



गृह मंत्रालय
MINISTRY OF
HOME AFFAIRS



**Project Report
On
Community Policing Initiative
for
Children**

(Project No. 18/MM:02)

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'Promoting Good Practices and Standards'



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Community Policing for Children

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ABBREVIATIONS

BPR&D –Bureau for Police Research & Development
CAP – Children and Police
CAP Station – Children and Police Stations (Child Friendly Police Stations)
CRPC – Criminal Procedure Code
CSR – Corporate Social Responsibility
CWC- Child Welfare Committee
DCPC – District Child Protection Committee
DCPO - District Child Protection officer
DCPU – District Child Protection Unit
DCRB- District Crime Record Bureau
DMC – District Mentor Coordinator
DGP – Director General of Police
DySP – Deputy Superintendent of Police
DVM – District Voluntary Mentor
DRC – District Resource Centre
FIR – First Information Report
GO – Government Order
GOI – Government of India
ICPS – Integrated Child Protection Scheme
JJB – Juvenile Justice Board
JJ – Juvenile Justice
JPHN – Junior Public Health Nurse
KELSA – Kerala Legal Services Authority
LSG – Local Self Government
MHA – Ministry of Home Affairs
NGO – Non Governmental Organisation
ORC – Our Responsibility to Children
PTA –Parents Teachers Association
POCSO – Protection of Children from Sexual Offences
RMSA – Rashtriya Madhyamik Shiksha Abhiyan

SOP – Standard Operating Procedure
SDPO – Sub Divisional Police officer
SP – Superintendent of Police
SHO- Station House Officer
SPG – School Protection Group
SSA – Sarva Shiksha Abhiyan
SDQ- Strength & Difficulty Questionnaire
SRC – State Resource Consultant
SCPS – State Child Protection Society
SGB – State Governing Body
SAG – State Action Group
SPO – Sate Program Officer
SPC – Student Police Cadets Program
UT – Union Territory
W& CD – Women & Child Development Department
WHO – World Health Organisation

ABSTRACT

Children & Police (CAP)

A Community Policing Initiative for Children

*"Many things we need can wait, the child cannot.
Right now is the time his bones are being made,
his blood gains its color, and his senses develop.
To him we cannot say tomorrow,
HIS NAME IS TODAY"
- Gabriela Minstrel*

Children and Police (CAP), a Community Policing initiative for children, is envisioned as an **affection-driven, problem-oriented, solution-focused stakeholder partnership effort by Police**, on the belief that if police – in furtherance of its fundamental duty to society, can ensure care and protection to children, by facilitating coordination with all authorised agencies responsible for such outcome, India's Demographic Bulge could be converted to Demographic Dividend.

CAP creates a constructive platform for interaction between the Police, Children and other stakeholders, including the Civil Society, with a strong focus on protection and development of children and prevention of crimes among them. This platform is aimed at developing our youngsters as responsible and capable change leaders and empowering them to address challenges around them in a non-violent manner, before they become intractable problems or threats.

CAP has its roots in some of the following successful experiments conceived

and implemented under the Children and Police (CAP) program by Kerala Police.

- Student Police Cadet Program: Enabling youngsters to evolve as responsible and capable citizens of a democratic society by inculcating within them respect for the law, inner capability, self-discipline, civic sense, empathy for vulnerable sections of society and resistance to social evils. SPC program has been nationally rolled out by the Union Home Minister on 21st June 2018 and funds have been allotted to the States and UTs.
- Our Responsibility to Children Program (Project ORC) : Identifying and addressing behavioural, emotional and social deviance and other vulnerabilities of children and integrate them to the mainstream, through counselling, professional help, enhancing life skills, nurturing strengths, addressing vulnerabilities, and promoting mentoring and good parenting
- School Protections Groups: Creating an invisible wall of protection around every child, to ensure safety, prevent truancy, curb tendency for juvenile delinquency as well as to protect them from becoming victims of illegal activities.
- Project HOPE: To enhance confidence, self-worth and skills of children who fail/drop out of schools before successful completion of XIIth STD by Strength & Difficulty assessment, mentoring, coaching, skill development and supporting job placements.
- Child Friendly Police Stations (CAP Stations): CAP stations are police stations that demonstrate child friendliness in attitude, ambience, infrastructure, procedure and enforcement. They facilitate partnership, function as Knowledge Hubs and perform as strict enforcers of child related laws.

This proposal recommends -rolling out Children & Police (CAP), an initiative for Community Policing for Children, to facilitate better protection and development of children and prevention of crimes among them.

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1. Introduction/Background

It's a proven fact that **children are the most vulnerable section of any society**, especially those in societies undergoing rapid social and economic transformation. Crimes against children in our society are on an alarming rise. These crimes include, murder, rape, kidnapping, abduction, abetment of suicide, exposure to undesirable materials such as pornography, abandonment, and trafficking of children for prostitution and labour. Sexual offences, against both young boys and girls, have increased considerably in the country in the last few years in spite of stringent laws enacted to protect children in 2012.

More than 50% of India's population is less than 25 years of age. India has one of the biggest youth bulges – more than any other country – in the world. Today, one third of the population is less than 14 years of age, 50% are below the age of 25, and 65% are below 35 yrs. By 2020, the average age in India will be 29 years, while in China, the equivalent age will be 37, and in Europe, it will be 45yrs. By 2030, India's working age population - forming 2/3rd of the total - will be the largest globally, at over 96 crores (960 million). By 2030, over half of India's population will be less than 32 years old. Unlike many other countries, India's working age population (15-64 years) will continue to rise for the next two decades (beyond 2030). By 2030, India's working age population - forming 2/3rd of the total - will be the largest globally, at over 96 crores (960 million). But are we investing

enough to transform our youngsters into responsible and capable citizens of our country?

The facts listed below are shocking

- According to the latest government figures, In India, a child is sexually abused every 15 minutes. The first large scale government sponsored research study to assess the extent and nature of child abuse in India demonstrates alarming concern about female infanticide, child rapes and institutional abuse of children. The study reported widespread emotional, physical, and sexual abuse prevalent in all the states of the country.
- Child trafficking is an issue that is widely prevalent in India. The trafficking of young girls (under the age of 18) has grown 14 times over the last decade. It is estimated that there are around 135,000 children trafficked each year. India is fast becoming a source, transit point and destination for trafficking of women and children for sexual and non-sexual purposes.
- According to the Indus Parent report, one in every three children is a victim of school bullying. 42 per cent of kids are bullied at schools in India, says a survey carried out by The Teacher Foundation, in association with Wipro Applying Thought in Schools (WATIS). Students are made fun of, bullied, teased, insulted, and ridiculed, besides physical fights.
- Substance abuse among adolescents is widespread and many are liberally consuming alcohol.
- Many of our children are involved in under age sexual activities.
- Suicide is the third leading cause of death among young adults.
- About 20% of our adolescents have one or more mental or behavioral problems (World Health Organization).
- Many of our children are indulging in sending sexually provocative images and messages implying the destructive use of ICT (UNICEF)
- Many young adults are involved in violent criminal activities including rape, murder, robbery and so on.
- Tendency for religious and ideological radicalization is also evident among our children.
- Concern about an alarming rise in sense of insecurity and loss of purpose in life is being voiced from many corners.

If not countered effectively, **these risks could have negative outcomes, sucking vulnerable children into anti-social activities, and eventually operating as a destabilizing force in our society.** Thomas Friedman expresses this succinctly: "The country that will thrive the most in the 21st century will be the one most successful at converting its youth bulge into a 'demographic dividend.' Countries that fail to do so will have a youth population that is not only unemployable, but also unmanageable."¹

National and international trends show that Violent-Extremist Organisations are focusing on recruiting youngsters to their fold. Reportedly, there is an increasing tendency among Indian youngsters to indulge in anti-establishment violence such as ethnicity-led terror groups, religious fundamentalism, left wing extremism and drug-related violence. 2016 saw the number of youngsters joining militancy go up by 33% in Kashmir. Maoists across Chhattisgarh, Odisha, Bihar and Jharkhand have reportedly 'recruited' nearly 10,000 (10 to 15 years of age) children including girls, to serve as intelligence gatherers or perform chores as cooks and couriers for Maoists. Most of the minor recruits are teenagers and are given basic training to handle weapons."

It is also true that **today's children are on their path to assume key positions where they will make important decisions about the future of our country.** The extent of their commitment towards responsible citizenship depends on the foothold which they get in their childhood.

Commonly, problems faced by our children not only go unacknowledged, but are often unattended. Even if identified, they are often unreported or unattended. In some cases they are attended very unscientifically, causing a damaging effect. The present process of handling young offenders also needs a scientific re-visit as isolating young offenders from social mainstream may only serve to enhance the negative tendencies within them.

The general perception about police among the public is that they are unfriendly, insensitive and brutal. This said, the perception of police about the general public is that they are unfriendly, non-cooperative and non-law abiding. This disharmony results from an absence of opportunities to work together beneficially. This results from lack of platforms for a

¹Thomas Friedman, Pulitzer Prize winning Author of "THE WORLD IS FLAT"

constructive engagement between police and the general public, especially our budding youngsters.

At a time of fiscal challenges for many jurisdictions, governments and police services share a common **goal of keeping people and communities safe, while ensuring policing services are delivered as efficiently and effectively as possible**. Concerted efforts to prevent youth-related crimes, through reduced recidivism, and strengthened positive encouragement, thus reducing the future costs of policing, is the need of the hour. Problems of youngsters should be nipped in the bud so that it guarantees that they never become full blown criminals.

CAP is envisioned as an **affection-driven, problem-oriented, solution focused collaborative effort by Police**, on the belief that if police – in furtherance of its fundamental duty to society - can ensure care and protection to children, by coordinating with all concerned and authorised agencies responsible for such outcome, our children can become the biggest asset of our country.

Community Policing for Children is envisaged as Children & Police (CAP) initiative, with a strong focus on protection and development of children and prevention of crimes among youth. This is also envisioned as a creative collaboration between the police and the youth to develop our youngsters as responsible and capable leaders and empower them to address challenges around them, before they become intractable problems or threats.

Finally, but importantly, 'Children And Police' (CAP) can be instrumental in **attracting persons with right attitude, law abiding behavior and democratic values to police force**, which can enhance the efficiency in delivery of police services to the society.

The following are the successful experiments conceived under CAP, in Kerala which MM-2 recommends other states adopt:

- Student Police Cadet Program: Enabling youngsters to evolve as responsible and capable citizens of a democratic society by inculcating within them respect for the law, inner capability, self-discipline, civic sense, empathy for vulnerable sections of society and resistance to social evils. SPC program has been nationally rolled out by the Union Home Minister on 21st June 2018 and funds have been allotted to the States and UTs.

- Our Responsibility to Children Program (Project ORC): Identifying and addressing behavioural, emotional and social deviance and other vulnerabilities of children and integrating them to the mainstream through counselling, professional help, enhancing life skills, nurturing strengths, addressing vulnerabilities, and promoting mentoring and good parenting
- School Protections Groups: Creating an invisible wall of protection around every child, to ensure safety, prevent truancy, curb tendency for juvenile delinquency as well as to protect them from becoming victims of illegal activities.
- Project HOPE: To enhance confidence, self-worth and skills of children who fail/drop out of schools before successful completion of XIIth STD by Strength & Difficulty assessment, mentoring, coaching, skill development and supporting job placements.
- Child Friendly Police Stations (CAP Stations): CAP stations are police stations that demonstrate child friendliness in attitude, ambience, infrastructure, procedure and enforcement. They facilitate partnership, function as Knowledge Hubs and perform as strict enforcers of child related laws.

2. Overview

2.1 Project Title

Children and Police (CAP) – A Community Policing Initiative for Children

2.2 Vision

Creating a Better Tomorrow

2.3 Organisational Objectives

- An atmosphere of affection, protection and care for every child
- Identification of children at risk at an early age and to nurture them into capable and responsible citizens of the nation.
- Spread awareness among parents, teachers and society at large, about the need for ensuring better care and protection of children.
- Educate children about their rights as well as their duties as responsible citizens of our country.
- Ensure that our police stations become abodes of justice so that

any child, parent or anyone with an issue related to children can confidently approach these stations for support.

- Minimising the possibility of child trafficking and sex abuse through awareness generation and other measures.
- Facilitation of a partnership model by strengthening coordination between Government/Non-Government agencies responsible for the care and protection of children and civil society.
- Prompt and meticulous investigation in the case of any abuse or atrocity against a child to bring the offenders to justice.
- Ultimately, creating an invisible wall of protection around every child through the active partnership of parents, teachers and society at large.

3. The Business Case

3.1 Purpose of the Business Case

1. To develop an affection-driven, problem-oriented, solution-focused, collaborative platform to ensure better protection and development of our children.
2. To build a constructive platform for interaction between police and the budding youngsters.
3. To empower children to address challenges around them, before they become intractable problems or threats.

3.2 Sponsors

The programme will be jointly sponsored by the various Departments of both Central and State Governments. Other sources of funds will be from the budget allocations of partnering departments and agencies, contributions from local area development funds of people's representatives, UNICEF, NGOs and contributions from CSR funds.

3.3 Responsibility of the State/UT Governments:

1. The primary responsibility for the implementation of the scheme will be that of the State/UT Government concerned.
2. For the effective implementation of the scheme, and institutionalization of the programme, the State/UT Government will have to play an active role through issue of necessary executive instructions and constitution of State level and district level

committees consisting of representatives of the partnering agencies and departments

3. The state government shall instruct the departments concerned to use their existing schemes, and formulate new schemes, where required, to provide basic amenities and funds to operationalize the initiatives.
4. Once the implementation starts, the State Governments may consider approaching some of the UN and other international funding organizations/foundations for funding.
5. They should ensure independent monitoring of the implementation and institutionalisation of the programme.

3.4 Responsibility of the Central Government:

1. To convince the Governments of State and UTs about the rationale and importance of the program, and continually assume the role of coordination, facilitation and monitoring.
2. To motivate the Governments of State and UTs to implement this program. MHA may provide seed fund for initiating the program.
3. Once the implementation progresses, the Central Government may provide appropriate grant-in-aid for the implementation of the scheme.
4. The Central Government, through a nodal team selected by BPR&D, will provide support in terms of the initial briefing of the officers as well as arrange independent evaluation of the programme. The team may also engage in continuous research and development activities.
5. MHA may consider increasing the percentage of the grant-in-aid for the States/UTs that are implementing the scheme well and achieving the desired results.
6. MHA may consider taking up the scheme with the Finance Commission and the Niti Ayog for provision of additional resources for the implementation of the project.
7. Incorporating the learning from Kerala, Ministry of Women and Child Development, GoI may implement 'Our Responsibility to Children' (ORC) in all states, as an integral component of ICPS. The Ministry may also provide support to Police for organising various capacity development programs for Police Personnel and

ensure the support of child counsellors/psychologists in Child Friendly Police Stations, as and when they are set-up.

4. Situational Assessment and Problem Statement

Crimes by children as well as against children are increasing alarmingly. Challenges in their overt and covert forms are hindering the conversion of India's demographic bulge into a demographic dividend. Today's children could become easily alienated if they find it difficult to be part of the tomorrow's economic middle class, and could eventually become a destabilizing factor in our State. It is also true that many children today - school going or otherwise - lack personal motivation and clear goals for the future. Proper training and motivation are necessary to equip such children to not only fully exploit the expanding universe of opportunities available to them, but also prevent them from getting sucked into anti-social activities. If India is to benefit from its demographic bulge, the bulge must be converted into a demographic dividend, and the capabilities and energies of children must be directed fruitfully to the task of nation building.

Children face multiple risks today. These risks include substance abuse, alcoholism, poverty, and lack of quality attention from parents who are resource constrained. These risks, if not countered well, are likely to lead school failure and other negative outcomes, including socially deviant behaviour.

The resources for effective policing are also under threat in these days of budgetary constraints. Prevention of criminal activities, therefore, must be a part of any comprehensive strategy to address crimes. This is so, given the explosion of different forms of criminal activities and internal security issues, and the increasing propensity of children to get involved. Community-based proactive policing is a right step in the direction towards effective and efficient prevention. However, they must be based on constructive and problem-oriented partnerships.

5. Critical Assumptions and Constraints

1. It will be possible for MHA to convince the Governments of States and UTs about the rationality and importance of implementing the program.
2. Government of States and UTS emerge successful in convincing the responsible agencies and departments in implementing the program.
3. It will be possible for the senior officers of police to convince the local police officers and staff about the feasibility and utility of this project and get their willing cooperation and commitment.

4. Sufficient financial and human resources will become available as and when needed, especially as the project expands beyond the initial years.
5. Political support from key leadership.
6. Change of Governments will not affect the continuation of the project.
7. Sustained interests for participation from the partnering agencies.

5.1 Constraints

1. Attitudinal road blocks and mind-set issues
2. Lack of coordination across sites
3. Number of children to be reached
4. Recidivism among children
5. Lack of awareness and ignorance of parents, teachers and society at large especially in identifying, managing and providing appropriate attention
6. Difficulties likely to arise in rehabilitating children in need of care and protection, children in conflict with law, children in contact with law and other vulnerable children
7. Human and financial resources

6. Implementation Strategy

Children and Police (CAP), a Community Policing initiative for children, is envisioned as an affection-driven, problem-oriented, solution-focused stakeholder partnership effort by Police, on the belief that if police – in furtherance of its fundamental duty to society – can ensure care and protection to children, by facilitating coordination with all authorised agencies responsible for such outcome, India's Demographic Bulge could be converted to Demographic Dividend.

A. Working in association with Department of Women & Child Development (W&CD) and Departments of Education of the State Governments Initiating and Strengthening Our Responsibility to Children (ORC) Program for ensuring better protection and development of children through Enhancing Life skills, nurturing strengths, addressing vulnerabilities, and promoting mentoring and good parenting. MHA has to work in association with W&CD department to incorporate ORC as an integral component to its Integrated Child Protection Scheme Program (ICPS) to implement the program in schools, in collaboration with Education Department of the concerned states.

- i. Meeting with the state level officials of the departments of

women & child development, social welfare/social justice, education, health, local self-government, excise, legal services authority, JJB, CWC, relevant NGOs and civil society members to give a presentation on the concept, rationale, implementation arrangements and expected outcomes of the project

- ii. Initiating policy decisions for integrating ORC into ICPS and ensuring the support of partnering departments and agencies
- iii. Selection of schools for pilot project
- iv. Formation of central/state and district level committees, headed by the higher officials of the concerned departments
- v. Formation of school level core team headed by the school heads
- vi. Capacity development programs for core team members and the entire teaching staff on identification and management of behavioural, emotional, learning, social and other mental health issues.
- vii. Strength and difficulty assessment with the support of ORC I Know My Student Card
- viii. Strengthening Students' Forums / Clubs and inclusion of children with special needs/talents in forum/ club activities based on their aptitude/ interest
- ix. Sessions on parenting through class-wise PTA meetings
- x. Class room management of the children with mild behavioural and learning issues by empowering class teachers through a well-designed capacity development program
- xi. School level management of children with moderate behavioural and learning issues by school counsellors, ORC nodal teachers and school health nurses through a well-designed capacity development program
- xii. Teacher/Peer/Social mentoring
- xiii. Life Skill Enhancement Programs
- xiv. Professional help on a referral basis , through ORC Resource Centres:

Details attached as Annexure 1.

B. Working closely with schools

1. **Formation of School Protection Groups** to ensure safety of children and to curb tendency for juvenile delinquency as well as to protect children from becoming victims of illegal activities, by constructing an invisible wall of protection around every school. Kerala Police in collaboration with ORC project has drafted a comprehensive Standard Operating Procedure (SOP), named Care and Protection Plan (CAP Plan) for ensuring care and protection of school children and schools. This draft is based on the 1) Safety Guidelines for Schools by Gurugram Police , 2) Manual on Safety & Security of Children in Schools – National Commission for Protection of Child Rights and 3) various Government Circulars by the Government of Kerala.

Structure:

- Chairperson : Head of the Institution or the President of the Parent Teacher Association
- Convener : local Station House Officer
- Joint Convener: police officer designated by the SHO.
- Members :
 - Ward Member / Ward Councillor,
 - School student leader,
 - Two willing parents,
 - Two willing teachers,
 - Staff secretary,
 - One respectable merchant of the locality,
 - One respectable auto driver,
 - One respectable head-load worker,
 - A representative of the Jagaratha Samiti or SPC,
 - Two representatives of NGOs working among children,
 - Selected respectable residents of the area.

Duties of SPG:

- To take action to ensure traffic safety in the school area and surroundings.
- To collect and communicate information regarding selling of supply of drugs and narcotic substances, pornographic material, sale of tobacco products, pan masala, alcoholic

beverages, etc.

- To collect and communicate information about bullying and other rowdy activities of students.
- To collect information about students who go away from the school during class hours and loiter in the vicinity.
- To keep watch over persons who befriend children with a view to exploiting them for illegal or immoral activities.

Work Plan

- Selection of Schools- Preferably schools already selected for implementing ORC program
- Joint meeting by SHO and school heads, attended by concerned LSG members, PTA representatives and higher level functionaries of members to be inducted to SPG
- Half day workshop for SPG members to brief about the idea of SPG, plan of action and responsibilities
- Setting up of SPG in the concerned schools and initiation of activities
- Monthly meeting of SPGs to assess the actions taken and discuss the way forward
- Quarterly district level review jointly organized by Police and Department of Education

(More Details at Annexure 2)

2. Initiating Student Police Cadets Program to enable high school students to evolve as responsible and capable citizens by inculcating respect for the law, inner capability, self-discipline, civic sense, empathy for vulnerable sections of society and resistance to social evils. SPC comprises of a 2 year rigorous training program for selected students to strengthen their Physical, Emotional, Social, Skill, Intellectual and Entrepreneurial quotients. This includes Physical Training, Indoor Training Program, Field visits, Practical Training Projects and so on. Inspired by the achievements of Kerala, the national roll- out of SPC was launched by the Hon. Home Minister of India, Sri Rajnath Singh at Gurugram on 21st July 2018, attended by dignitaries and SPC contingencies from all around the country. MHA will have to ensure that the concerned state level agencies are implementing the SPC program in its actual form and content.

C. Vulnerability mapping to initiate interventions

Vulnerability mapping with the help of District Child Protection Units, social work departments of colleges, volunteers and grass root level functionaries to

- b. identify (i) children in conflict/contact with law/children in various child care institutions, (ii) children in need of care and protection/child beggars/child labourers, (iii) children facing major behavioral and emotional problems, (iv) children who have failed SSLC/+2 exams, (v) school dropouts, and (vi) other vulnerable children
- c. Analyse data and prepare list of beneficiaries
- d. Facilitating interventions
 - i. Prevention of:
 - 1. child labour in hotels, bars, construction industry, workshops and so on
 - 2. begging by children either alone or accompanied by elders
 - 3. employment of children as domestic help
- e. Steps to educate and positively engage children of migrant labour
- f. Organising a decentralized meeting of officials of departments of women & child development, social welfare/social justice, education, health, local self-government, excise, legal services authority, JJB, CWC, relevant NGOS and civil society members
- g. Preparing individual care plan for each child based on the issues faced by them
- h. Facilitating rehabilitation and social integration of the identified children, with the support of concerned agencies and departments
- i. Facilitate expert care for children facing behavioral and emotional issues
- j. Organize constructive correctional measures for deviant children.

D. Initiating Project 'HOPE'

Project 'HOPE' is a partnership initiative, collaboratively experimented by Kerala police and civil society, to ensure a better quality of life to children who have failed SSLC or +2 board examinations and other vulnerable early school dropouts. HOPE enables children to acquire basic academic qualifications and life and livelihood skills essential for a dignified living.

- Formation of local HOPE units as a collaborative platform of Police and Civil Society

- Identification of mentors/resource persons from different parts of the region to form zonal level teams to run the project
- Identification of children who have failed SSLC exams and those who have dropped out of schools, with the support of Education Department
- Home visits for convincing the children and parents about the importance of learning and acquiring skills, and the objectives of HOPE program with the support of a performa to chalk out the psycho-social-academic issues of children
- HOPE Capacity Development Programs for mentors, resource persons and other volunteers
- Establishment of a HOPE Learning Centre
- Combined as well as separate induction workshops for parents and children
- Assessment of academic challenges faced by children, including 3Rs (reading, writing and arithmetic skills)
- Consortium of tuition centres and parallel colleges for academic support as part of preparing children for exams
- One to one and group mentoring and support of resource persons
- Academic and life skills camps
- Identification of suitable livelihood skills for each child
- Partnering with skill development agencies for age-appropriate and job-oriented skills
- Supporting children for appropriate job placements

More Details attached as Annexure 3

E. Converting Existing Police Stations to Child Friendly Police Stations:

Child friendly police stations are envisioned as police stations

- a. With Police personnel equipped with child friendly attitudes and qualities
- b. With child friendly infrastructural arrangements
- c. That Protects and Promotes Rights of Children especially those children falling under the preview of Children in Need of Care and Protection, Children in Conflict with Law, Children in contact with

- law and other vulnerable children.
- d. Work rigorously and meticulously based on the legal provisions and acts relating to child rights and child protection
 - e. That stringently enforce all laws concerning the safety and protection of children
 - f. That serves as a Knowledge Hub that collect, store, process and disseminate information and knowledge related to any issues regarding care and protection of children
 - g. That adopts stringent measures to eradicate child labor, child beggary and child marriage

Initiation of Child friendly police stations

- Selection of police stations for piloting the program
- Capacity development program for entire police staff of the selected stations
- Ensuring the flowing child friendly infrastructural arrangements in the participating stations
 - A separate space/room to interact with children
 - Facility for sitting, toilet and safe drinking water for children
 - Child friendly ambience with attractive paintings, drawings, recreational arrangements and so on
 - Designated space with facilities to accommodate women comfortably especially feeding mothers
 - Information boards with name and contact details of the Child Welfare Officer and other Information-Education-Communication materials
 - Mini library with books, news dailies, magazines etc. to engage children and other people visiting the station, and books and materials based on the acts and rules related to children
- Designating a Child Welfare Officer with a child friendly attitude and comprehensive knowledge on issues related to handling of children in conflict/contact with law
- Action Group at the police station limits: Led by the concerned Circle Inspector and the Station House head as the convener and representatives of the partnering agencies will be members
- District Coordination Committee: Concerned SP will be the

chairperson of the committee and DySP DCRB will be the convener. District level office-bearers of the partnering agencies will function as members

- State Coordination Committee: State Police Chief will be the chairman of the committee and State Nodal Officer, CAP will be the convener of the same. State level office bearers of the partnering agencies will be members
- Encouraging visits by children from nearby Anganwadis, schools, slums etc. to spend time at the child friendly space
- Organising learning and fun activities for children at the child friendly space
- Massive Awareness Building Programs
 - Awareness building activities about the rights of children and their responsibilities towards children among parents, teachers, children, media, grass root level stake holders working with children, community/spiritual leaders social workers
 - Encourage relevant agencies to put up boards and hoardings, and distribute posters, leaflets about the safety and protection of children
- Measures to ensure safe and comfortable travel
 - Increase awareness of drivers of auto-rickshaws, carrier vehicles, tempo vans etc. and their strict monitoring
 - Ensuring safety standards of school vehicles
 - Ensuring that school children are not discriminated in public transport facilities
 - Capacity building program for students, parents and teachers
 - Stringent and timely action against erring vehicle operators
- Ensuring safety in and around schools
 - Enforcing ban on sale of addictive substances
 - Raids on establishments in the vicinity of schools, suspected of engaging in the selling or distribution of such addictive substances
 - Stringent surveillance on anti-social and drug traffickers

- Ensuring protection and safety of vulnerable children
- Ensuring special attention to deviant children
- Monitoring the movement of strangers
- Special monitoring of school absentees
- Formation and active functioning of School Protection Groups in all schools within the jurisdiction of the station

Further details attached as Annexure: 4

6.1 Mission Statement

Police facilitating and partnering to create a problem oriented solution focused platform to ensure better protection, care and development of our children

6.2 Deliverables

1. Establishment of institutional arrangements for implementing the project
2. Finalization of work-plan
3. Number of schools identified to roll out the program
4. Human and material resources in place
5. Number of child friendly corners set-up in selected police stations and completing the capacity development of police personnel of the concerned stations
6. Data collection of vulnerable children
7. Development of various modules and resource persons
8. Number of awareness and capacity development programs initiated
9. Number of HOPE units initiated

6.3 Stakeholders

- Police
- Government agencies and departments responsible for protection and development of children
- Children
- Parents and school community
- Non-Government Organisations
- CWC, Juvenile Justice Board, Central and State Child Rights Commissions
- Commissions for Protection of Child Rights – Central & State Level

- Civil Society

6.4 Milestones

1. Submission of project proposal
2. Approval for implementation of the program
3. Final Drafting of GOs, Operational manuals, results framework etc.
4. Institutional arrangements and formation of various committees at all levels
5. Meeting of the concerned officers
6. Sanction of budget
7. Issue of Standing Orders by the DGPs of the States/UTs within three months of approval
8. Ground level Implementation of the project

7. Budget analysis

Component 1: Our Responsibility to Children Project

Expenses needed for implementing ORC in one school, for 1 year: Rs. 125,000.00

Component 2: School Protection Group

Expenses for arranging monthly meeting of School Protection Group for one school for one month: Rs: 1,000.00

For One year: $12 \times 1000 =$ Rs. 12,000.00

District level workshop of SPG members in every 6 months:

Expenses for one workshop: Rs.10, 000.00

For two workshops: $10,000 \times 2 =$ Rs. 20,000.00

Component 3: Project 'HOPE'

Expenses needed for implementing HOPE covering 100 students, for an year: Rs. 400,000.00

Component 4: Converting Police Stations as Child Friendly Stations

Expenses needed for completing infrastructural arrangements for 1 station: Rs.10, 00, 000.00

Expenses needed to run the monthly child friendly activities

For one month: Rs. 3000.00

For one year: $3000 \times 12 =$ Rs.36, 000.00

Total: Rs. 1,593,000.00 (Rupees Fifteen Lakhs Ninety Three Thousand Only)

In Kerala, funds are mobilized as contributions from partnering departments, local area development funds of people's representatives, plan fund of state Governments, funds available with Local Self Governments and Corporate Social Responsibility Funds.

Sources of Funds for SPC program in Kerala

- State Plan fund
- SSA and RMSA
- Own fund of Local Self Governments
- Road Safety Funds
- Social Forestry Fund
- Social Justice Department
- National Health Mission
- Excise Department
- Information & Public Relations
- MLA and MP LAD funds
- Institute of Management in Government (IMG)
- State Council for Education Research and Training (SCERT)
- State Institute of Education Management and Training (SIEMAT)
- Corporate Social Responsibility Funds

Sources of Funds for ORC project in Kerala

- Department of Women and Child Development – Integrated Child Protection Schemes
- UNICEF
- MLA and MP Local Area Development funds
- SC/ST Funds
- State Council for Education Research and Training (SCERT)
- State Institute of Education Management and Training (SIEMAT)
- Local Self Governments
- NGOs

Sources of Funds for HOPE project in Kerala

- Community Policing Fund
- UNICEF
- CSR funds from public sector
- Integrated Child Protection Scheme
- Local Self Governments
- NGOs
- Public Contributions

Sources of Funds for Child Friendly Police Stations in Kerala

- Community Policing Program
- Integrated Child Protection Scheme

- UNICEF
- SC/St departments in tribal/other vulnerable areas
- MLA and MP Local Area Development funds
- Local Self Governments

Total budget requirements will depend upon-

1. Number of schools selected for implementing SPC, SPG and ORC
2. Number for police station selected for implementing child friendly programs
3. Number of units proposed for initiating HOPE project

8. Related Projects

1. Student Police Cadets Program
2. Overarching model of community policing

9. Work Plan

1. Convening a meeting to convince the Governments of the States and UTs, to impress upon the rationality and importance the program
2. Issue of advisory by GOI to State/UT governments
3. Issue of GO by state government
4. Sanction of budget GoI/State Government
5. Issue of Standing Orders and appointment of Nodal Officers by DGPs
6. Meeting of Nodal Officers
7. Setting up Project implementation Committees at the national and states levels.
8. Developing of operational manuals, results frame work capacity development modules
9. Selection of schools, police stations and finalization of strategy to carry out vulnerability mapping
10. Capacity development programs
11. Actual implementation of the project as per the operational manual
12. Continuous monitoring and review by the state's Nodal Officer and Project Coordination Committee
13. Laying down judging criteria for internal and independent evaluation

14. Annual evaluation and audit by an external agency approved by the State/MHA/BPR&D and social audit

10. Conclusion

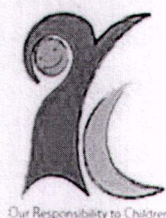
Community Policing for Children and Juvenile is expected to create collaboration between the police and the children to develop our youngsters as responsible and capable leaders and empower them to address challenges around them, before they become intractable problems or threats. This can also be instrumental in facilitating collective responsibility to parents, teachers and society to develop an affection-driven, problem-oriented, solution-focused collaborative effort, to ensure care and protection to children.

If successfully implemented, this initiative can bring a sense of security among children, particularly vulnerable children, which in turn can reduce crimes by children. This can be achieved by proper implementation of this project. Nurturing right perception about the police among the public and vice-versa is also an expected by product.

"You Cannot Resist an Idea Whose Time Has Come".

-Victor Hugo

Annexure 1: Our Responsibility to Children



Vision

Resilient Minds, Empowered Children.

Mission

Protection & development of children through enhancing life skills, nurturing strengths, addressing vulnerabilities, and promoting mentoring and good parenting.

ORC was initiated in Kerala, in the year 2010, as a Police and Civil Society initiative to mentor and reintegrate young delinquents who come under the purview of Criminal Justice System. ORC in Kerala is now an integral component of State Integrated Child Protection Scheme (ICPS) is a school based program functional in around 300 selected Govt/Govt-Aided schools. The project works based on the realization that, most of the times the behavioural, emotional, learning, social and other mental health problems faced by our children are unidentified, unreported and unattended. Even if they are identified in some cases, the issues are not reported or attended and in some cases these issues are very unscientifically attended causing a vicious effect.

1. Components of the program

A. Universal support for all children

- i. Strength and difficulty assessment with the support of ORC I Know My Student Card
- ii. Life Skill Education
- iii. Strengthening Students' Forums / Clubs and inclusion of children with special needs/talents in forum/ club activities based on their aptitude/ interest
- iv. Sessions on Parenting through class wise PTA meetings

B. Identification and Support of Children with Special Needs

- i. Class room management of the children with mild behavioural and learning issues by empowering class teachers through a well-designed capacity development program.
- ii. School level management of children with moderate behavioural and learning issues by school counsellors, ORC nodal teachers and school health nurses through a well-designed capacity development program.
- iii. Teacher/Peer/Social mentoring
- iv. Learning and Skill Enhancement Programs

C. Professional Help through ORC District Resource Centres:

One of the key components ORC is need based expert care to children identified with severe behavioural – learning – emotional and social issues. ORC organizes this professional help on referral basis for children facing problems associated with severe behavioural and learning issues through setting up ORC District Resource Centres.

The ORC DRC is envisioned as a knowledge hub and a facilitation centre, with respect to the implementation of project ORC in the concerned district. It facilitates counselling, expert consultation, mentor-mentee interface, and skill acquisition programs. These Centres provide facilities and appropriate and sufficient space for mentor-mentee or mentor-parents interface, counselling, expert consultation (medical or other special attention), relevant training, digital conferencing, reference library etc. DRC is designed as a knowledge hub for all families with children who fall under the ORC categories. It is also responsible for undertaking the resource mapping, in consultation with the schools.

Facilities at DRC:

- Service of experts including child psychiatrists
- Service of trained volunteer mentors and counsellors

- Advanced training facilities
- Map of resources
- Tele facilities
- Video conferencing
- Mentoring programs

The referral system is managed by coordinating between schools, parents and the available services of professionals, institutions and organizations. The ORC DRC acts as a link between the child in need of care and appropriate services in the district. Timely follow up of the progress of the child referred is also ensured by ORC DRC. Below follows a broad picture on the functioning of ORC DRCs

2. Institutionalization of ORC

- Problem oriented, solution focused partnership approach to identify and address the behavioural, emotional, learning, social and other mental health issues of children
- Facilitated by police and jointly implemented by Integrated Child Protection Scheme (ICPS), Departments of Education, Health, Social Justice, Scheduled Caste & Scheduled Tribe, in partnership with civil society

3. Structure & Functionaries

- ORC focuses on school level identification and management of children at risk through appropriate interventions.
- ORC operates at three levels - school, district, and state.

State Level Structure and Functionaries

- The Police make necessary arrangements to introduce the ORC project before the State Governing Body of the ICPS (SGB –ICPS)
- SGB – ICPS make necessary arrangements to integrate ORC into the ICSP system and oversee all ORC activities and ensure inter-departmental synergies between all stakeholders.
- The State Executive Committee for the ICPS Project guide and oversee policy and financial issues.
- Government designate State and State Additional Nodal Officers. The ORC State Nodal Officer and the Additional Nodal

Officers will be members of the State Governing Body and the State Executive Committee.

- A State Action Group (SAG) be to provide periodical guidance for project implementation, troubleshooting and fine-tuning policies. State-level monitoring, review, and coordination of ORC activities in various districts will be the responsibility of SAG.
- ORC Coordinator, with guidance from DCPO, will report to the ORC State Nodal Officer and ICPS Program Manager through the ORC SPO. The ORC Nodal Officer will be a convenor of SAG. Member Secretary KELSA, Secretaries of Departments of Education (General, Higher, Higher Secondary, and Vocational), Health, Home, Labour, Tribal Development, Scheduled Caste, Social Justice, IGP, Police Headquarters, Chairperson, Kerala State Commission for Protection of Child Rights, Chairpersons of Juvenile Justice Board and Child Welfare Committee as well as the Convenor of the Childline Forum, will be members of SAG. Directors of Social Justice, Public Instructions, Vocational Higher Secondary, and Higher Secondary Schools will also participate. Other members will be nominated from civil society and different relevant professions. This will include a Celebrity and a Principal Mentor. The State Action Group will also maintain a pool of international volunteers with diverse relevant expertise, whose services can be tapped as and when needed.
- A State Resource consultant (SRC) will be appointed to facilitate and coordinate the implementation of the ORC Project. The SRC will report to and assist the State Nodal Officer in performing his or her functions.
- A Program Officer will be appointed at the state level to implement the ORC project (SPO). The SPO will be responsible for the implementation of the project across the State, in consultation with the State ICPS Program Manager. Responsibilities include:
 - Executing ORC project in the State,
 - Ensuring that systematic monitoring is taking place, and
 - Preparing all necessary reports; and
 - All other responsibilities assigned.
- The SPO will be supported as necessary by the staff of the ICPS Program. In addition, an office assistant cum data entry operator will be appointed for the ORC project, who will assist the SPO in the effective implementation of ORC.

Planning and Implementation at State Level

The Program Manager (SCPS) is responsible for overseeing the budget and financial aspects of the ORC Project at the State level. Under the overall guidance of the State Nodal Officer, the SPO, in consultation with the Program Manager (ICPS), will prepare an annual activity calendar with an estimated budget. The Annual Work Plan and budget for ORC activities will be part of the annual work plan and budget for the ICPS. A monthly contingency expenditure of not more than Rs. 5000 will be placed under the disposal of the SPO to be spent on petty items as per existing Government norms.

As required by the State Nodal Officer, the SPO also prepare a monthly Action Taken Report as well as a financial statement indicating progress and expenditures. This will be submitted to the State Nodal Officer by the fifth of every month. In addition, a consolidated monitoring report shall be updated and attached to the Action Taken Report. The SPO should send a soft copy of the reports to all members of the State Action Group as soon as it is cleared by the State Nodal Officer.

4. District Level Structure

Institutionalization of ORC Within District Child Protection Units (DCPU)

At the district-level, ORC shall be an integral part of DCPU's institutional framework. Within the DCPU framework ORC shall focus on addressing issues faced by problem children in the district. Through DCPU, ORC shall facilitate coordination, collaboration and functional linkages among relevant stakeholders at district and community levels.

District-Level Functionaries & Structures

The District Child Protection Officer (DCPO) manage district-level ORC activities. Each DCPUs appoint a staff member on contract basis as the ORC District Coordinator.

An ORC District-level Action Group (DAG) be constituted to guide project implementation in each district. The representative of the District Collector, who shall act as Chair, and the DCPO, who shall be the convenor of DAG, shall manage this. Representatives of the district collector, district police chief, district-level officers of Departments of Education (General, Higher, Higher Secondary, and Vocational), Health, Scheduled Caste, Social Justice, Tribal Development, Secretary, DLSA, District Nodal Officer (Student Police

Cadet) nominees of the Juvenile Justice Board, Child Welfare Committee, Childline coordinators, and the Local Self-Government Institution shall also participate. Other members may be nominated as per decision of DAG including representatives from civil society, a District Celebrity and a District Mentor. The DAG shall meet before the 10th of each

An Expert Resource group shall be formed and maintained by DRC. DRC should also ensure that it has a panel of specialists who can treat specific issues beyond that of mere behavioral issues. This Expert Resource Group would also be expected to provide training, on-going support and supervision to the mentors/expert teachers on a regular basis. They would also be expected to train teachers to classify three groups of children – those who require universal strengthening strategies, those who would require targeted prevention but within the school, or those who should be treated by the expert group, using the conventional models of service delivery - including inpatient services. Internationally acclaimed and locally validated screening tools, such as administration of SDQ shall be used to help identify children at risk. Kerala state government has agreed to support the resource groups to be released from their duties to take part in this process.

There shall be an ORC Resource Centre in each district (DRC), which shall take on a coordination and facilitating role for ORC activities at the district level. It shall facilitate counseling, expert consultation, mentor-mentee interface, and skill acquisition programs. These Centres shall provide facilities and appropriate and sufficient space for mentor-mentee or mentor-parents interface, counselling, expert consultation (medical or other special attention), relevant training, digital conference hall, a visitor's room, a reference library (including electronic media) as well as office space for ORC project administration. DRC shall become a knowledge hub for all families with children who fall under the ORC categories. It shall be responsible for undertaking the resource mapping, in consultation with the schools. It must initiate and establish systems for tele-facility, so that families or teachers may call and discuss problems. Its role shall also include incentivizing all mentors and monitoring their performance.

The DCPO, in consultation with the DAG, is responsible for establishing an ORC unit (minimum 1000 sq. footage) as part of the DCPU, with sufficient furniture, computer, computer accessories, Internet and other such facilities. The ORC District Resource Centre shall be assigned a vehicle or provided with the authority to lease a vehicle for effective functioning of duties.

Planning and Implementation at District Level

Resource Mapping is the DRC's responsibility. The office must maintain all resources available for the child including list of experts in all areas of problems covered by ORC. This shall include resources that can be utilized to provide specific behavioral problems or those that require special treatment or requiring additional treatment specialized professionals. Care should be taken to see that the process is does not duplicate, and is consistent, with the overall resource mapping undertaken by the DCPU.

DCPO is responsible for overseeing the budget and financial aspects of the ORC Project at the District level. A monthly contingency expenditure of not more than Rs. 5000 shall be placed under the disposal of the Program Officer in charge of ORC as contingency expenditure, to be spent as per existing Government norms. DAG shall ratify the expenditures under this head. The DPO, in consultation with DCPO, shall plan and prepare a monthly activity calendar and its financial requirement, within the State Activity Calendar. DAG shall approve the monthly activity calendar and financial requirements. This shall be submitted to the ORC State Nodal Officer and the ICPS Program Manager through the SPO by the second of every month. In addition, a monitoring report shall be attached to the monthly Action Taken Report. A soft copy of the reports should be sent to all members of DAG and District ORC Council.

School selection for Pilot: The DCPC shall obtain a list of potential schools from the DDE, in consultation with LSGI. Schools shall be selected/ratified by the DAG. For the pilot, schools shall be selected only if they have (i) a teacher willing to act as the Nodal Teacher; (ii) requisite infrastructure; (iii) a counsellor, (iv) Junior Public Health Nurse (JPHN) and (v) necessary space for counselling. Schools which are participating in the Student Police Cadet Program should get priority all else being equal.

The DAG shall maintain a pool of volunteers. The volunteers should be from diverse social and educational backgrounds. Volunteers shall help in the implementation of ORC in the district. DAG shall allocate volunteers as needed to various tasks. A subgroup of volunteers, experienced in dealing with children, shall act as District Voluntary Mentors (DVMs). Others shall be utilized for various activities such as participatory monitoring, organizing workshops, disseminating ORC objectives and principles amongst the general public, and documenting activities and processes.

DCPU shall maintain a pool of DVMs. DVMs shall be carefully selected through advertisement and word of mouth. DVMs should be selected from different social and economic backgrounds in the local vicinities and may include retired teachers, qualified parents, and members of the alumni.

Criteria for selection of DVMs include: (i) qualifications of candidates; (ii) experience working with children; (iii) no known personal vices or addictions or criminal background; and (iv) respect for Constitutional values of equality and respect for diversity. They should be agreeable to spend at least 24 working hours (approximately 3 working days) in a month to the cause, without any expectation of remuneration. DVMs should be willing to undergo a screening. DMVs shall be provided regular training on matters related to mentoring children; this shall be updated at least once in six months. Where the assigned child has a problem that requires special treatment based on her or his unique circumstances, the DVM may seek support from the ORC DRC, and notify the same to the School ORC Unit. For example, in the case of a child needing medical treatment or special protection from an alcoholic parent DVMs shall act in close collaboration with teachers, social workers, counsellors, medical experts or police/justice/protection personnel.

DVMs are expected to engage with the child at least once every week. Mentoring students need not always be face-to-face but can be facilitated through Skype. ORC should ensure that, when it creates a pool of counsellors or psychologists or Psychiatrists to whom they shall be referring children, they should first train them on approaches to deal with ORC children. Even videos of presentations should be sufficient to some extent.

DAG shall appoint District Mentor Coordinators (DMCs) from the pool of DVMs. They shall be responsible for regular monitoring of the quality of the kind of care provided. DMCs should visit each school, once every 3 months, to supervise activities and report progress. They should also monitor the performance of DVMs both to assure provision of quality service and that results are being achieved. Such performance can be assessed through seeking the opinion of the parent, teacher, and mentees. The results framework should aim to understand: (i) positive changes noted in the mentee by family or teachers; (ii) innovative methods utilized by the mentor; and (iii) personal contribution to the ORC program.

Nodal Officer. ORC's Log Frame provides the overall results framework for the ORC project and the associated indicators determined in a participatory manner.

Annexure 2: School Protection Groups

An initiative, being successfully experimented by Kerala Police to ensure safety of children and to curb tendency for juvenile delinquency as well as to protect children from becoming victims of illegal activities, by constructing an invisible wall of protection around every schools

Structure:

- Chairperson : Head of the Institution or the President of the Parent Teacher Association
- Convener : local Station House Officer
- Joint Convener: police officer designated by the SHO.
- Members :
 - Ward Member / Ward Councillor,
 - School student leader,
 - Two willing parents,
 - Two willing teachers,
 - Staff secretary,

- One respectable merchant of the locality,
- One respectable auto driver,
- One respectable head-load worker,
- A representative of the Jagaratha Samiti or SPC,
- Selected respectable residents of the area.

Duties of SPG:

- To take action to ensure traffic safety in the school area and surroundings.
- To collect and communicate information regarding selling of supply of drugs and narcotic substances, pornographic material, sale of tobacco products, pan masala, alcoholic beverages, etc.
- To collect information about students who go away from the school during class hours and loiter in the vicinity.
- To keep watch over persons who befriend children with a view to exploiting them for illegal or immoral activities.

Kerala Police in collaboration with ORC project has drafted a comprehensive Standard Operating Procedure (SOP), named Care and Protection Plan (CAP Plan) for ensuring care and protection of school children and schools. This draft is based on the 1) Safety Guidelines for Schools by Gurgaon Police , 2) Manual on Safety & Security of Children in Schools – National Commission for Protection of Child Rights and 3) various Government Circulars by the Government of Kerala

Institutionalization of ORC

- Problem oriented, solution focused partnership approach
- Implemented jointly by Police, Education department, Local Self Governments and civil society

Work Plan

- Selection of Schools
- Joint meeting by SHO and School heads, attended by concerned LSG members, PTA representatives and higher level functionaries of members to be inducted to SPG
- Half day workshop for SPG members to brief about the idea of SPG, plan of action and responsibilities
- Setting up of SPG in the concerned schools and initiation of activities

- Monthly meeting of SPGs to assess the actions taken and discuss the way forward
- Quarterly district level review jointly organized by Police and Department of Education

Annexure 3: Project 'HOPE'



'No One is Useless, Only Used Less'

Project 'HOPE' is a not for profit partnership initiative, collaboratively experimented by Kerala police and civil society, to ensure a better quality of life to children who have failed SSLC or +2 board examinations and other vulnerable early school dropouts. HOPE enables children to acquire basic

academic qualifications and life and livelihood skills essential for a dignified living.

Rationale:

According to the Global Education Monitoring Statistics Report by UNESCO, India has 47 million children of secondary and higher secondary school-going age dropping out of school. Institute for Policy Research Studies (PRS) points out that the enrolment of students in class 11 in India is only 52%.

The SSLC results of Kerala since many years now has always been in limelight due to the commendable achievement of students appearing for the board examination. Local gatherings to felicitate the little champs, following the announcement of the result has also become a customary ritual in every nooks and corners of the state.

As per the SSLC results of the academic year -2016-17, out of 4.35 lakh students who attended the exam 4.15 lakh successfully completed the eligibility criteria for further studies, and to cheer, around 20 thousand students scored A+ in all subjects. But then, around 20, 000 students in the same examination was declared failed as per the academic scale. Around 10,000 of them cleared the examination in the second chance. The rest? They were simply pushed down to a constant state of dismay and disappointment. They might be less in number, but less is not insignificant always!

Failure followed by a huge blow to self-esteem is a potential cocktail for disaster. This is particularly true in the case of children who face failure in their early academic years. Needless to mention about the network of anti-social elements eagerly waiting to reach out to these children, to lure them to their clutches.

It is a fact that this universe is equally for the victor as well as the beaten. No one is born to fail. Life is a fusion of successes and failures. The one, who wisely discern the real causes of your failures and do the needful to remedy them in time prospers. Also, if temporary set backs are properly introspected and corrected, failures can be converted into glorious victories.

And, humanity thrives on co-existence and co-operation between one and all. And it is the bounden duty of each one of us to lift those who have fallen on the wayside and carry them forward to the path of hope and resurgence.

When we move away from this duty we let the possibility of everlasting failure.

Objectives:

- Enable children who have failed in SSLC/+2 examinations, to achieve basic academic qualifications
- To help the drop outs to continue their education
- To inculcate soft, hard & livelihood skills in children who find it challenging to succeed in the regular schooling program, so as to empower them in skills and vocations of their choice.

Genesis of the Project:

Soon after the declaration of the SSLC results of the academic year 2016-17, while every nook and corner of the state was busy applauding the achievements of the winners, a small team led by P Vijayan IPS, Inspector General of Police was immersed in the thoughts around the children who were to face the harsh fate of failure. They empathised with the embarrassment and neglect, these children may face in their homes, neighbourhood and among their friends. In due course, 'HOPE' came into existence. State Police Chief, Loknath Behera IPS made necessary arrangements for allocating seed money for the pilot. An amount of rupees one lakh each was distributed to Ernakulam rural and Alappuzha, through the official police channel to kick start 'HOPE'. Eventually, 'HOPE' took shape as local platforms of compassionate individuals committed to identify school drop-outs and those who have failed SSLC and +2 exams, to enable them to achieve better results, and mentor them to livelihood opportunities. Academic institutions such as tuition centres and parallel colleges as well as volunteers ensured necessary support.

Impact of the Pilot Phase:

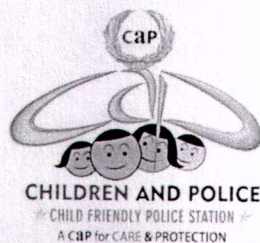
In the pilot phase, 100 children appeared for the SSLC exams, from districts such as Ernakulam, Alappuzha and Kottayam. 74 of them passed the exam and completed the eligibility criteria for further studies. This encouraging results resulted in thoughts around constituting local platforms of compassionate individuals and groups to take the initiative forward.

Stages of Implementation

1. Formation of local HOPE units as a collaborative platform of Police and Civil Society

2. Identification of mentors/resource persons from different parts of the region to form Zonal level teams to run the project.
3. Identification of children who have failed SSLC exams and those who have dropped out of schools, with the support of Education department.
4. Home visits for convincing the children and parents about the importance of learning and acquiring skills, and the objectives of HOPE program with the support of a performa to chalk out the psycho-social-academic issues of children.
5. HOPE Capacity development programs for mentors, resource persons and other volunteers
6. Establishment of a HOPE learning Centre
7. Combined as well as separate induction workshops for parents and children
8. Assessment of academic challenges faced by children, including 3Rs (reading, writing and arithmetic skills)
9. Consortium of tuition centres and parallel colleges for academic support as part of preparing children for exams
10. One to one and group mentoring and support of resource persons.
11. Academic and life skills camps
12. Identification of suitable livelihood skills for each child
13. Partnering with skill development agencies for age appropriate and job oriented skills
14. Supporting children for appropriate job placements

Annexure 4: CAP Child Friendly Police Stations



Vision

Police stations that
protect and care for
our children

Child Friendly Police Stations is a CAP initiative to ensure that:

- Our children grow up in an atmosphere of affection, protection and care.
- Any abuse or atrocity against a child is investigated promptly and meticulously, and the offenders are brought before law.
- Children at risk are identified at an early age and are nurtured to become capable and responsible citizens of the nation.
- Parents, teachers and society at large are aware about the rights of the children.
- Our children are aware about their rights as well as their duties as responsible citizens of our country.
- Our children travel in safety and comfort.
- No child is engaged in child labor or child beggary
- Our police stations become abodes of justice so that any child, parent or anyone with an issue related to children can confidently approach these stations for support.
- Every child friendly police station will operate on an affection driven - partnership model by strengthening coordination between Government/Non-Government agencies responsible for the care and protection of children and civil society
- Ultimately an invisible wall of protection is created around every child through the active partnership of parents, teachers and society at large.

I. Unique features of CAP stations

1. Child friendly infrastructural arrangements

- A separate space/room to interact with children
- Facility for sitting, toilet and safe drinking water for children
- Child friendly ambience with attractive paintings , drawings, recreational arrangements and so on
- Designated space with facilities to accommodate women

comfortably especially feeding mothers

- Information boards with name and contact details of the Child Welfare Officer and other Information-Education-Communication materials
- Mini library with books, news dailies, magazines etc. to engage children and other people visiting the station, and books and materials based on the acts and rules related to children

2. Police personnel with the following child friendly qualities

- Readiness to treat any child visiting the station as his/her own child or someone in his/her kith and kin
- Safe guarding the best interest of the child in all child related matters
- Respectful of diversity be it age, gender, religion, or caste
- Firm conviction that violence, abuse, exploitation against children is unacceptable
- Unconditional empathy towards a child who is suffering from any form of trauma
- Thorough awareness regarding all acts and rules related to children
- Knowledge about psychological first aid to be provided for children facing issues related to mental distress, depression, suicidal tendency, substance abuse behavioral deviation and so on. Police officers dealing with such children should be capable of assessing each child, listening to them non-judgmentally and facilitate expert help in necessary cases.
- Full appreciation of the fact that for a victim, a child or a woman, approaching a police station to register a complaint is a last resort.
- Emphasis on "why" rather than "what" while dealing with children in conflict with law,
- Acknowledges the fact that deviance in children is due to the collective failure of parents, teachers and society including police
- Assuming the role of mentors while dealing with any child in contact with the station (Annexure : Tips for communicating with children)

3. Protection and Promotion of Rights of Children

The stations selected for implementing the CAP program will function based on operationalizing the following rights of children emphasized by UNCRC.

- **The Right to Survival** – Right of every child to live a healthy life where he/she is ensured with basic services like health, nutrition and shelter.
- **The Right to Protection** - The period of childhood is a phase in which the human being is more vulnerable because they have not finished developing physically or mentally. Furthermore, the child requires a particular attention and protection. Right to protection emphasizes the right of every child to be protected mentally, physically and socially
- **The Right to Development**- an inalienable human right by virtue of which every child is entitled to participate in, contribute to, and enjoy economic, social, cultural and political development, in which all human rights and fundamental freedoms can be fully realized.
- **The Right to Participation** – The right that ensures the process by which children and young people can influence decision-making which affects their lives to bring about positive change.

4. All CAP stations work rigorously and meticulously based on the legal provisions and acts relating to child rights and child protection such as,

- National policy on Children 2013
- POCSO Act 2012 - Protection of Children from Sexual Offences Act (POCSO)
- J J Act 2015 - Juvenile Justice (Care and Protection of Children) Act, 2015
- Right to Education Act 2009
- Child marriage prohibition Act 2006
- CPCR Act 2005 - Commissions for Protection of Child Rights Act, 2005
- Medical Termination of Pregnancy (MTP) Act
- Child Labour prohibition Act 1986

- Orphanage Act 1960
- ITP Act 1956 - The Immoral Traffic (Prevention) Act

5. CAP stations will deal with the following categories of children

- **Children in Need of Care and Protection:** All children in the category as defined by Juvenile Justice (Care and Protection) Act, 2015 (Annexure)
- **Child in Conflict with Law:** A person below the age of 18 who has come in contact with the justice system as a result of committing a crime or being suspected of committing a crime as defined by Juvenile Justice (Care and Protection) Act, 2015. The range of crimes vary from petty theft to more serious offences like murder.
- **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.
- **Other Vulnerable Children:**
 - o children of socially excluded groups(migrant families, families living in extreme poverty, scheduled castes, scheduled tribes and other backward classes, families subjected to or affected by discrimination and minorities)
 - o Children infected and/or affected by HIV/AIDS, child drug abusers, children of substance abusers, child beggars, children of prisoners, and street and working children.

6. Child Friendly Police stations will stringently enforce all laws concerning the safety and protection of children

- In all such incidents a crime case is registered without fail and is investigated by the designated officer
- All evidences are adduced in a timely manner
- Arrangements to record statement under section 183 BNSS earlier 164 of CrPC, without any lapse of time.
- Speedy Arrest of the accused, to get him/her remanded to the judicial custody
- Charge sheeting of the cases within the stipulated time
- Day to day supervision by the immediate superior officer of the

progress of the investigation

- Mandatory review and discussion of the cases in crime conferences CIs and Sub Divisional Officers (SDPOs), to assess the progress of the investigations and to chalk out action plan for further investigations, ensuring compliance of actions
- Immediate presentation of the child (in conflict with law) before CWC
- Strict adherence to the following procedures while dealing atrocities against children
 - Endorsement of an entry number and recording in writing
 - Reading over the details to the informant
 - Maintenance of a special register for entry of required details
 - Immediate registration of Statutory FIR
 - Assurance of care and protection to the victim within 24 hours
 - Immediate reporting to CWC and the special court/Court of session
- Strict measures to book anti-social elements working to recruit children for destructive activities, both physically and through online platforms
- Creative measures to prevent children from getting into the influence of anti-social elements by forming an invisible wall of protection around children
- **Book the Abuser:** Stringent adherence to the stipulated procedures under Protection of Children from Sexual Offences (POCSO) act in the cases of sexual offences against children (Annexure)
- 7. **A designated Child Welfare Officer** with a child friendly attitude and comprehensive knowledge on issues related to handling of children in conflict/contact with law.
- 8. **CAP stations will be an affection driven partnership hubs and a joint initiative of the following agencies and functionaries**
 - a. Kerala State Commission for Protection of Child Rights ,
 - b. District Child Protection Units
 - c. Childline
 - d. Child Welfare Committee (CWC)
 - e. ORC District Resource Centers,
 - f. Juvenile Justice Board (JJB)

- g. Legal Services Authorities
- h. Child Welfare Office
- i. Probation Office
- j. Child Care Institutions, Initiatives
- k. like Our Responsibility to Children(ORC)and Student Police Cadet Program (SPC)
- l. Experts like doctors (especially child psychiatrists), psychologists, experienced child/family counsellors etc.
- m. Civil society representatives
- n. Other relevant stake holders

All Child Friendly Police Stations will facilitate the coordination of all the above mentioned agencies and functionaries who have a key stake in the care and protection of children.

9. A Knowledge Hub

- a. All Child Friendly Police stations will collect, store, process and disseminate information and knowledge related to any issues regarding care and protection of children
- b. The stations will maintain a repository of all the latest legal documents and judgements regarding the care and protection of children. The repository will also have guidance documents regarding the legal procedures to be fulfilled while handling child related issues
- c. These hubs will maintain a directory with contact details and all other necessary information regarding different Government/Non-Government agencies and experts involved in the care and protection of children
- d. CAP stations will also maintain a pool of peer/celebrity/social mentors to ensure their services in necessary cases.
- e. They will also provide services such as counselling and guidance regarding appropriate agencies /experts for further reference and action
- f. CAP stations will function as contact point for children, parents, teachers, police officers and any other person for guidance regarding matters related to children.

10. Establish and update a data bank on vulnerable children in the jurisdiction of each CAP station

- a. Vulnerability mapping with the help of District Child Protection

Units, social work departments of colleges, volunteers and grass root level functionaries like Anganwadi teachers, Kudumbashree workers etc. to

- i. identify (i) children in conflict/contact with law (ii) children in need of care and protection (iii) children facing major behavioral and emotional problems (iv) Children who have failed SSLC/+2 exams (v) School dropouts and (vi) Other vulnerable children
- b. Analyze data and prepare list of beneficiaries
- c. Facilitate implementation of Individual Care Plans for each child
- d. Rehabilitate and guarantee social integration of the identified children
- e. Facilitate expert care for children facing behavioral and emotional issues
- f. Organize constructive correctional measures for deviant children.

11. Massive Awareness Building Programs

- a. Awareness building activities about the rights of children and their responsibilities towards children among parents, teachers, children, media, grass root level stake holders working with children, community/spiritual leaders social workers.
- b. Encourage relevant agencies to put up boards and hoardings, and distribute posters, leaflets about the safety and protection of children

12. Measures to ensure safe and comfortable travel

- a. Increase awareness of auto-rickshaws, carrier vehicles, tempo vans etc. and their strict monitoring
- b. Ensuring safety standards of school vehicles
- c. Ensuring that school children are not discriminated in public transport facilities
- d. Capacity building program for students, parents and teachers
- e. Stringent and timely action against erring vehicle operators

13. Ensuring safety in and around schools

- a. Enforcing ban on sale of addictive substances
- b. Raids on establishments in the vicinity of schools, suspected of

engaging in the selling or distribution of such addictive substances

- c. Stringent surveillance on anti-social and drug traffickers
- d. Ensuring protection and safety of vulnerable children
- e. Ensuring special attention to deviant children
- f. Monitoring the movement of strangers
- g. Special monitoring of school absentees
- h. Formation and active functioning of School Protection Groups in all schools within the jurisdiction of the station (**Annexure**)

14. Measures to Eradicate Child Labor/Child beggary

- a. Prevention of:
 - i. child labour in hotels, bars, construction industry, workshops and so on
 - ii. begging by children either alone or accompanied by elders
 - iii. employment of children as domestic help
- b. Protection and rehabilitation of children in labor and beggary
- c. Steps to educate and positively engage children of migrant laborers
- d. checking various small industries and other occupations that are notorious for employing child labour, tackling child beggars
- e. Checking traffic points where children are in the habit of selling various small items
- f. identify the real persons/gangs employing children to initiate stringent action against them

15. SPC Cadets as ambassadors of CAP

- a. Each child friendly police station will have a pool of SPC cadets serving as CAP ambassadors. This pool will include cadets who have graduated from the program as well as those still under training
- b. They will act as peer mentors and provide psychological first aid to children in distress
- c. They will engage in raising awareness on child rights among their peers and general society

16. Other Programs

- a. Parenting sessions will be conducted in collaboration with the initiative, Our Responsibility to Children (ORC)
- b. ORC Life Skills camps for vulnerable children in the child friendly space, in association with ORC,
- c. Celebrity/Social mentoring: Identification of celebrity/community volunteers with leadership and social skills to mentor vulnerable children, under the observation of the stations

II. Governance of CAP Stations

The Administrative arrangements for effective implementation of CAP stations will be as follows:

1. Action Group at the police station limits: Led by the concerned Circle Inspector and the Station House head as the convener. Representatives of the partnering agencies will be members
2. District Coordination Committee: Concerned SP will be the chairperson of the committee and DySP DCRB will be the convener. District level office-bearers of the partnering agencies will function as members.
3. State Coordination Committee: State Police Chief will be the chairman of the committee and State Nodal Officer, CAP will be the convener of the same. State level office bearers of the partnering agencies will be members

