health functionaries and others) as appropriate to facilitate access to services and other actions as needed</li> <li>➤ Forward application to BLCPC for referrals as needed</li> <li>➤ Maintain record of children who are not attending school, have gone out of the village for work, are missing and other</li> </ul>				

	<ul style="list-style-type: none"> <li>➤ Discourage harmful practices like sex selective abortion, corporal punishment etc.</li> <li>➤ Promote good practices like birth registration, Aadhar enrolment, school enrolment, migrant register maintenance</li> <li>➤ Help establish and support children's groups and encourage child participation</li> </ul>	<p>specific categories as mentioned by BLCPC and track progress</p> <ul style="list-style-type: none"> <li>➤ Work for restoration and rehabilitation of children rescued from trafficking, orphan and unaccompanied children in coordination with BLCPC and DCPU</li> <li>➤ Support foster care component in coordination with BLCPC and DCPU</li> </ul>
3	<p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>• Maintain minutes of VLCPC meetings</li> <li>• Maintain record of actions taken for vulnerable children as per format</li> <li>• Submit quarterly report to BLCPC as per given format</li> </ul>	
4	<p><b><i>Any Other as Advised by BLCPC and DCPU and in Best Interest of Children</i></b></p>	

#### For BLCPCs

Role Areas	
1	<p><b>Understanding Local Status of Children</b></p> <ul style="list-style-type: none"> <li>• Prepare a block need assessment report on status of children as per format provided by DCPU (consolidated from reports by VLCPCs; BLCPC to also provide support in VLCPC report preparation)</li> <li>• Ensure reflection of children's voices by providing supportive space to child representatives in the CPC</li> </ul>
2	<p><b>Planning and Implementation</b></p> <ul style="list-style-type: none"> <li>• Develop a child protection plan for the block with support from DCPU</li> <li>• Implement the plan with guidance from DCPU <ul style="list-style-type: none"> <li>➤ Organising orientations on various issues such as child protection, relevant government schemes and programmes</li> <li>➤ Primary focus on supporting VLCPCs: providing regular inputs including suggestion for actions to be taken and strengthening processes like regular meetings and their documentation</li> <li>➤ Maintain linkage between VLCPCs and referral services</li> </ul> </li> <li>• Conduct enquiries on specific problems/issues of child protection violations and submit report with recommendations to concerned personnel with copy to DCPU</li> <li>• Support children's groups at village level and encourage children to share their concerns and issues and offer suggestions</li> </ul>

3	<b>Reporting</b> <ul style="list-style-type: none"> <li>• Maintain minutes of BLCPC meetings</li> <li>• Maintain record of enquiry undertaken for vulnerable children as per format</li> <li>• Submit quarterly report to DCPU as per given format</li> </ul>
4	<b>Any Other as Advised by BLCPC and DCPU and in Best Interest of Children</b>

**For WLCPCs**

Role Areas			
1	<b>Understanding Local Status of Children</b> <ul style="list-style-type: none"> <li>• Prepare a need assessment report on status of children as per format provided by DCPU</li> <li>• Identify vulnerable children and their families in the area</li> <li>• Ensure reflection of children’s voices by providing supportive space to child representatives in the CPC</li> </ul>		
2	<b>Planning and Implementation</b> <ul style="list-style-type: none"> <li>• Develop a child protection plan for the ward with support from DCPU</li> <li>• Implement the plan with guidance from DCPU</li> <li>• Conduct enquiries on specific problems/issues of child protection violations and submit report with recommendations to concerned personnel with copy to DCPU</li> <li>• Overall <b>focus on</b></li> </ul>		
2	<b>Planning and Implementation</b> <ul style="list-style-type: none"> <li>• Develop a child protection plan for the ward with support from DCPU</li> <li>• Implement the plan with guidance from DCPU</li> <li>• Conduct enquiries on specific problems/issues of child protection violations and submit report with recommendations to concerned personnel with copy to DCPU</li> <li>• Overall focus on</li> </ul>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Creating Awareness on Child Rights and Child Protection</b> <ul style="list-style-type: none"> <li>• Share information on child rights</li> <li>• Build awareness on what constitutes as violence against children</li> <li>• Conduct periodic campaigns on key local child protection issues including trafficking, child labour, early marriages involving other stakeholders including Resident Welfare Associations, NGOs, CBOs etc.</li> <li>• Encourage parents to send children to school</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>Supporting Vulnerable Children</b> <ul style="list-style-type: none"> <li>• Discuss and plan supportive actions for identified vulnerable children</li> <li>• Use linkages (i.e. ULB, school, health functionaries and others) as appropriate to facilitate access to services and other actions as needed</li> <li>• Forward application to DCPU for referrals as needed</li> <li>• Maintain record of children who are not attending school, have gone out of the local area for work, are missing and other specific</li> </ul> </td> </tr> </table>	<b>Creating Awareness on Child Rights and Child Protection</b> <ul style="list-style-type: none"> <li>• Share information on child rights</li> <li>• Build awareness on what constitutes as violence against children</li> <li>• Conduct periodic campaigns on key local child protection issues including trafficking, child labour, early marriages involving other stakeholders including Resident Welfare Associations, NGOs, CBOs etc.</li> <li>• Encourage parents to send children to school</li> </ul>	<b>Supporting Vulnerable Children</b> <ul style="list-style-type: none"> <li>• Discuss and plan supportive actions for identified vulnerable children</li> <li>• Use linkages (i.e. ULB, school, health functionaries and others) as appropriate to facilitate access to services and other actions as needed</li> <li>• Forward application to DCPU for referrals as needed</li> <li>• Maintain record of children who are not attending school, have gone out of the local area for work, are missing and other specific</li> </ul>
<b>Creating Awareness on Child Rights and Child Protection</b> <ul style="list-style-type: none"> <li>• Share information on child rights</li> <li>• Build awareness on what constitutes as violence against children</li> <li>• Conduct periodic campaigns on key local child protection issues including trafficking, child labour, early marriages involving other stakeholders including Resident Welfare Associations, NGOs, CBOs etc.</li> <li>• Encourage parents to send children to school</li> </ul>	<b>Supporting Vulnerable Children</b> <ul style="list-style-type: none"> <li>• Discuss and plan supportive actions for identified vulnerable children</li> <li>• Use linkages (i.e. ULB, school, health functionaries and others) as appropriate to facilitate access to services and other actions as needed</li> <li>• Forward application to DCPU for referrals as needed</li> <li>• Maintain record of children who are not attending school, have gone out of the local area for work, are missing and other specific</li> </ul>		



	<ul style="list-style-type: none"> <li>Discourage harmful practices like sex selective abortion, corporal punishment etc.</li> <li>Promote good practices like birth registration, Aadhar enrolment, school enrolment, migrant register maintenance</li> <li>Help establish and support children's groups and encourage child participation</li> </ul>	<ul style="list-style-type: none"> <li>categories as mentioned by DCPU and track progress</li> <li>Provide information to appropriate authority for rescue of child labour</li> <li>Work for restoration and rehabilitation of children rescued from trafficking, orphan and unaccompanied children in coordination with DCPU</li> <li>Support foster care component in coordination with DCPU</li> </ul>
3	<b>Reporting</b> <ul style="list-style-type: none"> <li>Maintain minutes of WLCPC meetings</li> <li>Maintain record of actions taken for vulnerable children as per format</li> <li>Submit quarterly report to DCPU as per given format</li> </ul>	
4	<b><i>Any Other as Advised by DCPU and in Best Interest of Children</i></b>	

### **Functions of Office Bearers**

#### **• Chairperson**

- To preside over the meeting (VLCPC: monthly, BLCPC and WLCPC: quarterly; special meetings to be convened as needed)
- To seek/mobilise funds and ensure its use for conducting activities
- To cast deciding vote (In case of a tie, the chairperson's vote will be the deciding factor)
- To take on the responsibility of secretary and treasurer in their absence
- To ensure reports are sent on time on quarterly basis (from VLCPC to BLCPC, from BLCPC and WLCPC to DCPU)

#### **• Secretary**

- To act as convenor and ensure periodic meetings happen
- To send invitation/letter to members before each meeting stating the agenda
- To maintain attendance record and minutes of all meetings
- To forward letters and reports to concerned authorities on behalf of the CPC through the chairperson
- To function as the chairperson in his/her absence
- To pass any bills and vouchers of expenses made by CPC members
- To report on members who are absent for three meetings and follow up actions (i.e. such members can be considered for suspension or expulsion; more on this later)
- To inform CPC about any instructions received from the DCPU

#### **• Treasurer**

- To maintain a child protection fund

- To prepare annual budget in consultation with other CPC members and finalise with support from competent authority (In case of VLCPCs – BLPCs to guide, for BLPCs and WLPCs – DCPU to guide)
- To maintain accounts and undertake other finance related roles as instructed

*NOTE: The financial guidelines for CPCs would be communicated by the DCPUs in due course of time.*

### **Children Representatives**

- To highlight local child protection issues affecting children including any challenges and concerns
- To share about educational status of children including related challenges and concerns
- Can present individual cases
- A child representative from VLCPC can share individual case with BLPC after getting a letter of approval from his/her VLCPC for the same
- To also highlight achievements and any positive developments in the children's lives caused through the efforts of the children and/or CPC

### **CPC Meetings**

- Meetings should be held at a monthly basis for VLCPCs and quarterly basis for BLPCs and WLPCs.
- The Member Secretary of the CPCs can decide a venue that is convenient for all.
- The Chairperson of the CPCs can convene emergency meeting on immediate notice when needed.
- The Chairperson or in his/her absence the Secretary can convene a special meeting if two thirds of the members make a written request for the same.
- Any urgent issue not included in the agenda can be placed in the meeting by the chairperson or any member.
- The duration of the meeting depends on the amount of work to be done by the CPCs.
- At least half of the members need to be present for the meeting.
- Decisions can be taken on the basis of majority present. In case of a tie, the chairperson's say and vote will be the deciding factor.

### **Authorities and Boundary of CPCs**

- **Tenure:** The CPCs will have tenure of three years. The same members can become a part of the CPC again. But they cannot be members, or chairpersons, for more than two times.
- **Legal Matters:** Where the case is being considered by CWC/JJB/court, the CPCs will not intervene. It will not organise any meeting between the involved parties and work out any agreements/negotiation. Whenever the CPCs have any doubt regarding their role, they should consult the DCPU. Also, the CPCs are not a legal authority and cannot pass orders. They are more of a support and referral body working in coordination with a range of actors in order to collectively ensure safety and wellbeing of children.
- **Resignation:** Any member can resign from the CPC or specific position within the CPC by writing to the Chairperson or the Secretary.

- **In Cases of Irregular Attendance and for Suspension/Expulsion of Members:** Any member who does not attend three consecutive meetings, can be issued a showcause notice. However,  $\frac{3}{4}$  of the members of the CPC would have to agree to this and pass a resolution for the same. The concerned member should be provided the opportunity to defend himself/herself. If the concerned member fails to provide credible reason, then he/she can be suspended or expelled. This can be done when  $\frac{3}{4}$  of members present in a meeting (and not less than half of total strength of CPC) agree. A written notice should then be given to the concerned person. The suspension or expulsion would apply only in terms of removing him/her from the CPC. A copy of the notice should be shared by VLCPC with BLCPC, and where BLCPC/WLCPC is concerned- with DCPU.

### **Other Information**

**Vacancy:** This should be filled within two months in case of VLCPCs and within three months for BLCPCs and WLCPCs. The Chairperson and Secretary would take the decision based on the CPC composition guidelines in the state.

### **Reporting Requirements**

- **Minutes of CPC Meetings:** The Secretary of the CPCs should maintain minutes of all meetings as per the prescribed format.
- **Quarterly Progress Report:** The Secretary of the CPCs should ensure that the quarterly report is prepared. In case of VLCPCs, the report should be sent to the counterpart BLCPC. BLCPCs and WLCPCs should send their reports to the DCPU.
- **Child Protection Risk/Incident/Vulnerability Format:** This format is to be filled by the CPCs to record relevant information which also helps in tracking what has been done.

### **Grounds for Suspension or Expulsion**

- Being absent for more than three meetings without credible reason
- Abuse of power
- Misuse of funds
- Proof of involvement in any kind of abuse or exploitation of children
- Convicted by any court of law
- Not able to function due to unsound mind

## Format for Minutes of CPC Meetings

Meeting No:

Date of Meeting.....

Venue.....

Child protection committee is part of a community based approach that aims for identifying child protection issues in general and children/families in need of special care. Meeting takes place once in a month during normal time and twice in a month during emergency for VLCPC. In case of WLCPC and BLCPC, Quarterly meetings should be organised at a venue decided by Member Secretary. Child Protection Committees work as a referral for children in case of any issues of child protection emerge in the community. They address issues with the community, parents, school, local administration and Panchayat participation.

The village level issues are solved through the participation of communities. However, many issues also need to be addressed by district level authorities for sustainability. Clear lines of linkage need to be established between villages and district bodies. The District level child protection society (under ICPS) will become a referral for village level Child Protection Committees. Linking Child Protection Committees with District Child Protection Society will empower more child protection initiatives in villages. Apart from DCPU, other referral (CHILDLINE, CWC, DWO, PRI head, Administration) should be used.

CPC can invite any Government functionaries or stakeholders during meeting for interaction and understanding about the services available.

Note for child protection committee member secretary

- The minutes should be written in format below.
- Any issue should be discussed in detail. The CP issues need to be discussed in the pattern of Why, How, Where and what needs to be done.
- Solution proposed by the CPC should be written clearly.
- After writing of minutes, it should be loudly read to the CPC and then signed by secretary or the person heading the meeting from CPC.

CPC Secretary.....

Chairperson.....

Meeting No:

Date of Meeting.....

Venue.....

**Minutes for Village level Child protection Committee**

**Name of the person writing minutes of meeting.....**

**Updates on previous issues raised and progress made:**

**Protection risk/incident:**

**Progress made:**

**Further Recommendation:**

**Meeting Agenda for Today Meeting**

**Issues raised and discussed in today meeting**

**Protection risk/incident:** (Ask if any incident of CP reported in between last meeting in village)

**Who is at risk?** (Discuss about risk, when and why?)

CPC Secretary.....

Chairperson.....

Meeting No:

Date of Meeting.....

Venue.....

**Capacity within the community** (Discuss about the capacity within the CPC and community to minimize the risk)

**Solutions proposed by child protection Committee** (Write the alternatives discussed as solution and final decision taken as measure to minimize risk)

**Urgent follow up and action:** (Write about the role of CPC/Community mobiliser/NGO role in follow up to minimize risk)

**What was the issue of CP discussed by Community Mobiliser today:** (Discuss one issue of Child Protection with CPC to aware and sensitize them)

CPC Secretary.....

Chairperson.....

Meeting No:

Date of Meeting.....

Venue.....

No	Name of Male Member present	Signature	No	Name of Women Member present	Signature
1					
2					
3					
4					
5					
6					
7					
8					
	Name of Member absent	Signature		Name of Member absent	Signature
1			1		
2			2		
3			3		

## Protection Risk/Incidents/Vulnerability Matrix(for CPCs)

CPC/Group:

Date:

Location:

<b>Protection Risk/ Incidents</b>	<b>Causes</b>	<b>Capacities within the community</b>	<b>Solution proposed by group (CPC, children's group etc.)</b>	<b>Most important issues to address as expressed by children/families of concern</b>	<b>Urgent follow up and action</b>



### Working with Children

Working with children constitutes a key area for CPCs. After all, CPCs can act effectively on children's concerns and issues only when there is a substantial engagement with them which includes taking feedback on steps undertaken. Moreover, as mentioned earlier, the CPC structure itself includes children's representatives. It is, therefore, important to gradually build the understanding of CPC members on child participation. Adult members may come with their notions of children's capacities and the space that should be provided to them. Sometimes, social norms may suggest that children should not speak before adults. Meanwhile, child representatives too may feel overwhelmed or uncomfortable in speaking before adults.

It has to be stressed that while children's capacities are evolving, they must be consulted in matters that concern them. Moreover, true child participation means not only allowing children to voice their opinions but also involving them in decision making processes. Thus, child representatives in the CPCs need to be provided a conducive environment so that they can share their opinions and contribute in decision making. Aspects of confidentiality and any other risks must be kept in mind.

Also, child participation does not mean that adults do not have any role. Adults need to support children in this process. It is like learning how to cycle. First, the adults must help a child to learn how to cycle before he/she can let the child cycle by himself/herself!

### Child Protection Code

ALWAYS	NEVER
Respect children	Use <b>inappropriate or abusive language</b> or use children's backgrounds and abilities to make negative comments about them
Help them become <b>aware of their rights</b> and encourage them to understand <b>what they can do</b> for themselves and where they can rely on adults	Hit a child or <b>harm a child physically</b> in any way
<b>Listen</b> to them, take seriously their views and suggestions and <b>involve</b> them in planning and actions	Develop a <b>sexual relationship with a child or abuse him/her in any way</b> (including emotional abuse and neglect)
Become <b>aware</b> of protection risks and <b>act</b> to prevent or respond to them <b>collectively</b> with others	Show <b>favouritism</b> in dealing with children
Consider what is in the <b>best interest of the children</b>	Be <b>associated with any harmful practice</b> like sex selective abortion, child marriage, child labour, corporal punishment etc.

## Allies for CPCs

### Support Structures & Pathways for Action

#### **Within the Communities**

It may be useful for the CPCs to identify and work closely with the following. Some of these, or their representatives, may already feature among the members of the CPCs.

- *Influential* and respected community members
  - *Local clubs and other community based organisations (CBOs)*
  - *Local self-government* (Panchayati Raj Institution-PRI and Urban Local Bodies - ULB structures including sub committees)
  - *Children's groups /children's representatives*
  - *Youth groups*
  - *Women Self Help Groups*
  - *All local service providers who have contact with children or can help* (including health, Integrated Child Development Services, education including school authorities and teachers)
  - *School Management Committees*
  - *Police*
  - *Para Legal Volunteers* (This is a cadre that is being recruited and placed by the West Bengal State Legal Services Authority through its district offices - i.e. District Legal Services Authority. The volunteers are mandated to help families in accessing legal help including for violation of child rights and supporting actions for missing and trafficked children.)
  - *Shopkeepers/hawkers association* specially where major markets, bus stops and stations lie closeby
- (This is an indicative list.)

#### **At the District Level**

- *District Child Protection Unit* (This is the nodal body at the district level under the ICPS. It is headed by the Sabhadipathi Zilla Parishad and District Magistrate. It includes the District Child Protection Officer - DCPO. Other staff members include Protection Officers for Institutional and Non Institutional Care, Legal cum Probation Officer, Counsellor, Social Worker and others. The CPCs should turn to the DCPU, particularly the DCPO for any support.)
- *Sponsorship and Foster Care Approval Committee* (It will implement and monitor the sponsorship and foster care components as per guidelines of the state. It is headed by the DCPO. The other members are Protection Officer - Non Institutional Care, chairperson/member of CWC, representative of Specialised Adoption Agency and representative of a NGO working on child protection)
- *Child Welfare Committee* (Under the JJ Act, CWCs have been given the responsibility to deal with all matters related to children categorised as CNCP. The CWC comprises five members and is headed by a chairperson. It is like a Bench of Magistrate. The CWCs hold sittings at least thrice a week with minimum duration of four hours each, usually in a Children's Home.)
- *Juvenile Justice Board* (Under the JJ Act, JJBs deal with matters related to children categorised as CCL. It is headed by a Judicial Magistrate. Two social workers also form a part of the JJB. The JJBs hold sittings on all working days of a week - i.e. five days- with minimum duration of five hours each, usually in an Observation Home.)

- *Special Juvenile Police Unit* (Under the JJ Act, SJPU are meant to be a specialised body within the police structure to deal with all matters related to children. The Unit is formed at the district level with members from police stations designated as Juvenile or Child Welfare Officers. Such officers are to be appointed at all the police stations. Additionally, the DCPU would depute social workers to work in the SJPU.)
- *Police - Protection of Women and Children Cell* (Formed in the state of West Bengal, it will act as the nodal agency for dealing with crimes against women and children at the district/Commissionerate level. It will function as the SJPU and also the Anti Human Trafficking Unit. It will be headed by Inspector-Missing Persons Bureau.)
- *CHILDLINE* (Under the ICPS, this is an emergency toll free number 1098 for children. The programme functions through a network of NGOs who receive calls and ensure prompt response. Calls can be made by any child or adult to report about children in distress - for those in abusive situations in home/school/workplace, need immediate medical support, missing child, child found alone etc.)
- *Child Care Institutions* (shelter homes, children's homes, observation homes, special homes as available)
- *Assistant Labour Commissioner* (He/she can be contacted on issues related to child labour.)
- *Karmadakshya - Nari o Shishu Kalyan Samiti* (He/she heads the committee for women's and children's welfare formed under the PRI system and can be referred to as needed.)

#### **At the State Level**

- *State Child Protection Society* (It is the key body for ICPS at the state level. It implements, supervises and monitors ICPS. It contributes to effective implementation of all legislations and programmes that promote child protection. The DCPUs report to the SCPS.)
- *State Adoption Resource Agency* (It is a unit under the SCPS and is responsible for coordinating and monitoring adoption related processes in the state.)
- *State Commission for Protection of Child Rights* (The Commission has the power to review legal provisions for children and recommend steps for ensuring child protection and fulfillment of other child rights.)

## Key Referrals

No.	Issue	Initial Steps	Next Steps	Remarks
1	Any concern related to <b>education</b> (including corporal punishment or other form of abuse)	Speak to the child and parents/caregivers and SMC to understand the situation Work with SMC to address the issue if possible.	Write letter to Block Education Officer/ District Education Officer Copy to DCPU, District Magistrate, Directorate of Education, SCPS and authority under JJ Act	In certain cases, for instance of drop out, ensuring access to various government schemes may help the family and in turn have a positive effect. CPCs can coordinate with local self-government bodies for this. This aspect could be applicable across other issues as well.
2	Any concern related to <b>health and nutrition</b>	Speak to the child and parents/caregivers Contact key functionary at the related health and nutrition service delivery point and work with them to address the issue if possible	Forward a written letter to Chief Medical Officer of Health, DM, DCPU, SCPS and authority under JJ Act In case of ICDS, written letter can be forwarded to DPO with copies to DM, DCPU, SCPS and relevant authority under JJ Act	
3	<b>Transport</b>	Speak to the child and parents/caregivers Write to RTO	Forward copy to DM, DCPU, SCPS and authority under JJ Act	
4	<b>Child protection concerns linked to CNCP</b>	Speak to the child and parents/caregivers Contact CWC/CHILDLINE/DCPU as appropriate		CWC may direct CPC to undertake monitoring and follow up roles. CPCs should act accordingly.
5	<b>Child protection concerns linked to CCL</b>	Speak to the child and parents/caregivers Contact JJB/local police (particularly child welfare officer at PS/SJPU)/DCPU as appropriate PLV/DLSA can also be contacted for support as needed		JJB may direct CPC to undertake monitoring and follow up roles. CPCs should act accordingly.

No.	Issue	Initial Steps	Next Steps	Remarks
6	<b>Child labour</b>	<p>Speak to the child, parents/caregivers and employers and work towards withdrawal of child from labour</p> <p>In abusive situations requiring rescue or where no headway possible, contact local police (particularly child welfare officer at PS/SJPU)/ CHILDLINE/ Labour Inspector/ CWC</p>	Write to DM, District Child Labour Task Force/Labour Commissioner with copy to Department of Labour, DCPU and SCPS	CPC may need to support the child subsequently in accessing relevant age appropriate educational (including bridge course) or vocational opportunities
7	<b>Child marriage</b>	<p>Talk to parents/ caregivers, children and others (i.e. SMC/ teachers/ other community members as relevant) involved to prevent marriage</p> <p>Inform local police/CHILDLINE/ Child Marriage Prohibition Officer/First Class Judicial Magistrate or Metropolitan Magistrate/DM/CWC</p>	Copy of letter to DCPU and SCPS	
8	<b>Missing children and Child trafficking</b>	<p>Support in filing First Information Report at police station</p> <p>Seek support from PLV if placed there/DLSA</p> <p>Contact, as appropriate, CHILDLINE/CWC/ First Class Judicial Magistrate or Metropolitan Magistrate/DM</p>	Copy of letter to DCPU and SCPS	

[It may also be preferable for the CPCs to work with local children's groups, as available, for building positive peer pressure and support for the affected child facing risks or violation of child rights.]

## **General Pathways for Action under JJ System**

These pathways are presented to promote an understanding of the JJ system. However, these have been generalised. In no case, whether for CNCP or CCL, should a child be kept in a police station. He/she should be placed in a CCI.

### **FOR CNCP**

- Child produced before Child Welfare Committee
- If possible, issue addressed through linkages or other measures
- If requiring enquiry and more in-depth involvement, child placed in shelter home/children's home for temporary stay while CWC deals with the case
- Child to receive supportive inputs for his/her development while staying in the home
- CWC takes decision on the case (preferably see if child can be restored to family and other alternative care options, otherwise to continue staying in a children's home till 18 years of age)
- If child has no supportive family/guardians and is close to 18 years, after care option can be explored to facilitate mainstreaming

## **CPCs First Responsibility**

### **Understanding Status of Children**

#### **Collecting Essential Data on Children**

The VLCPCs and WLCPCs can be asked to collect the following information for children in their communities. The BLCPCs can support VLCPCs in collecting information.

The CPC members can draw a lot of the information from records of local self-government, Anganwadi worker, schools etc. However, they would also need to undertake family visits specially to understand about incidents of violence or where such risks lie. The CPC members can divide the total number of households in the area among themselves for such coverage. They can also rope in other community members to support them in this exercise. However, they should be sensitive when collecting information. It is important that they ask the questions in an appropriate manner.

Also, children - as part of CPCs and also otherwise - should be consulted in this process. The CPCs can discuss the format with children's groups if existing.

The CPCs should ask DCPU for support as needed.

The information can be finally presented by as tables on chart papers. In case of VLCPCs, they should submit one copy each of the chart paper (with the tables) at the GP office and to the relevant BLCPC. In case of WLCPCs, they should submit a copy to the DCPU.

#### **Reflecting on the Data**

The VLCPCs and WLCPCs should discuss the final data and use it to prioritise three key child protection concerns in their area. Besides submitting the chart papers, they will also need to submit a letter stating three identified child protection concerns and the reasons for selecting the same. In case of VLCPCs, this letter should be submitted to the relevant BLCPC. The letter should also include mention of any support that the VLCPC would need from the BLCPC in addressing the identified issues. The BLCPCs should also consider all the data shared with them. They should then identify three issues for action as well. The BLCPCs should write to the DCPU mentioning the identified issues, reasons for their selection and the kind of support needed from DCPU for addressing these.

In case of WLCPCs, the letter should be submitted to the relevant DCPU. They should also specify the support needed from DCPU in addressing the issues.

## Format for Preliminary Understanding of Status of Children

Name of GS, Village and GP:

Block/Ward:

District:

### Basic Area Profile

No of ICDS Centres:

No of Schools: Government run (    ), Others (    )

No of Sub Centres:

Distance to Panchayat Office:

Distance to Block Headquarter:

Distance to closest Bus Stop:

Distance to closest Railway Station:

Distance to closest Hospital:

Distance to closest Police Station:

(All distances in km)

### Population (Please mention in numbers)

Total Population (male and female):

Population of Children:

Birth to 9 years:

10 to 18 years:

Source of Information:

### About Our Children

(Please mention in numbers unless indicated otherwise)

#### 1. Basic Information

##### 1.1. Birth to 6 years

	Enrolled in ICDS Centres	Attending other preschool centres (non-government)	Not accessing any service
Boys			
Girls			
Total			

**1.2. 6 - 14 years**

	<b>Going to government school</b>	<b>Going to other schools</b>	<b>Not going to school</b>	<b>Key reasons shared by families for children not attending school</b>	<b>Key reasons shared by children for not attending school</b>
<b>Boys</b>					
<b>Girls</b>					
<b>Total</b>					

**1.3. 15 - 18 years**

	<b>Going school</b>	<b>Not Going to schools</b>	<b>Key reasons shared by families for children not attending school</b>	<b>Key reasons shared by children for not attending school</b>
<b>Boys</b>				
<b>Girls</b>				
<b>Total</b>				

**1.4. Number of girls eligible for Kanyashree:**

Number of girls getting the benefit:

**2. Child Protection Concerns**

**2.1. Child Labour**

	<b>Children who are not going to school and working outside their homes within the village/block/ward/district</b>	<b>Children who are working at locations outside the district</b>
<b>Boys</b>		
Birth to 6 years		
7 to 14 years		
15 to 18 years		



	<b>Children who are not going to school and working outside their homes within the village/block/ward/district</b>	<b>Children who are working at locations outside the district</b>
<b>Girls</b>		
Birth to 6 years		
7 to 14 years		
15 to 18 years		

## 2.2. Missing and Recovered Children in the Last Year (2014-2015)

	<b>Children considered missing (Parents/caregivers are not aware of their whereabouts. This should include all instances known, irrespective for whether it was reported to the police or not.)</b>	<b>Recovered (This includes children who returned on their own, those who were rescued and brought back subsequently and those for whom parents/other caregivers later received information and there is no further cause for alarm and concern)</b>
<b>Boys</b>		
Birth to 6 years		
7 to 14 years		
15 to 18 years		
<b>Girls</b>		
Birth to 6 years		
7 to 14 years		
15 to 18 years		

### 2.3. Child Marriage Occurred in the Last Year (2014-2015)

Age Group	Girls	Boys
Below 14 years		
14-17 years		
18-20 years	Not applicable	

### 3. Further Information on Vulnerability

Concern	Boys	Girls
Has been trafficked		
Possibility of being trafficked		
May join child labour		
May be married early		
Children with special needs		
May face abuse (physical/emotional/sexual/neglect) at home or other location (school/common playing spaces/while travelling/other areas in the community/at location of work)		
Family in poverty and unable to access services which can improve environment for the child		
Any other (Please mention the concern and then provide numbers)		

# SECTION B

---

CONTENT FOR  
PHASE II OF THE  
INDUCTION TRAINING



## [SECTION B] CONTENT FOR PHASE II OF THE INDUCTION TRAINING

The following pages contain content on topics to be covered in the Phase II Induction Training Module for CPCs as well as MTs. Facilitators are encouraged to modify the content for use as appropriate.

NOTE: The initial sessions of the Phase II module revisit some of the content areas of the previous phase i.e. Roles of CPC and Combating Violence Against Children. So, the related content can be referred from the first section of this document and is not repeated here.

### Thematic: Child Labour

#### What CPCs Can Do

##### Understanding Child Labour

Involvement of children in work on a full or part time basis that affects their ability to go to school, to enjoy their childhood and can be harmful for the child is considered as child labour.

This includes being engaged in family occupations (farming, carpentry etc), working in shops and other establishments, in brick kilns, in beedi making and other localised industries, as domestic workers in people's homes etc.

Involvement in taking care of younger brothers and sisters which prevents some children from going to school and having their own leisure time can also be seen as child labour.

**The Child Labour (Prohibition and Regulation) Act 1986** prohibits employment of children below 14 years of age in specific occupations and processes that are hazardous. Also, a **notification in 2006** included child domestic workers and those working in restaurants, dhabas (roadside eateries), hotels, motels, tea shops, resorts, spas and other recreational centres under the Act. Efforts are on to amend The Child Labour (Prohibition and Regulation) Act 1986.

Meanwhile, the **JJ Act clearly prohibits employment of children upto 18 years**.

It is also important to remember that The Right to Free and Compulsory Education Act 2009 ensures education for all children upto 14 years of age. So, **child labour** (involving children upto 14 years of age) is also a **violation of Right to Education**.

##### **Causes and Vulnerabilities**

Often, the poor financial status of families is seen as a key reason for child labour. The income brought in by the child helps in the family's survival. However, this picture masks many other realities also. For instance, girls are often sent for domestic work. It is believed that this is suited to their role as eventual home makers. Here, patriarchal and gender bias can also be seen. Also, children may be forced to work by parents while they would like to continue studying. Parents may not even be aware of the provisions that can reduce their educational expenses (for instance, under the Sarva Shiksha Abhiyan and RTE, education in government schools till class VIII is free. Mid day Meal is also provided). The long term benefits of education may not be clear to parents and children while the possibility of instant income is more attractive.

### **Effects of Child Labour on Children**

- Can develop diseases from the settings and mode in which they work (skin diseases, lung disorders, poor eyesight)
- Can have injuries and not receive treatment
- Risk of physical, emotional and sexual abuse as employers are in a position of power and can exploit them
- Confidence, self-esteem may be affected
- May be pushed into taking on adult roles before he/she is prepared
- May not be able to continue education
- May not have time to play and socialize with friends
- May lose out on opportunities for development and not be able to improve one's information and skills for a better life

Also, sometimes, seemingly good offers for employment can actually turn out to be instances of child trafficking. In such situations, children have even lesser control on their circumstances with greater risk of abuse. The issue of child trafficking is covered in a subsequent section.

### **Some Numbers**

In 2001, India had 12.7 million child labourers. These children faced greater risks of abuse and exploitation as reported in the national study on abuse.

15% of them were engaged in domestic work.

West Bengal is one of the states where considerable increase in the absolute number of child labourers has been noted between 1991 and 2001 as per government records (Ministry of Statistics and Programme Implementation, Gov. *Children in India 2012 A Statistical Appraisal*)

### **What the Law Says**

*According to The Child Labour (Prohibition and Regulation) Act 1986 and notification in 2006:*

- Children below 14 years cannot be employed in processes and occupations that are hazardous including in domestic work and eateries. Employer can be fined upto Rs 50,000 and imprisoned up to two years.

*According to the JJ Act:*

- Anyone employing a person below 18 years for labour or begging can be punished with imprisonment for three years and fined (Section 24)
- Anyone procuring a child for hazardous employment, keeping him/her in bondage, withholding his/her earnings and using earnings for self can be punished with imprisonment for three years and fined (Section 26)

(Also see section on Additional Provisions)

## What CPCs Can Do

### 1. Create awareness about the issue of child labour and its ill effects:

- Discuss the issue in community meetings and undertake campaigns
- Highlight success stories such as instances of linkages with schemes that helped prevent child labour in a family or where a child removed from child labour later did well (through formal education/was able to re-enroll in school etc.)

### 2. Work with Specific Stakeholders

- **Parents and other caregivers:** learn about their reasons for sending children to work but also explain the risks and ill effects; stress importance of education; help link with any government scheme, scholarship or other opportunity
- **Children who work:** understand their reasons for working, see if any solutions can be found, facilitate rescue as needed, support those who are removed from child labour with information about services and opportunities to prevent slipping back into labour including providing information and supporting access to compensation for former child labourers
- **Schools:** work with authorities, School Management Committees and teachers in promoting universal coverage; promote attention and attempt to address issues of learning environment in the school, corporal punishment, sanitation facilities and other factors that may contribute to children's irregular attendance or dropping out
- **Employers:** Adopt a gradual approach for convincing them to not employ children
- **Resident Welfare Association in urban areas:** Talk to them and focus on convincing them to not employ child domestic workers

**For children in abusive work situations and for resistant employers, facilitate rescue** by sharing information about the location and any other relevant details with CHILDLINE (call 1098) or at the local police station. The labour inspector can also be informed.

### 3. Keep Track of Local Status of Child Labour

- Maintain a record of children who are out of school and those working part time and full time
- Update the record periodically
- Ensure attention on children found working and also those likely to join child labour
- Follow up on status of children who are removed from child labour to see how they and their families are doing and for any specific support needed
- Support DCPU and labour department in surveys and other actions for combating child labour

## Thematic: Child Marriage

### What CPCs Can Do

#### Understanding Child Marriage

Marriages where the girl is below 18 years and the boy is less than 21 years old are called child marriages. Such marriages are illegal as per **The Prohibition of Child Marriage Act 2006**. These are also referred to as early marriages.

### **Causes and Vulnerabilities**

Child marriage has often been seen as a socially sanctioned practice. Families may also rush to fix marriages of their daughters because they want to complete their duty and see them settled in 'their' home. This becomes an even bigger compulsion where a family has more than one daughter. Apprehensions related to dowry and fewer chances of finding a suitable match as she grows older also play on their minds. Also, families may not want to spend further on a girl's education. There could be other factors such as distance to school, lack of toilets or risks of being eve teased which lead to girls dropping out of school. Girls who are out of school or where families do not prioritise their education are more likely to be married early.

Such social conventions and situations also make the families and girls more vulnerable. For instance, a poor family may be tempted to agree to marriage of their daughter with a relatively unknown stranger because he offers not to take dowry. However, this may be a case of trafficking where the parents may end up causing irrevocable harm to their daughter. Even otherwise, child marriages have significant ill effects for the girls and even their children.

Increasingly, boys and girls also choose their own partners. Fearing opposition from parents, some end up eloping. This also creates risks for both. Such situations may be avoided if children are able to speak to parents or other supportive adults who can possibly convince them to wait till the legal age of marriage.

It is more common to find girls who are married off early than boys.

### **Effects of Child Marriage**

- Loss of childhood including opportunities to play
- Usually have to stop studies
- Girls may feel alone in a new setting and unable to share concerns with husband and in laws
- Girls may have little or no control over their life or even their body
- Girls may face domestic abuse
- Girls may undergo premature pregnancy where the child bride conceives before she is physically and emotionally ready
- Risks of complications in pregnancy, even maternal and infant death
- Children may be born malnourished which then affects their development for the rest of their lives
- Multiple early pregnancies result in poor sexual and reproductive health of girls
- Boys may feel the pressure of increased responsibilities without being prepared
- Believing stereotypes and norms, boys may practice aggressive and controlling behaviours with their partners and also engage in unsafe sex

### **Some Numbers**

West Bengal is ranked fifth among all states in terms of numbers of child marriage according to the District Level Health Survey 3, 2007-2008

Over 54.7 % of the state's currently married women aged 24 were married before they reached the age of 18 (as compared to all-India figures of 43 %).

The districts of Murshidabad, Malda, Birbhum, Purulia, Bankura, Dakshin Dinajpur, South 24 Parganas, Nadia and Cooch Behar have the highest numbers of child marriage in the state.



## What the Law Says

According to The Prohibition of Child Marriage 2006:

- Child marriage can be stopped by making a complaint to the police about a marriage that has been arranged or is about to be performed. The police or Child Marriage Prohibition Officer will make an enquiry and inform the Magistrate. The Magistrate can issue an injunction (order to stop the marriage). Anyone who disobeys the injunction, can be punished with imprisonment up to two years or fined Rs. 100,000 or both.
- Any male adult who conducts the marriage and others who are a part of it (like the parents/guardians marriage hall owner etc) shall be punished with rigorous imprisonment up to two years or with fine up to Rs. 100,000 or both (Section 9 and 10)
- A child marriage can be terminated within two years of couple gaining legal age by either of the parties registering a case in the District Court.

(Also see section on Additional Provisions)

## What CPCs Can Do

### 1. Create awareness about the issue of child marriage and its ill effects

- Discuss the issue in community meetings and undertake campaigns
- Highlight success stories where child marriages were prevented by collective efforts, supportive role of religious figures etc.

### 2. Work with Specific Stakeholders

- **Parents and other caregivers:** Meet families that are planning child marriages and convince them not to do so or to postpone the marriage till boy and girl reach legal age, explain the risks and ill effects and the legal aspects also
- **Children who may be thinking of marriage:** Understand their concerns, convince them to delay the marriage, encourage them to reflect on the choices and their results; support children who don't want to marry in convincing their parents
- **Priests and other religious figures:** Discuss impacts of early marriages with them and convince them not to perform such ceremonies
- **Schools:** work with authorities, School Management Committees and teachers in addressing issues which may lead to girls dropping out; collectively check coverage of Kanyashree scheme which provides financial incentive for girls' education
- **Youth groups, women's groups and other local structures:** Work with them to push the dialogue on importance of preventing child marriages and also addressing other concerns such as local safety of girls

### 3. Keep Track of Local Status of Child Marriage

- Maintain a record of children who are likely to be married early and those whose marriage could not be prevented
- Update the record periodically
- Follow up on status of children whose marriage has been prevented or postponed

When attempts to convince family members for stopping or postponing marriage fails, then inform the police or the Child Marriage Prohibition Officer (DSWO at district level; Block Welfare Officer is the Assistant Child Marriage Prohibition Officer in the state). CHILDLINE (1098) can also be informed.

## **Thematic: Child Trafficking**

### **What CPCs Can Do**

#### **Understanding Child Trafficking**

When children are made to move from one location to another by someone who wishes to exploit them it is known as child trafficking. Children may be kidnapped, threatened or forced in some way or even lured with promises of payment and a better life. All the people who are involved along the way - in contacting the child or family, taking the child away, providing places where he/she is kept and who finally take charge of the child - are traffickers. Sometimes, traffickers also use older children or peers who appear to be better off and leading a good life in luring other children. So, traffickers can be unknown or even known to the children.

The trafficked children may be used for various purposes. This could include labour (including bonded labour, domestic work etc), begging, for joining dance troupes, adoption, prostitution and even for selling body organs.

Child trafficking is also associated with the phenomenon of missing children. In fact, initially, parents and caregivers find that the child is missing and they have no news of his/her whereabouts. Then, they may suspect that the child could have been trafficked. It is also important to remember that missing children should be considered as a broader category as it would also include children who may have intentionally run away from homes or may have lost their way somehow. But all missing children also face the risk of abuse and may get trafficked.

#### **Causes and Vulnerabilities**

Child trafficking happens because of a complex range of factors. Children living in poor families and in an unsupportive environment often get tempted by any opportunity of a better life. Traffickers take advantage of such situations. Often, they are known to target children and families that are facing deprivation. Or they may focus on children who do not have sufficient family support or caregivers or where their absence will not be acted on.

In some cases, they may even talk to the families and convince them that they are taking the children for well-paying jobs. They assure the families that the children would be able to send them money every month. However, such payments rarely happen regularly. The parents realise that something is wrong only when they stop hearing from their children. Increasingly, girls are being trapped by traffickers who pose as suitors and profess their love for them. The girls leave their homes only to find themselves abused sexually and even sold off. In many cases, the children may be forcibly kidnapped or drugged and taken away.

#### **Effects of Child Trafficking**

- Deprived of education
- Loss of childhood
- May be forced to work for long hours or pushed into other tasks unsuitable for them
- May face abuse including sexual abuse
- Early pregnancy and even unsafe abortions
- Physical and mental health affected
- Face considerable trauma
- Ability to trust and form stable relationships affected

### Some Numbers

One child goes missing in every eight minutes in India. (Based on data from National Crime Records Bureau, 2011)

In 2012, 9654 children were reported missing in 10 districts of West Bengal sharing international borders. [Child in Need Institute (2013). The Hidden Trap Study on Missing Children in 10 Districts of West Bengal, India]

Children are trafficked from West Bengal. Traffickers also use the state as a transit point - they stay temporarily before moving on with the children. Children from elsewhere - including Bangladesh and Nepal - are trafficked to the state as well.

### What the Law Says

According to The Immoral Traffic (Prevention) Act 1956:

- Any person who traffics a child for prostitution is punishable with minimum seven years of punishment which can be extended to life imprisonment
- Any person involved in procuring, luring, transporting and receiving a child for the purpose of prostitution is also punishable with minimum seven years of punishment Children below 14 years cannot be employed in processes and occupations that are hazardous including in domestic work and eateries. Employer can be fined upto Rs 50,000 and imprisoned upto two years.

(Also see section on Additional Provisions)

### What CPCs Can Do

#### 1. Create awareness about the issue of child trafficking and its ill effects:

- Discuss the issue in community meetings and undertake campaigns
- Highlight success stories of trafficking attempts being foiled or successful reintegration of survivors (due attention to the confidentiality aspect must be given)

#### 2. Work with Specific Stakeholders

- **Parents and other caregivers:** highlight the dangers of child trafficking and also stress that even known persons can turn out to be traffickers, encourage them to teach their children to be aware of their surroundings and suspicious of any person who tries to befriend them; encourage them to report if their child is missing at the local police station
- **Children:** share the concept of child trafficking in a simple manner, encourage them to report on any person behaving suspiciously with children or offering to take children away for work ; for children who may have migrated out for work - try to maintain contact with them

If any child is considered missing, support the family in reporting the matter to the police. The PLV can also be involved in helping the family lodge a First Information Report (FIR) at the police station.

If unknown children are found in the locality, find out who they are and help them. These children may have gone missing and/or been trafficked.

If any stranger behaves suspiciously with local children or arrives with children who are kept confined, try to get more information. Report the matter to the police or CHILDLINE (1098).

- **Schools:** work with authorities, School Management Committees and teachers to encourage discussion on child protection concerns including child trafficking
- **Youth groups, women's groups and other local structures:** Encourage them to keep a watch on any outsider/stranger behaving suspiciously with children; also to keep a watch for strangers who may appear as some one's relatives and bring children with them but these children are kept isolated and not allowed to contact any one
- **Para legal Volunteers:** In cases where a child is considered missing, inform PLVs so that they can support the families in reporting the matter to the police and in the steps that follow

### 3. Keep Track

- Maintain a record of children who are vulnerable and maybe trafficked
- Update the record periodically
- Follow up on status of children whose trafficking was prevented
- Provide support to survivors of trafficking who come back to their families - see if the families and the children need to be linked with some services, that the child does not face stigma and is gradually able to overcome the difficult period in his/her life

## **Thematic: Other Key Local Issues**

### **What CPCs Can Do**

#### **Out of School Children**

Children who do not have access to a school in their area, those who have not enrolled in a school in their area, those who have enrolled but do not attend school and those who have completely stopped going to school and stopped their education - They can all be considered as children who are out of school.

#### **Causes and Vulnerabilities**

Children may be out of school for various reasons. They may have to work and contribute to the family income. They may have the responsibility of handling chores at the home and looking after their brothers and sisters (this happens to a lot for girls). Sometimes, parents may not prioritise the education of their children or not be involved in it. Distance can also act as a factor- i.e. if the school is far away. Ill treatment in schools including corporal punishment by teachers may also cause children to drop out. Lack of toilets has been known to affect the attendance of girls. Also, some families may not support educating their girls. It is also believed that children who are out of school face even greater child protection risks.

#### **Effects of Children Being Out of School**

- May become involved in child labour
- Girls may get married off early; with early pregnancies they become part of a cycle of ill health that continues across generations

- Boys may become part of groups that promote risky behaviours like substance abuse
- Low self-esteem and confidence compared to others who are school going
- Reduced scope for opportunities for self-development
- Remain trapped in cycle of illiteracy like earlier generation
- Reduces future career options and ability to earn

### **What the Law Says**

According to The Right to Education Act 2009:

- All children between 6-14 years should be in school.
- There should be a primary school within 1 km of every child.
- All schools should have separate toilets for boys and girls.
- All children should receive free education. No fee can be charged. They should receive books free of cost. They should receive the Mid Day Meal.
- No child should be subjected to corporal punishment.
- A child can be admitted in a school at any time during the year.
- Every school should have a school management committee which develops a plan for the school. This committee should include children's representatives.

### **What CPCs Can Do**

#### **1. Create awareness about the issue of out of school children and its ill effects:**

- Discuss the issue in community meetings and undertake campaigns

#### **2. Work with Specific Stakeholders**

- **Parents and other caregivers:** highlight the importance of education, share information about the provisions of the Right to Education Act
- **Children:** encourage children who are out of school to enroll and/or attend regularly, try to understand the causes behind it and see how these can be addressed, involve local children's groups in supporting and tracking their friends who are out of school
- **Schools:** work with authorities, School Management Committees and teachers to ensure universal coverage, help them in reaching out to children who are out of school, encourage discussion on issues that may be leading to this within school platforms including SMC; encourage SMCs to develop and implement School Development Plan
- **Youth groups, women's groups and other local structures:** Encourage them to promote value of education

### **3. Keep Track**

- Maintain a record of children who are out of school
- Update the record periodically
- Follow up on status of children who have returned to school
- Follow up with school authorities to see that children who have returned attend regularly

### **Children with Special Needs**

Children with disability are now increasingly known as Children with Special Needs. This is a broad category. It includes children with physical disability, those whose sight or hearing is impaired and those who are mentally ill. Children with learning disorders are also placed in this category. The degree of disability may vary. It is important to remember that only those with severe forms need to be attended all the time.

Children with special needs hold the same rights of survival, development, participation and protection as their peers. In this context, increasingly, the term inclusion is being used. This means that children with special needs are not forced to stay separate. They access the same opportunities that other children do. For instance, the national education mission - Sarva Shiksha Abhiyan - promotes inclusion i.e. government schools are encouraged to take in children with special needs rather than sending them to special schools as far as possible and practical. They are provided other benefits as well such a disability allowance and additional educational inputs. Thus, children with special needs gradually become a part of the 'mainstream'.

### **Effects of Disability**

- Children have to deal with the direct consequences of their disability
- Experience helplessness
- Low self-esteem and confidence
- May be bullied by other children
- More likely to be abused (abusers take advantage of the fact that they may not be able to share what has happened to them)
- Experience discrimination in direct and subtle ways

### **What the Law Says**

All laws that apply to children, apply to those with special needs as well. There are some specific laws also. An important legislation is The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995. It promotes access to education, employment and vocational training and reservations in jobs for people with disabilities. It also highlights creation of a supportive environment including physical changes needed (i.e. ramps for wheelchair users). Moreover, RTE includes provision for special educators for schools having children with special needs.

(Also see section on Additional Provisions)

### **What CPCs Can Do**

CPCs should learn more about disabilities themselves. They can then undertake awareness efforts. They can work with parents, neighbours and other sections of the community to provide a more supportive environment for children with special needs. It is important to check discrimination and neglect that may often occur. Provisions for their education, as feasible, should be considered. CPCs can encourage parents to interact with education functionaries to learn more. They can maintain a record of children with special needs as part of vulnerable children in their communities.

### **Additional Provisions That Can Be Applied for Child Protection**

These can be considered depending on the nature of the case. This is not an exhaustive list. Also, this is only for preliminary information. Opinion of legal and other relevant functionaries should be sought as needed.

### **JJ Act**

Any person in control of a child who assaults, abandons, willfully neglects the child or procures the child to be assaulted, abandoned and exposed to neglect causing the child unnecessary physical and mental suffering can be punished with imprisonment of six months or be fined or both (Section 23)

### **The Protection of Children from Sexual Offences Act (POCSO) 2012**

- Protects children against sexual assault, harassment and pornography
- Depending on the seriousness of the crime, punishment ranges from not less than three years to life imprisonment and fine (Sections 3-15)
- Looks at offences committed by those in a position of authority in a more harsh light and provides for stricter punishment for them
- Anyone who abets the offence, is also liable to be punished
- Anyone who fails to report the offence can be imprisoned upto six months or fined or both
- Calls for special courts for trial of sexual offences against children and child friendly procedures at all levels

### **Indian Penal Code 1860**

- Degrees of hurt with/without voluntary intent (Sections 319-324)
- Wrongful restraint and wrongful confinement (Sections 339-346)
- Criminal force and criminal assault (Sections 350-351)
- Unlawful compulsory labour (Section 364)
- Procuring of minor girl (Section 366A)
- Kidnapping or abducting person in order to subject to grievous hurt, slavery etc (Section 367)

- Trafficking including trafficking of minors (Section 370 and 370A)
- Selling and buying minor for purpose of prostitution (Sections 372 and 373)
- Fraud, cheating by personation, cheating (Section 41, 416 and 420)



# SECTION C

---

**CONTENT ON  
FACILITATION  
FOR USE IN  
PHASE I & II OF THE  
INDUCTION TRAINING**



## [SECTION C] CONTENT ON FACILITATION FOR USE IN PHASE I & II OF THE INDUCTION TRAINING

The following pages contain content on topics relevant for MTs. This may also be useful for BLCPCs who are expected to guide VLCPCs (including undertaking related trainings). The inputs can be reaffirmed during meetings as well. Facilitators are encouraged to modify the content for use as appropriate.

### Role of Master Trainers

#### Importance of Master Trainers

The Master Trainers occupy an important position in a training design which uses the Training of Trainers (TOT) model. This involves equipping a group of trainers (i.e. Master Trainers) who then take on the responsibility of training the identified participants. Such a design helps in creating a pool of valuable resources who can then drive the training programme with greater reach. The vast number of CPCs to be trained in the state - at the block, ward and village levels - makes it imperative that a decentralised TOT model is used. After all, it would not be feasible for a small group from the state level to ensure that adequate inputs are provided to the CPCs operating at multiple levels and across varied locations. Moreover, choosing a pool of trainers who are closer in location - both geographically and psychologically to the CPCs - would mean that the inputs are better customised with improved chances of retention. It would enable greater use of local examples. Also, the involvement of key functionaries from the government and non-government sphere would have its own mobilising benefit. Further, connections between them and the CPCs would grow. This would also contribute to the vision of ICPS of building linkages and facilitating convergence that ultimately leads to efficient and timely actions in the best interests of children.

Currently, the capacity building efforts focus on the induction of the CPCs. The MTs have the role of undertaking this induction training of BLCPCs and WLCPCs in two phases of two days each. In order to do so, they would be undergoing a similar process to familiarise themselves with the content that they have to share (see pg 7 for the Training Design). After the BLCPCs receive the training from the MTs, they are expected to facilitate the training of the VLCPCs. This is to be done for both phases of the Induction Training. In that sense, the BLCPCs then become the Master Trainers with the VLCPCs as their training participants.

The **specific roles and responsibilities of the MTs** are:

- Coordinate with the Nodal NGO and DCPU to understand and support finalising of the arrangements for the training
- Undertake necessary preparation including familiarising themselves with key content areas to be covered, methodologies to be adopted and other resources needed (handouts/session aids etc)
- Discuss with the DCPU and decide before hand about any timelines and future plans that are to be shared in the training
- Facilitate the training as per the schedule agreed with DCPU and nodal NGO
- Ensure that the training is undertaken in a participatory manner where a conducive learning environment is created for all
- Provide support as needed to ensure smooth completion of the training
- Provide inputs to nodal NGOs and DCPU in terms of follow up support that may be needed by the training participants
- Provide a brief report of the training if needed and as instructed by the DCPU within a mutually agreed timeframe

- For Master Trainers: To seek guidance from the State Level Resource Persons if needed; the kind of support required should be communicated to the DCPU which would then facilitate the process
- For BLCPCs: To seek guidance from MTs if needed; the kind of support required should be communicated to the DCPU or nodal NGO which would then facilitate the process

### Additional Notes for MTs

- Mts undertaking the BLCPC and WLCPC trainings should encourage the participants to contact the nodal NGO or DCPU for any further clarifications and support.
- They should stress that the nodal NGO and the DCPU would involve them (i.e. MTs) as required.
- They should not encourage the training participants to call them directly post the training.
- In case of BLCPC members undertaking VLCPC trainings, the above mentioned points do not apply. The VLCPCs should be contacting them first for any queries or support. If they are not aware or are unsure, then the BLCPCs should seek the correct response from the nodal NGO or the DCPU. They should then inform the concerned VLCPC accordingly.
- The DCPU should be consulted for any financial or other matter related to the trainings.

## General Guidelines as Facilitators

### Setting the Stage: Preparatory Steps

#### • Planning for trainings

Training necessarily involves prior preparation. The checklist given below can be useful in this regard. The facilitators can coordinate with the DCPUs and the nodal NGOs as required. By ensuring that these essential aspects are taken care of, facilitators would be better equipped and able to focus on their primary role - training!

Prior Preparation Checklist		
<p><b>Participant</b></p> <ul style="list-style-type: none"> <li>• Clarity on expected number</li> <li>• Background information - as far as possible (age, sex, language spoken, education, occupation etc)</li> <li>• Any special arrangements needed for facilitating inclusion (for instance for groups including children and adults, participants with special needs etc)</li> <li>• Arrival and departure times</li> </ul>	<p><b>Training Venue</b></p> <ul style="list-style-type: none"> <li>• Space including seating arrangement; space for groupwork and other exercises</li> <li>• Electricity</li> <li>• Ventilation</li> <li>• Display arrangements for charts</li> <li>• Equipment (computer, LCD projector, plug points, extension board)</li> <li>• Food arrangements</li> <li>• Drinking water</li> <li>• Toilets</li> <li>• If residential, then state of rooms and other facilities provided</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Registration sheet</li> <li>• Training kit (as applicable)</li> <li>• Printouts of presentations and Handouts</li> <li>• Materials needed for specific sessions (Chart papers, sketch pens, scissors, chalk and duster/whiteboard markers and dusters, audio visual resources etc.)</li> <li>• Pre and Post Training Assessment and any other Formats</li> <li>• Camera</li> </ul>

(This is an indicative list. There may be other contextual requirements.)

## **Facilitating the Sessions**

### **• Starting Out**

The **introductory session** of any training is particularly crucial as it helps in setting the tone for what follows. It is important that this session is used to build a common understanding of the expected content areas of the training and the participatory learning environment that would be created for the same. Exercises on clarifying participant expectations and concerns play a key role. Participants can be asked to share these verbally or write them down. These can then be discussed collectively. Ground rules for the training (also known as codes of cooperation) must also be collectively agreed upon at this stage. This could include not talking amongst each other, keeping mobiles on silent mode during the training, asking questions, listening attentively, not interrupting a fellow participant when he/she is speaking etc. The ground rules should be displayed within the training venue to serve as a consistent reminder. Moreover, these initial exercises should also provide means for demonstrating the emphasis on participation and a collaborative relationship between facilitators and participants. The Pre Training Assessment Format should be provided to the participants. It should be stressed that this is a self-evaluation exercise and be filled honestly. On their part, the facilitators should not allow the kind of responses they see on the formats to influence the way they treat the participants. Rather, these can be used to ensure that aspects which require greater focus are treated accordingly.

**All sessions should begin with** a brief mention of the key topic(s) to be covered as well as the duration. The methodologies that would be adopted can be shared as well.

### **• During the Sessions**

The facilitators must ensure that the sessions proceed at a pace that is comfortable for the participants. They should encourage the participants to ask questions and clarify their doubts. The facilitators should check to see that the content materials being used have been distributed to the participants as required. They should check that the presentations can be viewed properly by all. They must also be ready to modify the session plan as needed for ensuring best results.

Above all, the facilitators must stay attentive to the responses (as articulated as well as reflected in the body language) of the participants. The trainings – particularly for CPCs - are expected to be challenging since members come from varied backgrounds and would have differing knowledge and practice levels. Those with less experience or exposure to such learning environments may be shy and participate less. Further, social and professional hierarchies may also come into play. A group with children and adults would also pose challenges. It becomes even more important to pick up on verbal and non-verbal clues and try to provide an inclusive learning environment for all. The facilitators may need to make conscious attempts at restraining some participants from hogging the limelight while gradually pushing others to have their say! This must be done kindly but firmly. The facilitators can also use some energisers (games) to raise flagging energy levels.

### **• Concluding the Sessions**

Before ending any session, facilitators should reiterate the key messages provided. Any points for further follow up or action should also be reiterated. If time permits, participants can be asked to share if they still have any doubts. Resources for further reference can also be pointed out (as applicable).

- **Concluding the Training**

The facilitators must pay special attention to the concluding session of the entire training. They should reiterate the key messages shared in the training. Planning for next steps, as needed, should be done. The Post Training Assessment Format should also be filled. The facilitators should provide participants the opportunity to provide their feedback as well. While a visual mood-o-metre (using symbols on a chart paper) has been proposed for the trainings, participants can also be encouraged to share their experiences in other ways. It is also important that the facilitators complement the participants for their interest and participation. The importance of their roles should be highlighted. Finally, positive and joyful moments from the training can be recalled to create a warm atmosphere so that the training ends on a good note.

### **Key Points to Remember**

- Be aware of the local socio-cultural aspects and sensitivities
- Be polite
- Try to create a friendly, participatory and lively training environment
- Utilise examples from the region and draw from the participants' experiences, particularly when explaining complex concepts
- Communicate in a simple and accessible manner
- Be non-judgmental
- Ensure special attention to facilitate participation of children (as applicable)
- Keep an eye on the clock! Try to maintain the schedule
- Be flexible as needed

## **Participatory Methodologies**

### **Importance of Participatory Methodologies**

Conducive learning environment is essential for participants to engage and internalise the inputs being provided. This engagement also improves the chances of retention of the inputs compared to settings where participants are mere observers and play no active part in the learning process.

Participatory methodologies provide the foundation for creating an engaging learning environment. However, this also requires facilitators to be better prepared and creative. They have to ensure that the methods chosen are appropriate for the participants and the topic. After all, participants may come from varying backgrounds with different knowledge and experience levels. Differences in age, sex, education and other characteristics can impact relationships between participants and also act as a barrier in collective learning. The methods must help create a space where all

### **When choosing a particular method, consider:**

- Does it suit the topic and the training objective?
- Is it appropriate for the participants? Would it work for this group?
- How much time will it take? Does it fit within the session?
- Does it require a lot of space or any specific physical feature? Does the venue provide that?
- What aids/handouts are needed? Are they available?
- Would the facilitator be able to use the method effectively?

participants feel respected and valued. They should be able to contribute without being judged.

The methods should provide scope for the participants to become involved, promote discussion and reflection. The facilitators must also be ready to juggle, to move from one method to another based on the pace of learning of the group and other emerging situations.

The use of participatory methodologies becomes particularly relevant for the CPC trainings considering the range of expected participants and the diverse experiences that they are expected to bring in. Further, children's representatives as members of CPCs are also expected to be in the group. The choice of methods becomes even more crucial! The session plans, thus, include a range of methods. There is a conscious emphasis on providing space for discussion. Further, the CPC trainings have been planned to be more interactive and less content heavy than that of the MTs. The methods have been chosen accordingly. Also, some methods such as quiz and just a minute are meant to help reinforce key messages while also spice up the proceedings!

### **Brief Note on Methods Suggested in the Training**

An overview of the methods included in session plans for the MTs and CPCs are provided below.

*Brainstorming:* This method encourages participants to share their thoughts on a specified topic. These are then listed. Brainstorming provides means for capturing diverse responses. It promotes creative thinking. It also allows facilitators a glimpse of the current level of understanding and/or practice among the participants related to the specified theme.

*Case Study:* In this method, possible scenarios are shared in the form of case studies with accompanying questions. Case studies aid application of existing or new knowledge as the questions are framed accordingly. The responses also provide the opportunity for triggering discussion and moving towards a shared and uniform understanding of the key topic.

*Debate:* This method provides an interesting means of helping participants share different points of views on a topic. It also highlights the presentation and communication skills of the participants. The competitive nature of the method also adds to the fun!

*Discussion:* This method is used commonly to provide a space for participants to express themselves. This could include expression of prior knowledge and opinions as well as the opportunity to reflect on any new information that has been shared.

*Feedback (using visual mood-o-metre):* Participants' feedback is essential for gauging the effectiveness of the session in terms of meeting its underlying objectives. Feedback can be obtained in various ways. Mood-o-metre uses symbols that allow participants to give feedback in terms of, say, the session being well understood, partially understood or unclear. For instance, three images of a mirror (clear, partly clouded/dirty, fully clouded) can be used for the above mentioned states. Other aspects can also be tracked through other symbols as desired. The use of visuals makes such an exercise more accessible and interesting.

*Films and other Audio Visual Resources:* Films, music (audio; or accompanied by video), photographs etc offer engaging means of presenting key topics. Besides providing a break from the more structured routine, such resources can also help highlight difficult subjects in a non-threatening manner. The resources can be used to also lead to further discussion.

*Group work:* This method allows participants to work together in small groups on specified tasks particularly discussion on topic shared by the facilitators. Here, other methods can also be interwoven. For instance, the group task could include analysing a case study or preparing a role play (see below). Group work encourages participants who may have not spoken in a larger forum, to express themselves here. Usually, the groups are expected to consolidate their work for subsequent presentation before the larger forum.

*Ice breakers and Energisers:* These are essentially games that help in improving comfort levels among participants while also providing an enjoyable break. These can be used for raising flagging energy levels, particularly post lunch! Sometimes, the games may also incorporate a message that is aligned to the underlying objectives of a session.

*Just a Minute:* This method essentially calls for impromptu speaking. The participants have to think immediately and speak for a minute on a specified topic. It does not necessarily highlight the extent of knowledge, but it does reveal which aspects have higher recall. Also, it is usually a lot of fun!

*Mock sessions:* This method assumes great significance within the TOT design wherein a set of participants are expected to take on the role of facilitators subsequently. Essentially, participants are asked to undertake a full session/specific activity as facilitators. Even as some facilitate, others assume the role of participants thereby creating the training scenario. The method enables participants to use what they have learnt and show how they would facilitate sessions. Usually, the facilitators (and sometimes some of the participants as well) provide their observations. These can be on aspects such as clarity of topic, methodology chosen, ability to engage all the participants, handling group dynamics and any difficult situations etc. The resulting discussion focuses on providing pointers for helping participants enhance their skills as facilitators.

*Presentation:* Power point presentations (or using overhead slides) allow sharing of information in a structured manner. The facilitators should, however, avoid overburdening the participants with too much information. They should speak slowly and also encourage the participants to ask questions. They should attempt to make it as interactive as possible. Brief presentations are also known as lecturettes (shorter version of a lecture).

*Puzzle:* This is an engaging method which can be used to draw attention to specific concepts. It is both challenging and enjoyable.

*Role Play:* Participants are asked to act out situations as shared by the facilitators. Usually, the situations are assigned to groups of participants. Thus, each participant can play a particular character/role and contribute to the group's performance. Sometimes, due to time constraints, facilitators may also choose to ask for volunteers who are then briefed and undertake the role play. This method engages participants, enables them to be creative and also provides a means of gauging their understanding. Subsequent discussion on the role play helps in reaffirming the correct responses, provide clarifications as needed and consolidate the key messages.

*Quiz:* Participants are divided into teams and their knowledge is tested using a quiz format. The sense of competition between the teams usually adds to the excitement. Quiz can be used as a means of gauging existing knowledge as well as cross checking retention of key messages.

## **Effective Communication and Handling Group Dynamics**

---

### **Barrier to Effective Communication**

Some key barriers to effective communication that can affect the learning environment are:

- Assuming understanding (Not sharing complete information expecting the other to understand)
- Filtering of information (Selectively sharing and accepting of information based on prior knowledge, bias, time available etc)
- Difficulty in understanding (Due to issues with language, use of jargon or complex terms etc)
- Over-eagerness to respond (Not listening completely to what has been shared before as one is in a hurry to speak)



- Judging (Allowing pre-conceived notions of a person or group to impact listening and responding)

Both facilitators and participants may contribute to these barriers. It is important for facilitators to be aware of such aspects themselves as well as check participants (sensitively and not harshly) as needed.

### **Importance of Listening**

Facilitators must inculcate the habit of active listening where they pay close attention to what is being said. It helps in truly understanding what the participant is saying and, even, maybe why he/she is saying it. This calls for not being preoccupied with one's thoughts and concerns and also listening to the other without interrupting.

The facilitators should also pay attention to what is not being said, the silences and pauses - as these provide information as well.

### **Non Verbal Communication Counts**

It has been stated that how communication is received and interpreted depends upto 55% on body language, 38% on the tone of voice used and 7 % on the words used! Non-verbal communication is clearly very important. Facilitators must be able to pick up the cues from the body language of the participants in terms of their understanding of what is being shared, interest and involvement. They should be able to respond to these cues as needed - by asking questions, initiating a discussion or even changing the method being used. This ability comes even handier in the initial sessions where participants may not feel free to voice their concerns or in settings where established practices and hierarchies do not encourage such sharing.

### **Improving Communication Skills for Trainings**

- Ensure body language, tone and the words used convey the same message
- Maintain eye contact
- Modulate voice to engage participants
- Be precise and clear
- Communicate with confidence
- Be an active listener
- Ask questions
- Repeat key messages and summarise

Communication is as much about how we view people and interact with them as it is about language!

### **Group Dynamics**

Group dynamics commonly refers to the relationships that form within groups. These relationships are shaped by the group members' perceptions of themselves and of the others and are revealed in the actions. These actions may even become patterns i.e. some people always taking the lead, talking too much and hogging the limelight, others not participating etc. The facilitators need to be observant to pick up both the verbal and the non-verbal cues and address them as practical and possible.

Groups also go through various stages. This is true for the training environment too. One model suggests five stages (1) formation - initial stage where members are hesitant (2) storm - this is when group leaders emerge, positive and negative behaviours may emerge (3) normalising - the group now begins to settle

down, there is cooperation (4) reaching maximum output - as group members become comfortable with each other and the training environment, they begin to perform optimally (5) parting - the concluding stage. Of course, all groups may not go through these phases one after another. Still, an understanding of such aspects can also help the facilitators in responding accordingly.

### **Dealing with Some Problematic Situations**

<b>Possible Scenarios</b>	<b>What Facilitators Can Do</b>
Two participants are involved in a long argument. Others are losing interest.	The facilitator can ask some other participants to summarise what the two have been saying. He/she can use this to include others in the discussion. Or he/she can directly ask others for their response.
All the participants are bringing up problems. But no one is talking about solutions.	The facilitator can first remind the participants of the underlying objective or purpose (i.e. promote child protection) and not to lose sight of that. Next, he/she should ask the group if there is at least one action, one starting point that is possible. He/she can ask what support is needed for that action.
Few participants are dominating the discussion	The facilitator should complement the speakers saying that their inputs are valuable. He/she should then point out that the group would benefit from hearing the opinion of others.
Some participants continue to have their own side conversations	The facilitator should remind them of the ground rule for all participants to contribute in the larger group. If required, he/she may go upto them and speak to them separately. He/she can also draw attention to them and ask them to share what they have been talking before all.
The group suddenly becomes very quiet	The facilitator should try to understand why this has happened - whether due to discomfort with the topic or any other reason. He/she can try to probe sensitively by asking some questions. He/she can also move on to another topic. If all efforts fail, he/she can also announce a short break. During this time, he/she can approach someone in the group that he/she is comfortable with and ask them. However, this should not be done in an obvious manner.

## **Working with Children and Adult Participants**

Working with child participants in a training setting requires special skills. It would, understandably, be even more challenging to deal with children and adult participants together! Here are a few suggestions that may be helpful.

- Emphasize the need for importance of equal participation of children and adults in the introductory session. This can be included in the ground rules as well.
- Point out that the pace of the training would be such that it enables all to understand and participate. This may call for reiteration and further explanations as needed.
- Use language that is simple and easy to follow.
- Provide relatable examples as far as possible.
- Appreciate children's views and encourage them to share.
- Intervene whenever situations where children may feel uncomfortable or overwhelmed emerge. If behaviours of adult participants are contributing to this, deal with the matter sensitively. If required, speak to the concerned person separately.

## **Some General Pointers for Facilitators for Dealing with Problematic Situations**

- Remain calm
- Focus on the problem behaviour and not the person
- Engage with respect
- Use interpersonal communication skills to diffuse the situation
- Use humour if possible!

## **Qualities of Good Facilitators**

### **Recommended Qualities**

- Showing respect for all participants irrespective of their backgrounds
- Being non-judgmental
- Taking additional care when working with children
- Doing the necessary homework - i.e. prior preparation
- Using time effectively
- Being friendly and approachable
- Using communication skills effectively
- Choosing appropriate methods and building a conducive learning environment
- Highlighting links between what is being shared and what the participants already know
- Providing examples that are relatable
- Encouraging reflection and feedback

### **Facilitators Should Not:**

- Be rigid
- Talk too much
- Disregard the knowledge and experience of participants
- Try to provide too much information
- Be partial towards any participant
- Be impatient
- Get agitated if things don't happen as planned

## REFERENCES

- Child in Need Institute. *Operationalising VLCPCs - A Training Module*
- Child in Need Institute. *Towards Creating Community Based Child Protection Safety Net Guidelines for Village Level Child Protection Committee*
- Child in Need Institute (2013). *The Hidden Trap Study on Missing Children in 10 Districts of West Bengal, India*
- Child in Need Institute and Save the Children. *Rupantar Training on Life Skills for Vulnerable Adolescent Girls*
- Department of Women and Child Development and Social Welfare, Government of West Bengal, Unicef (2014). *Guidelines for the Formation and Strengthening of Child Protection Committees in West Bengal to be Constituted at Village and Block/Ward levels under the Integrated Child Protection Scheme*
- Department of Women and Child Development and Social Welfare, Government of West Bengal., Unicef., Kolkata Consultants., JPISC., Terre des hommes Foundation (2013). *Towards Creating a Protective Environment of Children Role of Child Welfare Committees in West Bengal Jabala. Training of VLCPC*
- Jayaprakash Institute of Social Change. *Draft Training Modules for CPCs*
- Ministry of Statistics and Programme Implementation (Government of India). *Children in India 2012, A Statistical Appraisal*
- Ministry of Women and Child Development, Government of India (2009). *Integrated Child Protection Scheme*
- Odisha State Child Protection Society, Women and Child Development Department, Government of Odisha and Save the Children (2013). *Trainer's Manual Integrated Child Protection Scheme (Also referred to the related: Annexures and Facilitator's Guide)*
- Sanlaap. *Training Module for Block/Ward and VLCPC*
- Sanlaap and CRY (2013). *Handbook Child Trafficking and Protection Measures*
- Save the Children (2014) *Handbook for Child Protection Committees as constituted under the village/ward level under the Integrated Child Protection Scheme*
- Save the Children (2007). *A Handbook for Village Child Protection Committee (CPC) Members.* Save the Children: New Delhi
- State Family Welfare Bureau, Government of West Bengal., Department of Applied Psychology, University of Calcutta., Unicef (2013). *Induction Training Modules for Adolescent Friendly Health Clinic Counsellors*
- TARSHI (2006). *Basics and Beyond A Manual for Trainers*
- Unicef (2013). *Preventive Strategies for Child Protection Practical Guidance to Form and Strengthen Child Protection Committees*

United Nations Secretary General's Study on Violence Against Children (2006). *World Report on Violence Against Children*

Women's Interlink Foundation. *Training Module for Master Trainers and Community Volunteers*

[http://www.unesco.org/education/aladin/paldin/pdf/course01/unit\\_12.pdf](http://www.unesco.org/education/aladin/paldin/pdf/course01/unit_12.pdf)

<http://www.slideshare.net/Jobeex/ways-of-effective-communication-basics-of-communication-skills-13867389?related=3>

<http://wininsights.com/module-3-managing-group-dynamics-in-training-programs/>

<http://www.unep.org/ieacp/iea/training/guide/default.aspx?id=1202>

<http://www.fao.org/docrep/014/i2134e/i2134e03.pdf>

<http://www.slideshare.net/Jobeex/ways-of-effective-communication-basics-of-communication-skills-13867389?related=3>

<http://wininsights.com/module-3-managing-group-dynamics-in-training-programs/>

<http://www.unep.org/ieacp/iea/training/guide/default.aspx?id=1202>

<http://www.fao.org/docrep/014/i2134e/i2134e03.pdf>

**NOTES**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

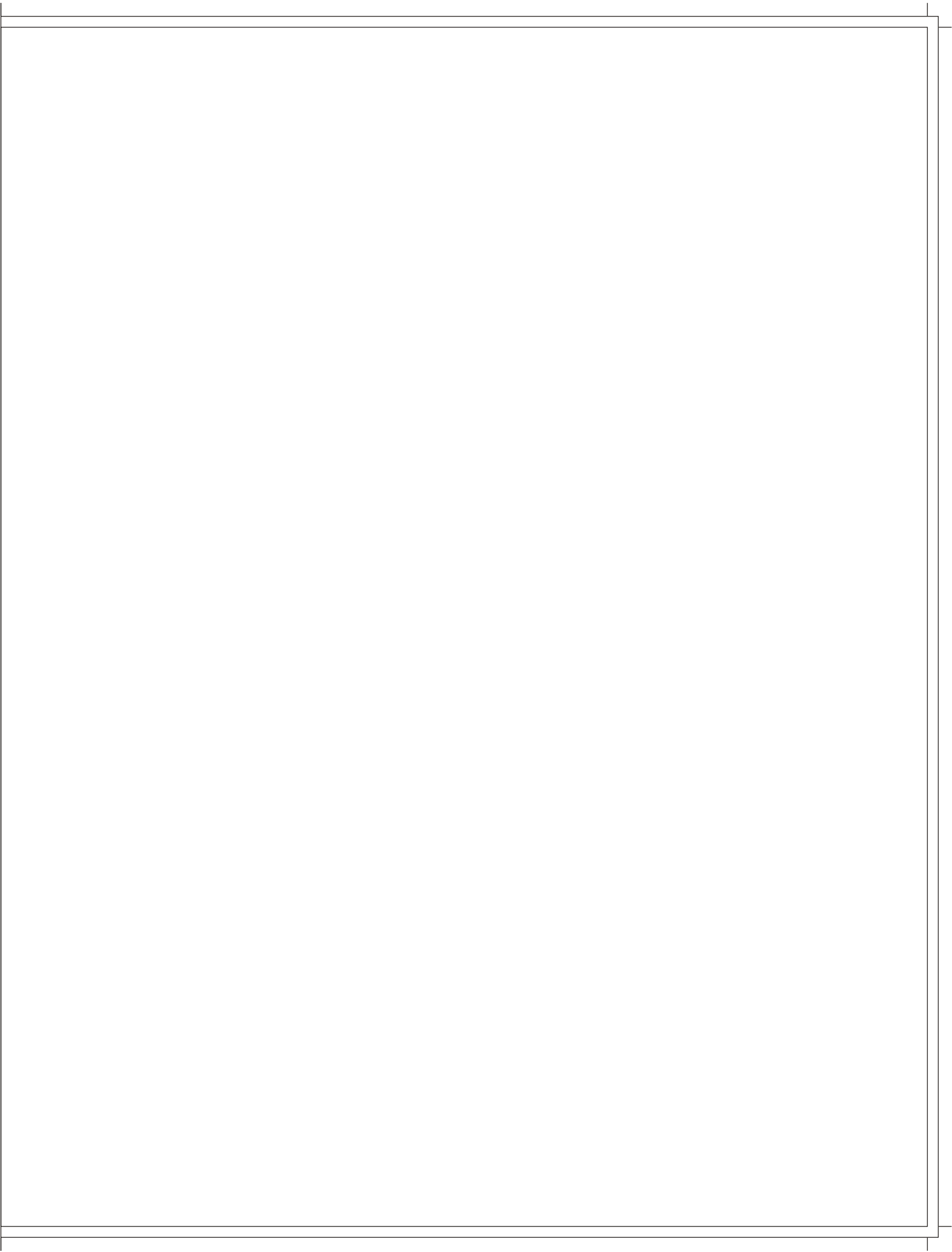
---

---

---

---

---





सत्यमेव जयते

Department of

Woman & Child Development and Social Welfare  
Government of West Bengal

unicef   
unite for children